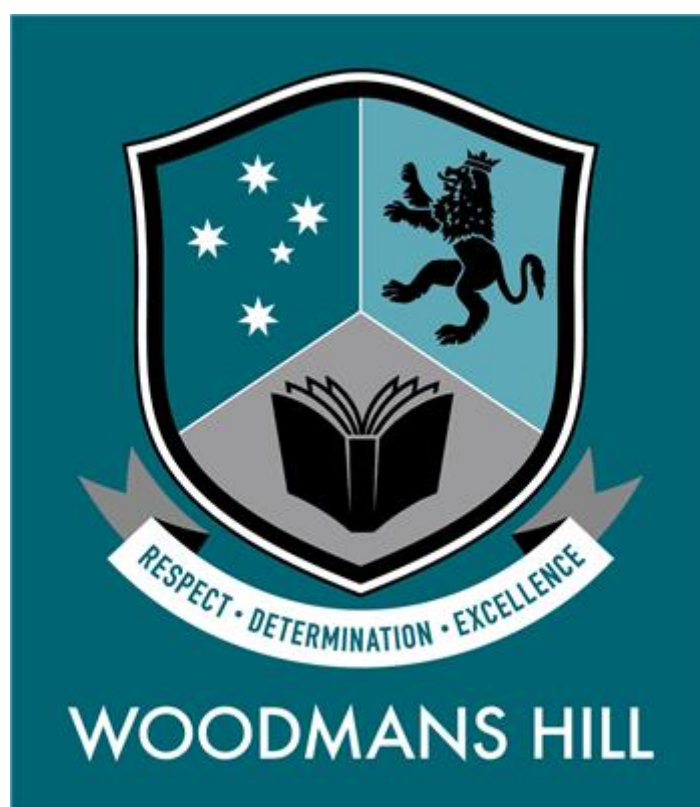


# 2023 Annual Implementation Plan

## for improving student outcomes

Woodmans Hill Secondary College (8491)



Submitted for review by Stephen Fields (School Principal) on 19 December, 2022 at 11:12 AM  
Endorsed by Anne Gawith (Senior Education Improvement Leader) on 20 February, 2023 at 02:46 PM  
Awaiting endorsement by School Council President

## Self-evaluation summary - 2023

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Emerging moving towards Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Emerging moving towards Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

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

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

<b>Support and resources</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	<p>In response to both anticipated and unexpected student, families and staff responses to two years of remote learning, the school has addressed both immediate and long term impacts. We have adapted practice to address concerns around both staff and student wellbeing and shifted focus on processes that supported self-evaluation and self-regulation. Work with Melbourne University around the Permah Survey with all staff has enabled us to address areas of emotional fatigue which were impacting on staff ability to meet the multiple and complex needs of our students.</p> <p>In terms of Teaching and Learning, we have worked closely with Ryan Dunne to develop Expertise Pathways for KLAs that focused on the ongoing formative assessment within teaching, implementation of developmental and progressive rubrics to</p>
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	<p>track both staff and student understanding of goal setting and first wave intervention and conferencing.</p> <p>The work of PLCs have enabled us to identify best-practice through video to increase collective efficacy with all staff sharing evidence of professional development as well as receiving feedback from a trusted peer. We have collected evidence of improvements in teaching and learning within a common repository of staff work so that all teachers can access examples of how to effectively employ HITS into their classroom practice. The English Team have engaged in professional learning around Writing Revolutions with a view of fully implementing this practice in 2023. Both the Maths &amp; English teams have continued to operate as PLCs and have been involved in Inquiry Cycles to determine misconceptions and provide a differentiated approach to teaching Years 7-9.</p> <p>Our Home Group program is now well established throughout the school. It has resources to support teachers in this space that is shared from a common location. Reporting was introduced this year for Home Group, with a general comment on the student and their engagement within the school community.</p>
<p><b>Considerations for 2023</b></p>	<p>As a school, we need to further respond to the wellbeing needs of our whole community. We need to further enhance our connection with and involvement of families through enhanced communication. Additionally, we need to develop the emotional literacy of all staff so that they are more skilled and confident when dealing with students with complex and challenging needs. We also need to focus on enhancing pastoral care and the connection between home and school, as well as increasing the influence of Year Level Leaders to improve Tier 1 interventions. This focus will extend to improving inclusion and disability processes to secure a collective approach to meeting each student at their point of need. Increased focus on academic application and active involvement in goal setting by students through the development of a shared understanding around the GPA process will also be a priority. Additional to this is the continued partnership with Melbourne University to monitor, evaluate and address the wellbeing needs of all staff.</p> <p>The implementation of the Writing Revolution has been challenging and the mid-year timing of the professional development more appropriately serves the work for 2023. Writing in particular is a key concern in terms of our growth data and the number of students attaining top-two bands across the board.</p> <p>The Maths PLC have been highly effective and their growth data (PAT) reflects the increased capacity that they have with respect to differentiation and student engagement. The way they use data driven discussion that is both reflective and responsive has enabled them to collaboratively problem solve, to identify and plan for misconceptions and misapplications, as well as improving the specificity of their assessments and developmental rubrics. This shared accountability has increased their collective efficacy and set a blueprint for how we need teams to operate at Woodmans Hill Secondary College.</p>
<p><b>Documents that support this plan</b></p>	<p>Woodmans Hill Secondary College Top 2 Bands 2022 Sub-Groups.docx (0.01 MB)</p>

## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>2023 Priorities Goal</b> 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.
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To improve student learning growth and achievement for all students in Years 7 to 12
<b>Target 2.1</b>	<b>NAPLAN:</b> <ul style="list-style-type: none"> <li>• Increase the meeting or above benchmark growth in NAPLAN reading in Year 9 to greater than 75 per cent by 2024.</li> <li>• Increase the percentage of students in the top two bands of NAPLAN between Year 7 and 9 in reading to greater than 75 per cent by 2024.</li> </ul>
<b>Target 2.2</b>	<b>Teacher Judgment:</b> <ul style="list-style-type: none"> <li>• Increase the at and above expected level of growth in Teacher Judgment in reading in Year 9 from 56 per cent in 2020 to greater than 75 per cent by 2024.</li> </ul>

<b>Target 2.3</b>	<p>Senior Certificates:</p> <ul style="list-style-type: none"> <li>• Increase the VCE English mean score to 29 by 2024 from 22.5 2020 benchmark</li> <li>• Increase the VCE All study mean score to 29 by 2024 from 24.95 2020 benchmark</li> <li>• Increase the per cent of students who have met or exceeded the GAT predicted score (50th %ile) from -2.5 in 2020 to +2 by 2024 (Report 16).</li> <li>• Increase the per cent of students achieving VCE study scores above 37 from 3.8 per cent in 2020 to 14 per cent by 2024.</li> </ul>
<b>Target 2.4</b>	<p>Exit Destinations:</p> <ul style="list-style-type: none"> <li>• The performance summary from the Annual Report will reflect that positive exit destinations for (further study or full-time employment) to be at 100 per cent throughout the new SSP period.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	<p>Develop the capacity of teachers to activate student agency in learning so that students can act as partners in their own learning.</p>
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	<p>Enhance the capacity of staff to develop and integrate quality curriculum, assessment, data literacy and instructional best practice, underpinned by the FISO improvement cycle.</p>
<b>Key Improvement Strategy 2.b</b> Building practice excellence	<p>Embed a collaborative teaching and learning culture that responds to the individual learning needs of each student.</p>
<b>Goal 3</b>	<p>To improve the engagement of all students from Year 7 to 12.</p>
<b>Target 3.1</b>	<p>Attendance:</p>

	<ul style="list-style-type: none"> <li>• Reduce the average number of days absent per student from 24.74 in 2020 to 17 by 2024.</li> <li>• Reduce the per cent of students with more than 20 days absent from 47 per cent in 2020 to 30 per cent by 2024.</li> </ul>
<b>Target 3.2</b>	<p>Students Attitudes to School Survey, increase the per cent of positive endorsement in:</p> <ul style="list-style-type: none"> <li>• Self-regulation and goal setting from 50 per cent in 2020 to 74 per cent by 2024.</li> <li>• Student voice and agency from 39 per cent in 2020 to 67 per cent by 2024.</li> </ul>
<b>Target 3.3</b>	<p>Staff opinion survey, increase the per cent of positive endorsement in:</p> <ul style="list-style-type: none"> <li>• Trust in students and parents from 48 per cent in 2020 to 70 per cent by 2024.</li> <li>• Collective efficacy from 52 per cent in 2020 to 70 per cent by 2024.</li> <li>• Academic emphasis from 47 per cent in 2020 to 70 per cent by 2024.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Strengthen opportunities for students to participate in the design and implementation of school programs and policies, student-led learning, belonging and engagement opportunities.
<b>Key Improvement Strategy 3.b</b> Vision, values and culture	Embed a culture of high expectations and aspiration.
<b>Goal 4</b>	To foster the social and emotional wellbeing of all students from Year 7 to 12.

<b>Target 4.1</b>	<p>Students Attitudes to School Survey, increase the per cent of positive endorsement in:</p> <ul style="list-style-type: none"> <li>• Resilience from 51 per cent in 2019** to 77 per cent by 2024. **NB: Resilience was not measured in 2020</li> <li>• Respect for diversity from 39 per cent in 2020 to 72 per cent by 2024.</li> <li>• Sense of connectedness from 47 per cent in 2020 to 70 per cent in 2024.</li> <li>• Teacher concern from 38 per cent in 2020 to 65 per cent by 2024.</li> </ul>
<b>Key Improvement Strategy 4.a</b> Setting expectations and promoting inclusion	<p>Through a whole school approach, build staff capacity to support complex social, emotional and wellbeing needs.</p>
<b>Key Improvement Strategy 4.b</b> Networks with schools, services and agencies	<p>Strengthen partnerships with external providers and community organisations to support students' social and emotional wellbeing.</p>
<b>Key Improvement Strategy 4.c</b> Parents and carers as partners	<p>Strengthen authentic learning partnerships between students, teachers and parents, carers and kin.</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><b>2023 Priorities Goal</b> 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	See below.
To improve student learning growth and achievement for all students in Years 7 to 12	Yes	<p>NAPLAN:</p> <ul style="list-style-type: none"> <li>• Increase the meeting or above benchmark growth in NAPLAN reading in Year 9 to greater than 75 per cent by 2024.</li> <li>• Increase the percentage of students in the top two bands of NAPLAN between Year 7 and 9 in reading to greater than 75 per cent by 2024.</li> </ul>	<p>Benchmark Growth Reading 71% Writing 71% Numeracy 66% Top 2 Bands Retention Reading 75% Writing 75% Numeracy 75%</p>
		<p>Teacher Judgment:</p> <ul style="list-style-type: none"> <li>• Increase the at and above expected level of growth in Teacher Judgment in reading in Year 9 from 56 per cent in 2020 to greater than 75 per cent by 2024.</li> </ul>	<p>Teacher Judgement Reading 71% Writing 71% Numeracy 66%</p>
		<p>Senior Certificates:</p> <ul style="list-style-type: none"> <li>• Increase the VCE English mean score to 29 by 2024 from 22.5 2020 benchmark</li> <li>• Increase the VCE All study mean score to 29 by 2024 from 24.95 2020 benchmark</li> </ul>	<p>English Mean-28 VCE All Study Score-28 GAT Predicted- 0 VCE Study Scores 10%</p>

		<ul style="list-style-type: none"> <li>• Increase the per cent of students who have met or exceeded the GAT predicted score (50th %ile) from -2.5 in 2020 to +2 by 2024 (Report 16).</li> <li>• Increase the per cent of students achieving VCE study scores above 37 from 3.8 per cent in 2020 to 14 per cent by 2024.</li> </ul>	
		<p>Exit Destinations:</p> <ul style="list-style-type: none"> <li>• The performance summary from the Annual Report will reflect that positive exit destinations for (further study or full-time employment) to be at 100 per cent throughout the new SSP period.</li> </ul>	Exit Destinations- 100%
To improve the engagement of all students from Year 7 to 12.	Yes	<p>Attendance:</p> <ul style="list-style-type: none"> <li>• Reduce the average number of days absent per student from 24.74 in 2020 to 17 by 2024.</li> <li>• Reduce the per cent of students with more than 20 days absent from 47 per cent in 2020 to 30 per cent by 2024.</li> </ul>	Average number of days absent to 21% of students more than 20 days - 40%
		<p>Students Attitudes to School Survey, increase the per cent of positive endorsement in:</p> <ul style="list-style-type: none"> <li>• Self-regulation and goal setting from 50 per cent in 2020 to 74 per cent by 2024.</li> <li>• Student voice and agency from 39 per cent in 2020 to 67 per cent by 2024.</li> </ul>	Self regulation and goal setting = 56% Student voice and agency = 50%
		<p>Staff opinion survey, increase the per cent of positive endorsement in:</p> <ul style="list-style-type: none"> <li>• Trust in students and parents from 48 per cent in 2020 to 70 per cent by 2024.</li> <li>• Collective efficacy from 52 per cent in 2020 to 70 per cent by 2024.</li> <li>• Academic emphasis from 47 per cent in 2020 to 70 per cent by 2024.</li> </ul>	Trust in students and parents = 60% Collective efficacy = 60% Academic emphasis = 60%

To foster the social and emotional wellbeing of all students from Year 7 to 12.	No	<p>Students Attitudes to School Survey, increase the per cent of positive endorsement in:</p> <ul style="list-style-type: none"> <li>• Resilience from 51 per cent in 2019** to 77 per cent by 2024. **NB: Resilience was not measured in 2020</li> <li>• Respect for diversity from 39 per cent in 2020 to 72 per cent by 2024.</li> <li>• Sense of connectedness from 47 per cent in 2020 to 70 per cent in 2024.</li> <li>• Teacher concern from 38 per cent in 2020 to 65 per cent by 2024.</li> </ul>	
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<b>Goal 1</b>	<b>2023 Priorities Goal</b> <b>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.</b>	
<b>12-month target 1.1-month target</b>	See below.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> 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
<b>KIS 1.b</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.	

<b>Goal 2</b>	<b>To improve student learning growth and achievement for all students in Years 7 to 12</b>	
<b>12-month target 2.1-month target</b>	Benchmark Growth Reading 71% Writing 71% Numeracy 66% Top 2 Bands Retention Reading 75% Writing 75% Numeracy 75%	
<b>12-month target 2.2-month target</b>	Teacher Judgement Reading 71% Writing 71% Numeracy 66%	
<b>12-month target 2.3-month target</b>	English Mean-28 VCE All Study Score-28 GAT Predicted- 0 VCE Study Scores10%	
<b>12-month target 2.4-month target</b>	Exit Destinations- 100%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Curriculum planning and assessment	Develop the capacity of teachers to activate student agency in learning so that students can act as partners in their own learning.	No
<b>KIS 2.a</b> Curriculum planning and assessment	Enhance the capacity of staff to develop and integrate quality curriculum, assessment, data literacy and instructional best practice, underpinned by the FISO improvement cycle.	Yes
<b>KIS 2.b</b> Building practice excellence	Embed a collaborative teaching and learning culture that responds to the individual learning needs of each student.	No

<p>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.</p>	<p>Our self-evaluation against the FISO Continua noted that we have significant work to do around engagement, connectedness and teacher capacity to codevelop goals with students and families. Students do not feel like they are in a partnership with their teachers, despite a significant body of work being carried out in this area. All survey data indicates that enhanced communication is needed to promote shared accountability for student progress. A redefinition of pastoral care roles and responsibilities will help support stronger bonds between home and school to ensure that school feels like a safe and supportive place to learn and grow- these are all areas that need to be improved upon based on all survey data. Additionally, using evidence to inform teaching practice is an area that has been highlighted in SSS and whilst understanding data is higher than other schools in our context, it is still relatively low.</p>	
<p><b>Goal 3</b></p>	<p><b>To improve the engagement of all students from Year 7 to 12.</b></p>	
<p><b>12-month target 3.1-month target</b></p>	<p>Average number of days absent to 21 % of students more than 20 days - 40%</p>	
<p><b>12-month target 3.2-month target</b></p>	<p>Self regulation and goal setting = 56% Student voice and agency = 50%</p>	
<p><b>12-month target 3.3-month target</b></p>	<p>Trust in students and parents = 60% Collective efficacy = 60% Academic emphasis = 60%</p>	
<p><b>Key Improvement Strategies</b></p>		<p>Is this KIS selected for focus this year?</p>
<p><b>KIS 3.a</b> Empowering students and building school pride</p>	<p>Strengthen opportunities for students to participate in the design and implementation of school programs and policies, student-led learning, belonging and engagement opportunities.</p>	<p>Yes</p>
<p><b>KIS 3.b</b> Vision, values and culture</p>	<p>Embed a culture of high expectations and aspiration.</p>	<p>Yes</p>

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.

Our self-evaluation, analysis of data and SSP indicate that there is a need to grow student voice, agency over learning and pride in school in order to increase engagement and attendance. Ours is a school with high aspirations and this focus reflects an ongoing shift in culture at Woodmans Hill Secondary College.

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> 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.
<b>12-month target 1.1 target</b>	See below.
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<ul style="list-style-type: none"> <li>Build staff capability to analyse student data</li> <li>Build staff capability to plan for differentiation based on student data</li> <li>Build staff capability to teach at students' point of need</li> <li>Build staff capability to develop, apply and evaluate assessment tools/developmental rubrics</li> <li>Build staff capability to capture and share best practice</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Students receive support at their point of learning and wellbeing need</li> <li>Students and teachers use assessment and assessment tools to set challenging goals</li> <li>Students achieve growth on a Developmental Rubric</li> <li>Students can answer LW Questions (2&amp;3) confidently</li> <li>Every student has access to a Developmental Rubric at the beginning of each unit in all subjects/classes</li> <li>Teachers regularly use data to plan for learning and to support wellbeing</li> <li>Teachers identify students' point of need in learning and wellbeing</li> <li>Teachers select and employ appropriate strategies to support students' learning and wellbeing at their point of need</li> <li>Teachers in all subjects/classes differentiate for students based on Developmental Rubrics</li> <li>Teachers can evaluate the effectiveness of teaching strategies within data driven discussion protocols</li> <li>Leaders model a data-focused mindset and refer to evidence to support their decisions</li> <li>Leaders support staff to improve their data and differentiation practices through prioritising time and providing professional learning opportunities</li> <li>Leaders regularly track, monitor and evaluate data within cycles/sprints to provide feedback and support in order to increase collective efficacy</li> <li>The school community celebrates success and communicates effectively to families</li> </ul>

<b>Success Indicators</b>	<p>Early indicators  Curriculum documentation shows evidence of planning for differentiation  Notes from peer observations, shared video footage and learning walks show that staff are implementing effective differentiation practices  Mid-year staff survey/focus group shows increased confidence and plans for changes to practice</p> <p>Late indicators  AtoSS: Stimulated learning, Teacher Concern, Self-regulation  SSS:Trust, Collective Efficacy, Academic Emphasis  End-of-year staff survey/ student focus group shows changes to staff practice  Increased consistency of teacher judgements against NAPLAN (Panorama)  Students increase in survey LW Questions (2&amp;3)</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Standards informed developmental rubrics incorporated into WHSC Curriculum and are present within all teaching and learning to support differentiation and goal setting.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,420.29  <input checked="" type="checkbox"/> Equity funding will be used
KLA leaders, Learning Specialist and Assistant Principal trialing updated PLC structure that is informed by data driven discussion and incorporates Teaching Sprints in response to ongoing evaluation.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Continuous data collected through Learning Walks (Q2&3) to evaluate practice, celebrate success and provide feedback and support to staff at a whole school, Sub-school, Year Group & KLAL.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Professional Learning on Quality Rubrics (Griffen) to incorporate feedback, evaluation and best practice to increase quality for Semester 2.	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00



Staff monitor student growth through use of developmental rubrics.			to: Term 4	
Staff actively engaged in PLC's. Staff monitor student growth and measured on developmental rubrics. High performing practice incorporated into WH Instructional Playbook; including: - Teacher demonstration - Student response to strategies	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
High performing practice incorporated into WH Instructional Playbook; including: - Teacher demonstration - Student response to strategies Students create instructional video on; - How to download rubrics - How to read/understand rubrics  Parent/Carer feedback incorporated into ongoing evaluation and improvement.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$203,218.41  <input checked="" type="checkbox"/> Equity funding will be used
Ongoing guidance provided to students and parents/carers on how to access and use developmental rubrics. Staff to use of developmental rubrics to inform all PTSC's in Term 3 with feedback sought from stakeholders on clarity of language to inform goal setting.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Staff to engage in ongoing Professional Learning around the co-construction, implementation and evaluation of IEPs and Inclusion Profiles.	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
WH Instructional Playbook to incorporate videos on effective moderation and data analysis.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
<p>Provide professional development to teachers/aides to understand how to respond to the needs outlined in a student's Inclusion Profile and IEP.</p> <p>To work with teachers to set data driven SMART goals (level 2) in the Individual Education Plan.</p> <p>Promote principles of inclusion and be the lead contact for Disability Inclusion Profiles within the school and maintain a network of connections with regional support as needed</p> <p>Work collaboratively with services/teams outside school, which may include Allied Health professionals and Wellbeing Inclusion Workforces, liaising with Student Support Services key contacts and external therapists.</p>	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Disability inclusion coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$174,660.76 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Continue to develop the Home Group program support student wellbeing and mental health, through explicit training of staff and conversations with students. Targeted small group intervention programs which are linked to the goals in the AIP which address small group student need. Increasing engagement of parents and school community members to educate on student mental health and wellbeing Hands on Learning to be expanded as an engagement and wellbeing intervention at WHSC Begin to roll out the Live4Life model at WHSC To develop whole school structures to support student mental health and wellbeing			
<b>Outcomes</b>	Students feel safer at school and classes conducted in an orderly learning environment Teachers' planning based around the instructional model and will take into account student wellbeing, attendance and engagement Students with emerging or acute wellbeing needs remain connected to school and peers and experience learning success Teachers having a holistic view of the students that they work with and always considering not just learning data but engagement, attendance and wellbeing Staff feel more comfortable and confident in discussing, teaching, modelling and ultimately empowering the students to consider their			

	<p>wellbeing and their peers wellbeing as a component of learning  Students and families will be connected to allied health services in a timely manner  Parents who understand that there are options and flexibility to support their children with acute wellbeing needs  Families of at risk students will receive regular communication and support from the school  Shared accountability for the wellbeing and engagement components of a students  Increased confidence in middle leaders across the school and trust in them to deal with issues that students are facing within their cohorts  Staff feel more comfortable and confident in discussing, teaching, modelling and ultimately empowering the students to consider their wellbeing and their peers wellbeing as a component of learning  Staff being aware of their roles and the roles of others in supporting student mental health and wellbeing needs  Staff being able to identify the most vulnerable and their needs sees students being targeted for interventions  Teachers are better able to support students with acute wellbeing needs to remain connected and become more confident with their learning  Relevant teachers and leaders establish preventative programs including a referral process, timetabling and staffing/resourcing.  Students feeling more connected and supported in their learning</p>			
<p><b>Success Indicators</b></p>	<p>Early indicators:  Compass wellbeing notification data - increased  Increased applications for wellbeing/emgagement programs  Data gathered in pre and post tests for engagement/wellbeing programs</p> <p>Late indicators:  Resilient Youth survey data comparison (2022-2023)  AtSS: Teacher concern, Individual social and emotional wellbeing  Pre and post test data for the engagement/wellbeing programs  Hands on Learning end of year data set</p>			
<p><b>Activities</b></p>	<p><b>People responsible</b></p>	<p><b>Is this a PL priority</b></p>	<p><b>When</b></p>	<p><b>Activity cost and funding streams</b></p>
<p>Development, implementation, monitoring and evaluation of the home group teacher role so that it becomes the primary support for students within their home group, to support students social and emotional wellbeing and academic progress.</p>	<p><input checked="" type="checkbox"/> Assistant principal  <input checked="" type="checkbox"/> Homegroup teachers</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>

Completion of the Resilient Youth Survey to identify student mental health and wellbeing needs across the school to provide a strategic response to student needs through targeted intervention.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Targeted small group intervention programs based on the needs identified within the RYS.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Planning and delivery of parent information sessions about student wellbeing and mental health to provide ongoing support to our students and their families in addressing wellbeing concerns. .	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Begin the roll-out of the Live4Life model at WHSC through the training of a school based instructor and the completion of training for all Year 8 students in TMHFA.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$63,789.93  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>Goal 2</b>	To improve student learning growth and achievement for all students in Years 7 to 12			
<b>12-month target 2.1 target</b>	Benchmark Growth Reading 71% Writing 71% Numeracy 66% Top 2 Bands Retention Reading 75% Writing 75% Numeracy 75%			

<b>12-month target 2.2 target</b>	Teacher Judgement Reading 71% Writing 71% Numeracy 66%
<b>12-month target 2.3 target</b>	English Mean-28 VCE All Study Score-28 GAT Predicted- 0 VCE Study Scores10%
<b>12-month target 2.4 target</b>	Exit Destinations- 100%
<b>KIS 2.a</b> Curriculum planning and assessment	Enhance the capacity of staff to develop and integrate quality curriculum, assessment, data literacy and instructional best practice, underpinned by the FISO improvement cycle.
<b>Actions</b>	Build staff capability to analyse student data Build staff capability to plan for differentiation based on student data Build staff capability to teach at students' point of need Build staff capability to develop, apply and evaluate assessment tools/developmental rubrics Build staff capability to capture and share best practice
<b>Outcomes</b>	Students receive support at their point of learning and wellbeing need Students and teachers use assessment and assessment tools to set challenging goals Students achieve growth on a Developmental Rubric Students can answer LW Questions (2&3) confidently Every student has access to a Developmental Rubric at the beginning of each unit in all subjects/classes Teachers regularly use data to plan for learning and to support wellbeing Teachers identify students' point of need in learning and wellbeing Teachers select and employ appropriate strategies to support students' learning and wellbeing at their point of need Teachers in all subjects/classes differentiate for students based on Developmental Rubrics Teachers can evaluate the effectiveness of teaching strategies within data driven discussion protocols Leaders model a data-focused mindset and refer to evidence to support their decisions Leaders support staff to improve their data and differentiation practices through prioritising time and providing professional learning opportunities Leaders regularly track, monitor and evaluate data within cycles/sprints to provide feedback and support in order to increase

	collective efficacy The school community celebrates success and communicates effectively to families			
<b>Success Indicators</b>	<p>Early indicators</p> <p>Curriculum documentation shows evidence of planning for differentiation</p> <p>Notes from peer observations, shared video footage and learning walks show that staff are implementing effective differentiation practices</p> <p>Mid-year staff survey/focus group shows increased confidence and plans for changes to practice</p> <p>Late indicators</p> <p>AtoSS: Stimulated learning, Teacher Concern, Self-regulation</p> <p>SSS: Trust, Collective Efficacy, Academic Emphasis</p> <p>End-of-year staff survey/ student focus group shows changes to staff practice</p> <p>Increased consistency of teacher judgements against NAPLAN (Panorama)</p> <p>VCE &amp; VCAL results</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Staff in the English and Humanities KLA embedding The Writing Revolution into practice (2 year plan). Lesson sequences trialed, evaluated and best practice celebrated and documented to inform future practice.	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Students participate in conferencing in Home Group, using PAT data and developmental rubrics to set goals and track growth.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Student achievement data is collected and monitored in VCE/VM to ensure student progress is tracking well and teaching is differentiated to provide appropriate challenge for all students. Effective interventions are followed for all students at risk and also high performing.	<input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> VCAL leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>Goal 3</b>	To improve the engagement of all students from Year 7 to 12.			

<b>12-month target 3.1 target</b>	Average number of days absent to 21 % of students more than 20 days - 40%
<b>12-month target 3.2 target</b>	Self regulation and goal setting = 56% Student voice and agency = 50%
<b>12-month target 3.3 target</b>	Trust in students and parents = 60% Collective efficacy = 60% Academic emphasis = 60%
<b>KIS 3.a</b> Empowering students and building school pride	Strengthen opportunities for students to participate in the design and implementation of school programs and policies, student-led learning, belonging and engagement opportunities.
<b>Actions</b>	To develop and strengthen the role of the Home Group teacher in building student connection to school and engagement in learning.  To develop the School-Wide Positive Behaviour program at WHSC through a focus on involving students in the identification and explicit teaching of positive behaviours from IROAR.
<b>Outcomes</b>	Student feels safer in classrooms and that classes are orderly learning environments Students know what to expect when they arrive, enter and participate in classes Students observe greater positive feedback in classes. Students can use the language of the IROAR framework when reflecting on engagement and behaviour Teachers understand the SWPB philosophy and articulate the desired behaviours and minor, moderate and major behaviours Teachers collect and collaboratively analyse student behaviour data using compass and powerBI Teachers use consistent language to discuss positive behaviours Teachers select and employ appropriate strategies to support students' learning and wellbeing at their point of need Staff language is positively framed when interacting with students and colleagues. Staff feel greater connection to school and colleagues Staff feel empowered to implement personal wellbeing focused interventions to improve their own state of wellbeing Increase in staff participating in school based events Parents/carers/kin understand the desired school behavior and the procedures for responding to minor, moderate and major behaviours.

	Parents/carers/kin recognise student positive behaviors through compass			
<b>Success Indicators</b>	<p>Early indicators: Behaviour records on Compass regularly tracked Expected behaviours are displayed prominently throughout the school Use of SWPB and consistent language evident in peer observations and sub school learning walks</p> <p>Late indicators: Reduced exclusionary discipline recorded in learning management system Increased merits AtSS: student voice and agency</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Unpacking and exploring IROAR written into home group curriculum. Ongoing monitoring, evaluation and development based on forums, surveys and observations collated across out whole community.	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>KIS 3.b</b> Vision, values and culture	Embed a culture of high expectations and aspiration.			
<b>Actions</b>	<p>Development of a tiered support framework for Woodmans Hill Secondary School</p> <p>Develop referral and triaging procedures for supports</p> <p>To improve connection and student perception of safety in the classroom by a focus on:</p> <ol style="list-style-type: none"> <li>Classroom procedures and routines</li> <li>Ratio of positive feedback to corrective (4:1)</li> </ol> <p>To support staff to feel more connected to school and comfortable in supporting their own wellbeing through a focus on staff</p>			



	wellbeing.			
<b>Outcomes</b>	<p>Student feels safer in classrooms and that classes are orderly learning environments</p> <p>Students know what to expect when they arrive, enter and participate in classes</p> <p>Students observe greater positive feedback in classes.</p> <p>Students can use the language of the IROAR framework when reflecting on engagement and behaviour</p> <p>Teachers understand the SWPB philosophy and articulate the desired behaviours and minor, moderate and major behaviours</p> <p>Teachers collect and collaboratively analyse student behaviour data using compass and powerBI</p> <p>Teachers use consistent language to discuss positive behaviours</p> <p>Teachers select and employ appropriate strategies to support students' learning and wellbeing at their point of need</p> <p>Staff language is positively framed when interacting with students and colleagues.</p> <p>Staff feel greater connection to school and colleagues</p> <p>Staff feel empowered to implement personal wellbeing focused interventions to improve their own state of wellbeing</p> <p>Increase in staff participating in school based events</p> <p>Parents/carers/kin understand the desired school behavior and the procedures for responding to minor, moderate and major behaviours.</p> <p>Parents/carers/kin recognise student positive behaviors through compass</p>			
<b>Success Indicators</b>	<p>Early indicators:</p> <p>Behaviour records on Compass regularly tracked</p> <p>Expected behaviours are displayed prominently throughout the school</p> <p>Use of SWPB and consistent language evident in peer observations and sub school learning walks</p> <p>Late indicators:</p> <p>Reduced exclusionary discipline recorded in learning management system</p> <p>Increased merits</p> <p>AtSS: experience of bullying, school safety</p> <p>SSS: physical and psychological safety</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Referral & triage processes developed, documented and communicated to staff to ensure a consistent approach to meeting the health and wellbeing needs of all students.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$47,829.26

	<input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Wellbeing team			<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Develop, implement, monitor and evaluate roles of classroom teacher, homegroup teacher, year level leader and leadership and communicate with staff to ensure a strategic and consistent approach to pastoral care.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$108,696.34  <input checked="" type="checkbox"/> Equity funding will be used
SWPBS professional learning around positive feedback statements and positive:negative ratio's including data collection for all staff to ensure consistency of practice throughout the school.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Communication of tiered interventions documentation developed, implemented, monitored and evaluated to ensure consistency of best practice.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Sub school leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop the use of behaviour data across teams at WHSC and the documentation of these procedure to ensure effective monitoring and interventions are evaluated leading to consistent best practice.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$255,367.00  <input checked="" type="checkbox"/> Equity funding will be used
Develop year level teams and structures to support engagement, behaviour and increased communication regarding year level cohorts and individual class groups	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

	<input checked="" type="checkbox"/> Year level co-ordinator(s)			
Development of a structured staff wellbeing framework, that uses PERMAH data to inform and has calendared events scheduled on a regular basis leading to staff prioritizing their own and their colleagues health and wellbeing.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Sub school leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$627,702.04	\$627,702.04	\$0.00
Disability Inclusion Tier 2 Funding	\$222,490.02	\$222,490.02	\$0.00
Schools Mental Health Fund and Menu	\$63,789.93	\$63,789.93	\$0.00
<b>Total</b>	<b>\$913,981.99</b>	<b>\$913,981.99</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Standards informed developmental rubrics incorporated into WHSC Curriculum and are present within all teaching and learning to support differentiation and goal setting.	\$60,420.29
High performing practice incorporated into WH Instructional Playbook; including: - Teacher demonstration - Student response to strategies Students create instructional video on; - How to download rubrics - How to read/understand rubrics  Parent/Carer feedback incorporated into ongoing evaluation and improvement.	\$203,218.41
Provide professional development to teachers/aides to understand how to respond to the needs outlined in a student's Inclusion Profile and IEP. To work with teachers to set data driven SMART goals (level 2) in the Individual Education Plan.	\$174,660.76

Promote principles of inclusion and be the lead contact for Disability Inclusion Profiles within the school and maintain a network of connections with regional support as needed Work collaboratively with services/teams outside school, which may include Allied Health professionals and Wellbeing Inclusion Workforces, liaising with Student Support Services key contacts and external therapists.	
Begin the roll-out of the Live4Life model at WHSC through the training of a school based instructor and the completion of training for all Year 8 students in TMHFA.	\$63,789.93
Referral & triage processes developed, documented and communicated to staff to ensure a consistent approach to meeting the health and wellbeing needs of all students.	\$47,829.26
Develop, implement, monitor and evaluate roles of classroom teacher, homegroup teacher, year level leader and leadership and communicate with staff to ensure a strategic and consistent approach to pastoral care.	\$108,696.34
Develop the use of behaviour data across teams at WHSC and the documentation of these procedure to ensure effective monitoring and interventions are evaluated leading to consistent best practice.	\$255,367.00
<b>Totals</b>	<b>\$913,981.99</b>

## Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Standards informed developmental rubrics incorporated into WHSC Curriculum and are present within	from: Term 1 to: Term 4	\$60,420.29	<input checked="" type="checkbox"/> School-based staffing

all teaching and learning to support differentiation and goal setting.			
High performing practice incorporated into WH Instructional Playbook; including: - Teacher demonstration - Student response to strategies Students create instructional video on; - How to download rubrics - How to read/understand rubrics  Parent/Carer feedback incorporated into ongoing evaluation and improvement.	from: Term 2 to: Term 4	\$203,218.41	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)  <input checked="" type="checkbox"/> CRT
Develop, implement, monitor and evaluate roles of classroom teacher, homegroup teacher, year level leader and leadership and communicate with staff to ensure a strategic and consistent approach to pastoral care.	from: Term 1 to: Term 2	\$108,696.34	<input checked="" type="checkbox"/> School-based staffing
Develop the use of behaviour data across teams at WHSC and the documentation of these procedure to ensure effective monitoring and interventions are evaluated leading to consistent best practice.	from: Term 1 to: Term 4	\$255,367.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		\$627,702.04	

## Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
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<p>Provide professional development to teachers/aides to understand how to respond to the needs outlined in a student's Inclusion Profile and IEP.</p> <p>To work with teachers to set data driven SMART goals (level 2) in the Individual Education Plan.</p> <p>Promote principles of inclusion and be the lead contact for Disability Inclusion Profiles within the school and maintain a network of connections with regional support as needed</p> <p>Work collaboratively with services/teams outside school, which may include Allied Health professionals and Wellbeing Inclusion Workforces, liaising with Student Support Services key contacts and external therapists.</p>	<p>from: Term 1 to: Term 4</p>	<p>\$174,660.76</p>	<p><input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties</p> <ul style="list-style-type: none"> <li>• Disability inclusion coordinator</li> <li>• Education support staff</li> </ul>
<p>Referral &amp; triage processes developed, documented and communicated to staff to ensure a consistent approach to meeting the health and wellbeing needs of all students.</p>	<p>from: Term 1 to: Term 2</p>	<p>\$47,829.26</p>	<p><input checked="" type="checkbox"/> Professional learning for school-based staff</p> <ul style="list-style-type: none"> <li>• Whole school</li> </ul>
<p><b>Totals</b></p>		<p>\$222,490.02</p>	

## Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
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Begin the roll-out of the Live4Life model at WHSC through the training of a school based instructor and the completion of training for all Year 8 students in TMHFA.	from: Term 1 to: Term 4	\$63,789.93	<input checked="" type="checkbox"/> Live4Life (Youth Live4Life)(Peer support)  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Employ Mental Health Staff in school (eduPay or non-teaching staff) Mental health practitioner</li> </ul>
<b>Totals</b>		\$63,789.93	

### Additional funding planner – Total Budget

Activities and milestones	Budget
<b>Totals</b>	\$0.00

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional funding planner – Schools Mental Health Fund and Menu



Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Standards informed developmental rubrics incorporated into WHSC Curriculum and are present within all teaching and learning to support differentiation and goal setting.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <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
KLA leaders, Learning Specialist and Assistant Principal trialing updated PLC structure that is informed by data driven discussion and incorporates Teaching Sprints in response to ongoing evaluation.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Continuous data collected through Learning Walks (Q2&3) to evaluate practice, celebrate success and provide feedback and support to staff at a whole school, Sub-school, Year Group & KLAL.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional Learning on Quality Rubrics (Griffen) to	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional practice day	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

incorporate feedback, evaluation and best practice to increase quality for Semester 2. Staff monitor student growth through use of developmental rubrics.		to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting		
High performing practice incorporated into WH Instructional Playbook; including: - Teacher demonstration - Student response to strategies Students create instructional video on; - How to download rubrics - How to read/understand rubrics  Parent/Carer feedback incorporated into ongoing evaluation and improvement.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<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
Staff to engage in ongoing Professional Learning around the co-construction, implementation and evaluation of IEPs and Inclusion Profiles.	<input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

<p>Provide professional development to teachers/aides to understand how to respond to the needs outlined in a student's Inclusion Profile and IEP. To work with teachers to set data driven SMART goals (level 2) in the Individual Education Plan. Promote principles of inclusion and be the lead contact for Disability Inclusion Profiles within the school and maintain a network of connections with regional support as needed Work collaboratively with services/teams outside school, which may include Allied Health professionals and Wellbeing Inclusion Workforces, liaising with Student Support Services key contacts and external therapists.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All staff</li> <li><input checked="" type="checkbox"/> Allied health</li> <li><input checked="" type="checkbox"/> Disability inclusion coordinator</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Development, implementation, monitoring and evaluation of the home group teacher role so that it becomes the primary support for students within their home group, to support students social and emotional</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Homegroup teachers</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning specialist</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

wellbeing and academic progress.						
Begin the roll-out of the Live4Life model at WHSC through the training of a school based instructor and the completion of training for all Year 8 students in TMHFA.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Staff in the English and Humanities KLA embedding The Writing Revolution into practice (2 year plan). Lesson sequences trialed, evaluated and best practice celebrated and documented to inform future practice.	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Unpacking and exploring IROAR written into home group curriculum. Ongoing monitoring, evaluation and development based on forums, surveys and observations collated across out whole community.	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Year level co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional practice day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Referral &amp; triage processes developed, documented and communicated to staff to ensure a consistent approach to meeting the health and wellbeing needs of all students.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Disability inclusion coordinator</li> <li><input checked="" type="checkbox"/> Sub school leader/s</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Develop, implement, monitor and evaluate roles of classroom teacher, homegroup teacher, year level leader and leadership and communicate with staff to ensure a strategic and consistent approach to pastoral care.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Sub school leader/s</li> <li><input checked="" type="checkbox"/> Year level co-ordinator(s)</li> </ul>	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional practice day</li> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Develop the use of behaviour data across teams at WHSC and the documentation of these procedure to ensure effective monitoring and interventions are evaluated leading to consistent best practice.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Education support</li> <li><input checked="" type="checkbox"/> Sub school leader/s</li> <li><input checked="" type="checkbox"/> SWPBS leader/team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional practice day</li> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

	<input checked="" type="checkbox"/> Year level co- ordinator(s)					
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