2024 Annual Implementation Plan

for improving student outcomes

Hampton Park Secondary College (8709)

Submitted for review by Maxwell Eldridge (School Principal) on 23 February, 2024 at 11:17 AM
Endorsed by Victoria Golding (Senior Education Improvement Leader) on 08 March, 2024 at 04:29 PM
Endorsed by Luke Delutis (School Council President) on 27 March, 2024 at 01:43 PM

Self-evaluation summary - 2024

	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	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

	FISO 2.0 Dimensions	Self-evaluation level
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

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

Future planning	See each section of 'Reflection on progress'
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	No	Support for the priorities	
Improve student learning outcomes across the College.	Yes	Increase the VCE All Study Median score from 27.46 in 2021 to 29 by 2025.	VCE All Study Median score at 29 in 2024.
		The Senior Certificate completion rate to be greater than 95 per cent completion by 2025. *NB: this target is not benchmarked, as the implementation of the Senior Certificate is scheduled for 2023.*	The Senior Certificate completion rate to be greater than or equal to 97%
		Improve the per cent of Year 9 students achieving in the top two NAPLAN bands in: • Reading from 6 per cent in 2021 to 8 per cent by 2025. • Writing from 6 per cent in 2021 to 7 per cent by 2025 • Numeracy from 5 per cent in 2021 to 7 per cent by 2025	As the NAPLAN top two bands are no longer used, the following proficiency measures will be targeted for the 'Exceeding' proficiency:• Reading from 8 per cent in 2023 to 10 per cent by 2024.• Writing from 10 per cent in 2023 to 12 per cent by 2024• Numeracy from 2 per cent in 2023 to 4 per cent by 2024

		Improve the per cent of Year 9 students retained in the top two NAPLAN bands in: • Reading from 32 per cent in 2021 to 70 per cent by 2025 • Writing from 13 per cent in 2021 to 70 per cent by 2025 • Numeracy from 50 per cent in 2021 to 70 per cent by 2025	As the NAPLAN top two bands are no longer used, during this AIP period, retainment of the top two bands within NAPLAN cannot be measured.
		Improve the per cent of students meeting and above NAPLAN benchmark growth in: • Reading from 67 per cent in 2021 to 75 per cent by 2025 • Writing from 69 per cent in 2021 to 75 per cent by 2025 • Numeracy from 75 per cent in 2021 to 80 per cent by 2025	As the NAPLAN top two bands are no longer used, during this AIP period, benchmark growth cannot be measured.
		Improve the per cent of positive endorsement in the School Staff Survey in the measures: • Collective efficacy from 60 per cent in 2021 to 70 per cent by 2025 • Academic emphasis from 54 per cent in 2021 to 60 per cent by 2025 • Assessment module item: Moderation of student assessment from 67 per cent in 2021 to 80 per cent by 2025	Collective efficacy 55% in 2024Academic Emphasis 58% in 2024Assessment module item: Moderation of student assessment 74% in 2024
		Improve the per cent of positive endorsement in the Attitudes of Students to School Survey in the measures: • Differentiated learning challenge from 65 per cent in 2021 to 70 per cent by 2025 • High expectations for success from 77 per cent in 2021 to 90 per cent by 2025 • Student voice and agency from 60 per cent in 2021 to 75 per cent by 2025 • Stimulated learning from 62 per cent in 2021 to 75 per cent by 2025	Differentiated learning challenge 67% in 2024High expectations for success 84% in 2024Student voice and agency 68% in 2024Stimulated learning 69% in 2024

Strengthen wellbeing and engagement outcomes across the college.	Yes	Improve the per cent of students with an exit destination to continuing education: • In Year 10 from 49.9 per cent of students in 2021 to 85 per cent by 2025 • In Year 11 from 49.8 per cent of students in 2021 to 85 per cent by 2025 • In Year 12 from XX per cent of students in 2021 to 95 per cent by 2025	• In Year 10 85% in 2024• In Year 11 70% in 2024• In Year 12 80% in 2024Please note, this Year 12 result is based off of the incomplete 2023 data of 75.48%.
		Improve the proportion of students with less than 20 days absence from to 5 per cent in 2021 to 80 by 2025.	Improve the proportion of students with less than 20 days absence 72% in 2024
		Improve the per cent of positive endorsement in the Attitudes of Students to School Survey in the measures: • Teacher concern from 45 per cent in 2021 to 65 per cent by 2025 • Sense of connectedness from 58 per cent in 2021 to 75 per cent by 2025 • Emotional awareness and regulation from 75 per cent in 2021 to 85 per cent by 2025 • Psychological distress from 2022 benchmark to **TBC** per cent by 2025 • Resilience from 2022 benchmark to **TBC** per cent by 2025 • Subjective physical health from 61 per cent in 2021 to **TBC** per cent by 2025 • Respect for diversity from 59 per cent in 2021 to 65 per cent by 2025 • Managing Bullying from 59 in 2021 to 65 per cent by 2025	Teacher concern 55% in 2024Sense of connectedness 55% in 2024Emotional awareness and regulation 80% in 2024Psychological distress does not exist as an ATOSS factor anymoreResilience 78% (Normal Resilience) in 2024Subjective physical health 61% in 2024Respect for diversity 62% in 2024Managing Bullying 62% in 2024
		Improve the per cent of positive endorsement in the School Staff Survey in the measure: • Parent and Community Involvement from 45 per cent in 2021 to 60 per cent by 2025	Parent and Community Involvement 53% in 2024

Goal 2	Improve student learning outcomes across the College.	
12-month target 2.1-month target	VCE All Study Median score at 29 in 2024.	
12-month target 2.2-month target	The Senior Certificate completion rate to be greater than or equal to 97%	
12-month target 2.3-month target	As the NAPLAN top two bands are no longer used, the following proficiency measures will be targeted for the 'Exceeding' proficiency: • Reading from 8 per cent in 2023 to 10 per cent by 2024. • Writing from 10 per cent in 2023 to 12 per cent by 2024 • Numeracy from 2 per cent in 2023 to 4 per cent by 2024	
12-month target 2.4-month target	As the NAPLAN top two bands are no longer used, during this AIP period, retainment of the top two bands within NAPLAN cannot be measured.	
12-month target 2.5-month target	As the NAPLAN top two bands are no longer used, during this AIP period, benchmark growth cannot be measured.	
12-month target 2.6-month target	Collective efficacy 55% in 2024 Academic Emphasis 58% in 2024 Assessment module item: Moderation of student assessment 74% in 2024	
12-month target 2.7-month target	Differentiated learning challenge 67% in 2024 High expectations for success 84% in 2024 Student voice and agency 68% in 2024 Stimulated learning 69% in 2024	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Assessment	Develop teacher capacity to use data and a range of assessment strategies to differentiate the curriculum.	Yes
KIS 2.b Teaching and learning	Strengthen instructional, shared leadership capacity and professional collaboration.	No

KIS 2.c Leadership	Build a culture of high expectations that is shared across staff, students, parents and the wider school community	Yes
KIS 2.d Teaching and learning	Further develop student voice and agency.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	A core focus in 2024 a core focus of our work will be to ensure reliable and quality assessments across the College. In addition, the use of the data platform Maestro will be expanded to support teachers to analyse data and evidence to inform their practice, including targeted teaching practice. Continued implementation of developmental rubrics, in consultation with external professional support individuals will enhance this work. This work will be a focus of our protected PLC meeting time. For this reason we have selected KIS 2.A. In order to embed High Expectations within our College community we have chosen KIS 2.C to address this continuing work that we are doing as a College. This spans across all areas of our College improvement and life. Including, but not limited to, expectations of students and their work, uniform, learning, attendance, punctuality; expectations of staff to uphold College policies, implementation of the agreed Teaching and Learning Framework and maintaining a high level of professionalism.	
Goal 3	**Strengthen wellbeing and engagement outcomes across the college.**	
12-month target 3.1-month target	• In Year 10 85% in 2024 • In Year 11 70% in 2024 • In Year 12 80% in 2024 Please note, this Year 12 result is based off of the incomplete 2023 data of 75.48%.	
12-month target 3.2-month target	Improve the proportion of students with less than 20 days absence 72% in 2024	
12-month target 3.3-month target	Teacher concern 55% in 2024 Sense of connectedness 55% in 2024 Emotional awareness and regulation 80% in 2024 Psychological distress does not exist as an ATOSS factor anymore Resilience 78% (Normal Resilience) in 2024 Subjective physical health 61% in 2024 Respect for diversity 62% in 2024 Managing Bullying 62% in 2024	

12-month target 3.4-month target	Parent and Community Involvement 53% in 2024	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Support and resources	Partner with students and families or carers to improve attendance, through a tiered model of support.	Yes
KIS 3.b Engagement	Further develop and implement a comprehensive transitions, pathway and career education program.	No
KIS 3.c Support and resources	Develop and implement a tiered system to support all students wellbeing.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Continued implementation of the College attendance improvement plan will further support high expectations and will drive student learning outcomes. For this reason we have selected KIS 3.A. The core focus of our College House Leadership Teams will be to address this KIS. The College's collective responsibility will be to work with staff to ensure that they understand their important role within attendance improvement priorities.	

Define actions, outcomes, success indicators and activities

Goal 2	Improve student learning outcomes across the College.
12-month target 2.1 target	VCE All Study Median score at 29 in 2024.
12-month target 2.2 target	The Senior Certificate completion rate to be greater than or equal to 97%
12-month target 2.3 target	As the NAPLAN top two bands are no longer used, the following proficiency measures will be targeted for the 'Exceeding' proficiency: • Reading from 8 per cent in 2023 to 10 per cent by 2024. • Writing from 10 per cent in 2023 to 12 per cent by 2024 • Numeracy from 2 per cent in 2023 to 4 per cent by 2024
12-month target 2.4 target	As the NAPLAN top two bands are no longer used, during this AIP period, retainment of the top two bands within NAPLAN cannot be measured.
12-month target 2.5 target	As the NAPLAN top two bands are no longer used, during this AIP period, benchmark growth cannot be measured.
12-month target 2.6 target	Collective efficacy 55% in 2024 Academic Emphasis 58% in 2024 Assessment module item: Moderation of student assessment 74% in 2024
12-month target 2.7 target	Differentiated learning challenge 67% in 2024 High expectations for success 84% in 2024 Student voice and agency 68% in 2024 Stimulated learning 69% in 2024
KIS 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop teacher capacity to use data and a range of assessment strategies to differentiate the curriculum.

Actions	All Leadership Team (SIT) members will have a strong connection within their individual SIT development plan and the AIP- including tied targets to the AIP and KIS goals.
	The whole school approach to improve teaching and learning (Eg. PLC, House Teams etc.) will be data driven and focused on quality assessment practices. Including a shift towards Developmental Rubrics.
	Develop teacher capacity to data/assessment and differentiation would need to focus on building capabilities of staff to analyse data, differentiate and teach at point of need through the embedding of the Maestro data platform within the College which will drive staff understanding of student point of need within educational practice.
Outcomes	All members of the College SIT will operate as Instructional Leaders using data to inform their work and actively participating in collaborative activities, including; PLCs, Learning Walks/Observations and Coaching. All teachers will use data to inform their planning, differentiation and responsive classroom practice and teacher judgement.
	Across all eight learning areas, assessment tasks are documented and have an attached rubric. The College will have a set template for Developmental Rubrics and will have provided ongoing professional learning through external consultants.
	Professional Learning to build understanding and use of data, including the usage of the Maestro Platform, to inform teaching practice.
Success Indicators	Early Indicators: The establishment of a data wall to support staff understanding of each students reading and numeracy knowledge. Leadership Team (SIT) members SIT development plan, as monitored through regular SIT Meetings Assessment Inventory to be established Staff usage of the Maestro Data platform to inform teaching practice Late Indicators: All Domains will have developed and implemented Developmental Rubric artefacts across Years 7-10, including the collection and auditing of Developmental Rubrics across the year. All students and parents have access to the Maestro Data Platform The four layers of curriculum mapping are up to date All teaching staff have completed 2 classroom observations. Staff Opinion Survey Data in relation to understanding how to analyse data, plan differentiated learning activities and monitor effectiveness using data. Student Opinion Survey Data in relation to classroom differentiation and stimulated learning challenge.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
All teaching staff will participate in classroom Learning Walks (Term 1) and a formal peer observation program (Terms 2 and 3) which will be connected to the PIVOT student voice survey and their Statement of Expectation.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 3	$546,000.00 ☑ Equity funding will be used
All members of the College SIT engage with an external growth coach, using the GROWTH model on a twice termly basis	☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☑ Equity funding will be used
The development of a guaranteed curriculum and quality assessment is a high priority for the College and teachers will engage in weekly PLC meetings. In 2024 there will be a continued engagement with external assessment consultants to embed the use of developmental rubrics across the College	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Leading teacher(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$298,879.25 ☑ Equity funding will be used
Professional Learning for Maestro (Data Analytics Platform) will continue to strengthen staff understanding of how to analyse and interpret data to best support student's learning and wellbeing.	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$56,000.00 ☑ Equity funding will be used
KIS 2.c 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	Build a culture of high expectations that is shared across staff, students, parents and the wider school community			

| Actions | Improved focus and reform of our Literacy and Numeracy intervention programs to assist in the improvement of student learning outcomes.

A whole school focus on Numeracy Improvement that involves all learning areas working towards a Numeracy specific practice goal.

Continuing the improvement work that our Senior School Improvement team is completing in deepening staff understanding of the skills and outcomes required in senior learning.

A focus on the improvement of staff understanding of the need for greater differentiation within the classroom. Including greater staff understanding of our Maestro platform as a tool to know their students capabilities

Improving the administration of the staff opinion survey and attitudes to school survey to facilitate better understanding of the content of these surveys with staff and students. |
|---|---|
| Outcomes | The development of a curriculum that is evidence based for the Numeracy and Literacy intervention programs.

All learning areas have developed a Numeracy placemat that identifies key Numeracy skills required within their learning areas. Additionally, all subjects will incorporate Numeracy starter activities within their curriculum documentation and lesson delivery.

An improvement in teacher practice in moderation and the use of data to design and enhance the delivery of the study design to improve student outcomes.

A greater intentional usage and confidence by College staff in the use of data to enhance moderation and differentiation to improve targeted teaching and learning within the classroom.

A greater understanding of the content and concepts within the staff opinion survey and attitudes to school survey for staff and students. |
| Success Indicators | Early indicators:
Implementation of consistent routines and practices across the College in line with the implementation of the Berry Street Education Model through anecdotal evidence and learning walk observations
Implementation of Positive Primers and Brain Breaks within routine lesson planning and delivery through anecdotal evidence and learning walk observations
The establishment of specific entry and exit routines from classrooms through anecdotal evidence and learning walk observations

Late indicators:
NAPLAN Data- as indicated within 12 month targets |

	Senior School Outcomes Data- as indicated within 12 month targets ATOSS Data- as indicated within 12 month targets Staff Opinion Survey Data- as indicated within 12 month targets				
Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Comprehensive training for teachers and relevant ES within the Literacy and Numeracy Intervention programs. The development of a strengthened process of screening, assessment and monitoring of student progress within these intervention programs.	☑ Assistant principal ☑ Leading teacher(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$1,292,724.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
All learning areas have developed a Numeracy placemat that identifies key Numeracy skills required within their learning areas.	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ KLA leader	☐ PLP Priority	from: Term 1 to: Term 2	$50,000.00 ☑ Equity funding will be used
Document the sequence of skills in each learning area to show the vertical progression of teaching to the VCE.	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ KLA leader	☐ PLP Priority	from: Term 1 to: Term 4	$128,258.00 ☑ Equity funding will be used

Further professional learning for all staff on the usage and application of the Maestro Data Platform, including within regular PLC meetings.	☑ Education support ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used
Whole school improvement focus on study skills and preparedness for learning, including Elevate Education and Connect Education.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ Equity funding will be used

Goal 3	Strengthen wellbeing and engagement outcomes across the college.
12-month target 3.1 target	• In Year 10 85% in 2024 • In Year 11 70% in 2024 • In Year 12 80% in 2024 Please note, this Year 12 result is based off of the incomplete 2023 data of 75.48%.
12-month target 3.2 target	Improve the proportion of students with less than 20 days absence 72% in 2024
12-month target 3.3 target	Teacher concern 55% in 2024 Sense of connectedness 55% in 2024 Emotional awareness and regulation 80% in 2024 Psychological distress does not exist as an ATOSS factor anymore Resilience 78% (Normal Resilience) in 2024 Subjective physical health 61% in 2024 Respect for diversity 62% in 2024 Managing Bullying 62% in 2024
12-month target 3.4 target	Parent and Community Involvement 53% in 2024
KIS 3.a Responsive, tiered and contextualised approaches and strong relationships to support	Partner with students and families or carers to improve attendance, through a tiered model of support.

student learning, wellbeing and inclusion	
Actions	The College will embed the College Attendance Improvement Plan and Attendance Policies and Procedures, in alignment with our College House System. The College will continue to communicate with families regarding the importance of attendance, including celebrations of students who have high percentages of attendance and those who have improved attendance.
Outcomes	Significant improvement to attendance across the College will lead to greater engagement and improved learning outcomes for our students. An increase in parents communicating with the College and providing approved reasons for student absence.
Success Indicators	Early indicators: Compass data demonstrating increased parent communication regarding absences Monitoring of attendance through TAL meetings and Attendance SIT Meetings Attendance Officer reports provided to Houses fortnightly Late indicators: Improved attendance data Improved parent opinion survey data Improved ATOSS data- specifically the factors identified within the AIP

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Rigorous attendance processes that includes daily attempted attendance phone contact with families for students who are absent, correct coding in consultation with DET and consistent processes across four Houses.	☑ Education support ☑ Sub school leader/s ☑ Year level co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 4	$430,000.00 ☑ Equity funding will be used
Fortnightly Team Around the Learner (TAL) meetings between House Teams and Wellbeing Staff to monitor attendance and	☑ Education support ☑ Sub school leader/s	☐ PLP Priority	from: Term 1	$450,000.00

students at risk. This will include referrals for Allied Services within the College gate.	☑ Wellbeing team ☑ Year level co-ordinator(s)		to: Term 4	☑ Equity funding will be used
Continued employment of a dedicated Attendance Officer for the College, who works with the College House Teams	☑ Education support ☑ Sub school leader/s	☐ PLP Priority	from: Term 1 to: Term 4	$85,000.00 ☑ Equity funding will be used
Fortnightly attendance SIT meetings to focus on whole of College consistency with attendance policies and procedures	☑ Assistant principal ☑ Education support	☐ PLP Priority	from: Term 1 to: Term 4	$436,400.00 ☑ Equity funding will be used
Strengthening parent engagement in our College attendance processes to ensure strong school and home partnerships	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$90,000.00 ☑ Equity funding will be used
The implementation of a Rugby Academy that enhances the engagement of students participating within the program	☑ Assistant principal ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$250,000.00
Implementation of the Berry Street Education Model across the College to enhance staff and student relationships	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$3,198,136.25	$3,198,136.25	$0.00
Disability Inclusion Tier 2 Funding	$620,509.16	$620,509.16	$0.00
Schools Mental Health Fund and Menu	$119,606.66	$119,606.66	$0.00
Total	$3,938,252.07	$3,938,252.07	$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
All teaching staff will participate in classroom Learning Walks (Term 1) and a formal peer observation program (Terms 2 and 3) which will be connected to the PIVOT student voice survey and their Statement of Expectation.	$546,000.00
All members of the College SIT engage with an external growth coach, using the GROWTH model on a twice termly basis	$15,000.00
The development of a guaranteed curriculum and quality assessment is a high priority for the College and teachers will engage in weekly PLC meetings. In 2024 there will be a continued engagement with external assessment consultants to embed the use of developmental rubrics across the College	$298,879.25
Professional Learning for Maestro (Data Analytics Platform) will continue to strengthen staff understanding of how to analyse and interpret data to best support student's learning and wellbeing.	$56,000.00

Comprehensive training for teachers and relevant ES within the Literacy and Numeracy Intervention programs. The development of a strengthened process of screening, assessment and monitoring of student progress within these intervention programs.	$1,292,724.00
All learning areas have developed a Numeracy placemat that identifies key Numeracy skills required within their learning areas.	$50,000.00
Document the sequence of skills in each learning area to show the vertical progression of teaching to the VCE.	$128,258.00
Further professional learning for all staff on the usage and application of the Maestro Data Platform, including within regular PLC meetings.	$10,000.00
Whole school improvement focus on study skills and preparedness for learning, including Elevate Education and Connect Education.	$50,000.00
Rigorous attendance processes that includes daily attempted attendance phone contact with families for students who are absent, correct coding in consultation with DET and consistent processes across four Houses.	$430,000.00
Fortnightly Team Around the Learner (TAL) meetings between House Teams and Wellbeing Staff to monitor attendance and students at risk. This will include referrals for Allied Services within the College gate.	$450,000.00
Continued employment of a dedicated Attendance Officer for the College, who works with the College House Teams	$85,000.00
Fortnightly attendance SIT meetings to focus on whole of College consistency with attendance policies and procedures	$436,400.00
Strengthening parent engagement in our College attendance processes to ensure strong school and home partnerships	$90,000.00

Implementation of the Berry Street Education Model across the College to enhance staff and student relationships		$30,000.00	
Totals		**$3,968,261.25**	

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
All teaching staff will participate in classroom Learning Walks (Term 1) and a formal peer observation program (Terms 2 and 3) which will be connected to the PIVOT student voice survey and their Statement of Expectation.	from: Term 1 to: Term 3	$546,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
All members of the College SIT engage with an external growth coach, using the GROWTH model on a twice termly basis	from: Term 1 to: Term 4	$15,000.00	☑ Professional development (excluding CRT costs and new FTE)
The development of a guaranteed curriculum and quality assessment is a high priority for the College and teachers will engage in weekly PLC meetings. In 2024 there will be a continued engagement with external assessment consultants to embed the use of developmental rubrics across the College	from: Term 1 to: Term 4	$298,879.25	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Professional Learning for Maestro (Data Analytics Platform) will continue to strengthen staff understanding of how to analyse	from: Term 1 to: Term 4	$56,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)

and interpret data to best support student's learning and wellbeing.			
Comprehensive training for teachers and relevant ES within the Literacy and Numeracy Intervention programs. The development of a strengthened process of screening, assessment and monitoring of student progress within these intervention programs.	from: Term 1 to: Term 4	$552,599.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
All learning areas have developed a Numeracy placemat that identifies key Numeracy skills required within their learning areas.	from: Term 1 to: Term 2	$50,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Document the sequence of skills in each learning area to show the vertical progression of teaching to the VCE.	from: Term 1 to: Term 4	$128,258.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Further professional learning for all staff on the usage and application of the Maestro Data Platform, including within regular PLC meetings.	from: Term 1 to: Term 4	$10,000.00	☑ Professional development (excluding CRT costs and new FTE)
Whole school improvement focus on study skills and preparedness for learning, including Elevate Education and Connect Education.	from: Term 1 to: Term 4	$50,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Rigorous attendance processes that includes daily attempted attendance phone contact with families for students who are absent, correct coding in	from: Term 1 to: Term 4	$430,000.00	☑ School-based staffing ☑ Assets ☑ Other

			Compass for roll marking and chronicles 5 x mobile phones
consultation with DET and consistent processes across four Houses.			
Fortnightly Team Around the Learner (TAL) meetings between House Teams and Wellbeing Staff to monitor attendance and students at risk. This will include referrals for Allied Services within the College gate.	from: Term 1 to: Term 4	$450,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Support services ☑ Assets
Continued employment of a dedicated Attendance Officer for the College, who works with the College House Teams	from: Term 1 to: Term 4	$85,000.00	☑ School-based staffing
Fortnightly attendance SIT meetings to focus on whole of College consistency with attendance policies and procedures	from: Term 1 to: Term 4	$436,400.00	☑ School-based staffing ☑ Support services ☑ Assets
Strengthening parent engagement in our College attendance processes to ensure strong school and home partnerships	from: Term 1 to: Term 4	$90,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Totals		$3,198,136.25	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Comprehensive training for teachers and relevant ES within the Literacy and Numeracy Intervention	from: Term 1	$620,509.16	☑ Education workforces and/or assigning existing school staff to inclusive education duties

programs. The development of a strengthened process of screening, assessment and monitoring of student progress within these intervention programs.	to: Term 4		- Leading teacher - Learning specialist - Other - Inclusion leader ☑ Equipment, adaptive technology, devices, or materials to support learning - Other Essential Assessment - Portable amplification equipment ☑ Other workforces to support students with disability - Speech pathologists
Totals		$620,509.16	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Comprehensive training for teachers and relevant ES within the Literacy and Numeracy Intervention programs. The development of a strengthened process of screening, assessment and monitoring of student progress within these intervention programs.	from: Term 1 to: Term 4	$89,606.66	☑ The I CAN School® Mentoring Program (I CAN Network Ltd) **This activity will use Mental Health Menu programs** o Activity-based non-consumables (equipment hire, etc)

Implementation of the Berry Street Education Model across the College to enhance staff and student relationships	from: Term 1 to: Term 4	$30,000.00	☑ Berry Street Education Model (BSEM) **This activity will use Mental Health Menu staffing** ○ Program delivered in school by external service provider ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities) ○ Employ CRT to release staff member
Totals		$119,606.66	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	$0.00

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
All teaching staff will participate in classroom Learning Walks (Term 1) and a formal peer observation program (Terms 2 and 3) which will be connected to the PIVOT student voice survey and their Statement of Expectation.	☑ Teacher(s)	from: Term 1 to: Term 3	☑ Planning ☑ Curriculum development ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
The development of a guaranteed curriculum and quality assessment is a high priority for the College and teachers will engage in weekly PLC meetings. In 2024 there will be a continued engagement with external assessment consultants to embed the use of developmental rubrics across the College	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Leading teacher(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Design of formative assessments	☑ Timetabled planning day	☑ Internal staff ☑ Learning specialist ☑ External consultants Michael and Mary-Ann Francis	☑ On-site
Professional Learning for Maestro (Data Analytics Platform) will continue to strengthen staff understanding of how to analyse and interpret data to best support student's learning and wellbeing.	☑ All staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Design of formative assessments	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ Internal staff ☑ External consultants Maestro	☑ On-site

Comprehensive training for teachers and relevant ES within the Literacy and Numeracy Intervention programs. The development of a strengthened process of screening, assessment and monitoring of student progress within these intervention programs.	☑ Assistant principal ☑ Leading teacher(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Timetabled planning day ☑ PLC/PLT meeting ☑ Regional leadership conferences	☑ Literacy expertise ☑ Leadership partners ☑ Internal staff ☑ Learning specialist ☑ Literacy leaders ☑ Maths/Sci specialist ☑ Numeracy leader	☑ On-site
Further professional learning for all staff on the usage and application of the Maestro Data Platform, including within regular PLC meetings.	☑ Education support ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Design of formative assessments	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ External consultants Maestro	☑ On-site