2023 Annual Implementation Plan

for improving student outcomes

Highvale Secondary College (7918)

Submitted for review by Evan Miller (School Principal) on 01 March, 2023 at 04:44 PM
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 01 March, 2023 at 05:31 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

Highvale Secondary College (7918)

	FISO 2.0 Dimensions	Self-evaluation Level	Evidence and Analysis
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding	The PLC program continues to strengthen teacher capacity. The importance of the PLC program was strengthened through the sharing of outcomes from the PLC inquiries. This program in addition to the regular professional learning provided by the learning specialists equips teachers with the skills, attributes and knowledge to further improve student outcomes. The school has aligned the roles of the learning specialists with key improvement themes as per the strategic plan. These being literacy/numeracy, student engagement and use of the HITS.
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships		

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving	The assessment practices have further broadened through the application of the EDAPT program and tailored professional learning for teachers. Learning specialists and leading teachers have modelled the use of data to inform teaching. Classroom observations of learning specialists have assisted teachers understand the range of assessment tools that can successfully be applied. The capacity of middle management needs to be further developed to capitalise on the work of the leadership team. Regular tabling of data in PLC meetings needs to be embedded.
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities		

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving	A new assistant principal has been appointed and as a result there has been a review and change in the individual roles undertaken by members of the leadership team. Middle levels leaders such as learning area leaders are continuing to develop a whole school approach/perrspective. Further development and support of this will be the subject of 2023 PL.
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core		

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving	The School Wide Positive Behaviour Support continues to provide a strong effective framework supporting school values and expectations. This program will continue to be developed and strengthened. Staff use of green chronicle entries to identify positive student behaviours and outcomes continues to increase but more work in supporting teachers and changing mindsets needs to happen.
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school		

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding	The school continuers to support student wellbeing through a strong and effective focus group program supported by incursions from agencies such as resilience Project, Man Cave etc. The Wellbeing supports have also increased with social worker, mental health professional. The PSD program provides tailored support with caring and experienced staff. The school maintains a safe and orderly environment to ensure all students achieve their personal best. The school's vertical structure ensures that students are given differentiated opportunities based upon their interests, skills and needs. This leads to greater student engagement.
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students		

Enter your reflective comments	The existing school culture, programs and procedures provide an excellent platform and opportunity for school improvement. The vertical structure provides an effective framework and increased student engagement. Work still needs to take place to provide clarity on student attitudes and student feedback to inform teachers practice. Further work needs to be undertaken to ensure that the collected data is effectively considered and used to inform and modify teaching activities.
Considerations for 2023	The school will continue to develop the teaching and learning model with increased emphasis on the effective collection, consideration of and application of data to provide point of need teaching and learning. A new learning specialist will undertake the further development of Differentiation. The SWPBS program will be strengthened with increased emphasis on green chronicle entries from staff. With the substantive principal undertaking long term leave and resignation later in the 2023, the school will have an acting principal and go through a substantive principal selection process. This will naturally result in a review of leadership roles and responsibilities.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To maximise learning growth for all students
Target 2.1	By 2024: The VCE Study Score mean will increase from 31.10 (2019) to 32 or above.
Target 2.2	By 2024 the percentage of Year 9 students assessed against the top two bands in NAPLAN Benchmark Growth will increase from: • Numeracy 74% (2019) to 78% or above • Reading 84% (2019) to 88% or above • Writing 75% (2019) to 79% or above.
Target 2.3	By 2024 the percentage of students that demonstrate at or above learning growth using teacher judgement data that has been triangulated with reference to agreed norm-referenced/ standards-based data is:

	• Year 10 Reading & Viewing from 61% (2018 SEM 2 - 2019 SEM 2) to 80% or above. • Year 10 Writing from 69% (2018 SEM 2 - 2019 SEM 2) to 80% or above. • Year 10 Number & Algebra from 70% (2018 SEM 2 - 2019 SEM 2) to 80% or above.
Target 2.4	By 2024 The SSS will have increased in the following factors: • Use of HITS will increase from 48% (2019) to 52% or above • Instructional leadership will increase from 38% (2019) to 42% or above • Guaranteed and viable curriculum will increase from 60% (2019) to 64%.
Key Improvement Strategy 2.a Curriculum planning and assessment	Further develop the instructional leadership capacity of all leadership roles to enable them to establish higher levels of consistency and shared accountability for improving student achievement and learning growth
Key Improvement Strategy 2.b Building practice excellence	Embed the agreed college instructional model, integrating the use of HITS, to enable consistent high quality instruction in every lesson
Key Improvement Strategy 2.c Instructional and shared leadership	Build teacher and team capability to utilise data and a range of assessment strategies to differentiate the curriculum
Goal 3	To empower students to be independent, engaged and motivated learners
Target 3.1	By 2024 AToSS Year 7–12 will increase in the following factors: • Student voice and agency will increase from 36% (2019) to 40% or above • Stimulating learning will increase from 48% (2019) to 52% or above

	• Self–regulation and goal setting will increase from 58% (2019) to 62% or above.
Target 3.2	By 2024 the SSS will increase in the following factors: • Academic emphasis will increase from 56% (2019) to 60% or above • Teacher collaboration will increase from 39% (2019) to 43% or above.
Target 3.3	By 2024 the percentage of VCE certificate completions will increase from 96% to 98%.
Key Improvement Strategy 3.a Instructional and shared leadership	Enhance the capacity of leaders to support, monitor and evaluate the impact of teaching on student engagement and learning outcomes
Key Improvement Strategy 3.b Evaluating impact on learning	Develop the capability of teachers to work with students to evaluate the impact of teaching practices on learning outcomes
Goal 4	To improve the resilience and social and emotional wellbeing of every student
Target 4.1	By 2024 the AToSS will increase in the following factors: • Sense of connectedness will increase from 50% to 54% or above • Resilience will increase from 58% to 62% or above • Teacher concern will increase from 28% to 50% or above.

Target 4.2	By 2024 the SSS will increase in the following factor.
	• School climate will increase from 59% to 63% or above.
Target 4.3	By 2024 the percentage of students with 20 or more absence days will reduce from 18% to 16%.
Key Improvement Strategy 4.a Health and wellbeing	Embed the school wide positive behaviour support program across the college
Key Improvement Strategy 4.b Parents and carers as partners	Build and communicate as part of the college values a strengthened role for community engagement in learning and wellbeing partnerships between home and school

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.
2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	The percentage of Year 9 students assessed against the top two bands in NAPLAN Numeracy will increase from:46.9% (2022) to 50% or above.The SSS teacher collaboration will increase from 495 (2021) to 52% or above. School climate will increase from 64% (2021) to 68% or above.AToSS Year 7-12 will increase in the following factors:Student voice and agency will increase from 26.4% (2022) to 28.0% or above.Stimulating learning will increase from 27.5% (2022) to 32% or above.Self regulation will increase from 55.5% (2022) to 57% or above.
To maximise learning growth for all students	No	By 2024: The VCE Study Score mean will increase from 31.10 (2019) to 32 or above.	
		By 2024 the percentage of Year 9 students assessed against the top two bands in NAPLAN Benchmark Growth will increase from: • Numeracy 74% (2019) to 78% or above • Reading 84% (2019) to 88% or above • Writing 75% (2019) to 79% or above.	

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To empower students to be independent, engaged and motivated learners	No	By 2024 AToSS Year 7–12 will increase in the following factors: • Student voice and agency will increase from 36% (2019) to 40% or above • Stimulating learning will increase from 48% (2019) to 52% or above • Self–regulation and goal setting will increase from 58% (2019) to 62% or above.	
		By 2024 the SSS will increase in the following factors: • Academic emphasis will increase from 56% (2019) to 60% or above • Teacher collaboration will increase from 39% (2019) to 43% or above.	

		By 2024 the percentage of VCE certificate completions will increase from 96% to 98%.	
To improve the resilience and social and emotional wellbeing of every student	No	By 2024 the AToSS will increase in the following factors: • Sense of connectedness will increase from 50% to 54% or above • Resilience will increase from 58% to 62% or above • Teacher concern will increase from 28% to 50% or above.	
		By 2024 the SSS will increase in the following factor. • School climate will increase from 59% to 63% or above.	
		By 2024 the percentage of students with 20 or more absence days will reduce from 18% to 16%.	

Goal 1	**2023 Priorities Goal** **In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.**
12 Month Target 1.1	The percentage of Year 9 students assessed against the top two bands in NAPLAN Numeracy will increase from: 46.9% (2022) to 50% or above. The SSS teacher collaboration will increase from 495 (2021) to 52% or above. School climate will increase from 64% (2021) to 68% or above. AToSS Year 7-12 will increase in the following factors: Student voice and agency will increase from 26.4% (2022) to 28.0% or above. Stimulating learning will increase from 27.5% (2022) to 32% or above.

	Self regulation will increase from 55.5% (2022) to 57% or above.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

Define Actions, Outcomes and Activities

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	The percentage of Year 9 students assessed against the top two bands in NAPLAN Numeracy will increase from: 46.9% (2022) to 50% or above. The SSS teacher collaboration will increase from 495 (2021) to 52% or above. School climate will increase from 64% (2021) to 68% or above. AToSS Year 7-12 will increase in the following factors: Student voice and agency will increase from 26.4% (2022) to 28.0% or above. Stimulating learning will increase from 27.5% (2022) to 32% or above. Self regulation will increase from 55.5% (2022) to 57% or above.
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Leaders will: Develop and implement an assessment plan to identify students utilising Edapt, PAT testing Plan to effectively utilize all initiative funding. Develop data literacy of teachers and address staff to inform understanding of student needs and progress, and identify students requiring additional support Establish and embed PLCs structures to support teacher collaboration and reflection to strengthen teaching practice Develop and maintain a shared data repository of agreed data sets that inform teacher practice. - Edapt Provide leadership structure and expectations on teachers that supports the role of learning specialists Teachers will: Establish/embed consistent approaches to formative assessment and frequent low-stakes feedback to inform practice Build their capacity to understand, develop and implement IEPs Use PLCs for staff to collaboratively plan quality teaching practice with a focus on Numeracy, Student engagement, HITs and Differentiation

	Embed the use of data and tracking data through micro data tools, to inform targeted planning
	Students will:
	Be able to articulate personal goals
	Be able to articulate success criteria
	Be able to discuss learning strategies.
Outcomes	Leaders will:
	Establish intervention/small group tutoring programs
	With staff input, establish a targeted support program for students
	Teachers will:
	Be able to relate their teaching pedagogy to the new teaching and learning model, particularly the collaborative learning component
	Confidently and accurately identify student learning needs of their students including the use of data to inform needs
	PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons and quality teaching practice.
	PLCs will present their findings of inquiry questions to staff to share understandings
	Teachers and leaders will regularly update data sets, review data to inform needs of specific cohorts/classes
	Teacher will provide regular feedback and monitor student progress using shared data repository, utilising Compass and Edapt
	Data used to identify students for tailored supports
	Students will:
	Students will know what their next steps are to progress their learning
	Students will know how lessons are structured and how this supports their learning
	Students will be bale to articulate success criteria and where they fit in meeting the criteria.
Success Indicators	Classroom observations and learning walks demonstrating take up of professional learning strategies
	Data indicating clearly student progress and growth
	Assessment data and student surveys from intervention groups
	Students will know what their next steps are to progress their learning
	Students will know how lessons are structured and how this supports their learning

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Learning Specialists to lead professional learning linked to our whole school focus areas of HITS, Student Engagement, Differentiation and lead our Professional Learning Communities.	☑ Leadership Team ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☐ 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
Provide teacher release for literacy and numeracy MYLNS improvement teachers allowing them to target Yr 10 students identified requiring MYLNS support. IEP's and targeted intervention and support on Numeracy and Literacy through classroom and withdrawal interventions and supports.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$100,000.00 ☐ 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
Develop and regularly review IEP for all identified catch up students including MYLNS students. Provide targeted teaching support for these students.	☑ All Staff	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	☐ 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
Appoint Literacy and Numeracy Tutors and provide support to run a tutoring program. Tutors to identify and support students in years 7,8,911&12. Utilising Edapt, teacher judgement as indicators to identify students needing support.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$120,000.00 ☐ 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
Math department to undertake a Numeracy audit, review scope and sequence documents and development of clear pathways of Math and Numeracy through the College. Actioned through the PLC inquiry model.	☑ Data Leader ☑ KLA Leader ☑ Leadership Team ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ 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
Appoint English and Math teachers to run after school homework help sessions for two nights every week. Providing additional support for all students including those identified by tutors/MYLNS as well as all other students	☑ Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☑ 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
Organise PLC's for all staff based on the focii areas of HIT's Differentiation, Student Engagement. PLC's to be based on the overarching element of collaborative learning as a part of the College Teaching and Learning model.	☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ 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

Prepare yearly calendar of meetings with increased time for PLCs compared with 2022. Provide CRT coverage for PLCs to have space to conduct classroom observations. Provide release for teachers to observe learning specialists.	☑ KLA Leader ☑ Leadership Team ☑ Sub School Leader/s	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ 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
Provide PL on cooperative and independent learning strategies and planning to assist in differentiation. Plan regular PL sessions delivered by learning specialists, Leading Teachers, SWPBS team and Student excellence coordinator. Provide PL on effective strategies to be applied in classes by teachers to promote student-teacher relationships, using micro data tools to track impact.	☑ Data Leader ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ School Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$12,000.00 ☐ 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
Pedagogy and Data team (learning specialists), Principal class and LT for Pedagogy and Data, conduct regular learning walks and feed results back to teachers.	☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ 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
Provide access for EDROLO for all VCE students Develop strategies to promote consistent application of Edrolo in VCE classes beyond as a revision tool.	☑ Principal ☑ Senior Secondary Leader	☐ PLP Priority	from: Term 1 to: Term 4	$42,000.00 ☑ 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 teachers provide detailed feedback of learning tasks according to the assessment schedule and regularly communicate via COMPASS with parents/carers.	☑ Education Support ☑ Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ 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
Appoint a Vocational Pathways team to plan for and implement Vocational Pathways at Highvale in 2024. This will include the identification of students to have pathways conversations with, running information nights to continue to build the understanding of vocational pathways within our community and developing curriculum for senior vocational pathways	☑ Assistant Principal ☑ Careers Leader/Team ☑ VCAL Leader/Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ 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

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Leaders will: Establish an agreed approach to monitoring and responding to student wellbeing concerns Support the well being team with appointment of social worker and MHP. Build staff capacity to collect, analyse, monitor and respond to student engagement data, in particular to support the acknowledgement of positive behaviours through green chronicles Target counselling for individual students with acute needs Develop a common understanding of the whole school approach to wellbeing consistent with the SWPBS program. Teachers will: Implement classroom interventions in mentoring, cognitive skills, behavioural skills or exercise and relaxation Conduct regular check-ins/conferencing with students in focus group pastoral care programs Strengthen in-class relationships through peer and group learning activities Ensure students know where to go for help and information

| | Establish a class climate that fosters positive mental health and normalizes support seeking.

Students will:

Seek support when needed
Know how to support a friend |
|---|---|
| **Outcomes** | Leaders will:

Establish intervention/small group programs
Provide and support an effective wellbeing team
With staff input, establish a targeted support program for students

Teachers will:

Identify at-risk students and follow school wellbeing procedures to ensure that they receive targeted support in a timely manner
Ensure that students will feel supported and engaged in focus groups and contribute to a strong classroom culture
Model and are consistent in agreed routines
Implement a focus group wellbeing program

Students will:

Experience more success in classes
If required due to acute needs, receive individualized support with regular monitoring and student support group meetings. |
| **Success Indicators** | Data used to identify students in need of targeted support
Data of counselling services accessed by students and families
Student pre and post support surveys
Classroom and peer observations
Student engagement in wellbeing programs (feedback, participation, classroom observations)
Student engagement and assessment data from regular classes |

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Provide professional learning for our whole staff to build their capacity in implementing our school wide positive behaviour expectations consistently.	☑ Leadership Team ☑ SWPBS Leader/Team	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ 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
Provide training for positive mental health for teenagers for all staff to develop their capacity to use wellbeing data to better respond to and support our students.	☑ Leadership Team ☑ Student Wellbeing Co-ordinator	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ 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
Identify at-risk students and follow school wellbeing procedures to ensure that they receive targeted support in a timely manner	☑ Disability Inclusion Coordinator ☑ Education Support	☐ PLP Priority	from: Term 1	$0.00

	☑ Leadership Team ☑ Student Wellbeing Co-ordinator ☑ Teacher(s)		to: Term 4	☐ 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
Embed the consistent use of agreed school student management processes including IEPs and behaviour management plans	☑ Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ 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
Increase the use of Compass green chronicle entries to record and acknowledge positive student behaviours through professional learning and celebrating our successes.	☑ All Staff ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ 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
HOS and SWPB team reinforce school values in assemblies and through focus group workshops.	☑ Homegroup teachers ☑ Leadership Team ☑ Leading Teacher(s) ☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ 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
Continue to embed our student acknowledgement system to support the SWPB framework.	☑ Leadership Team ☑ SWPBS Leader/Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ 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

Develop a coordinated focus group well-being program that covers resilience, SWPBS mental health and support processes for peers. Provide a range of wellbeing and mindfulness activities for focus group for all students.	☑ Homegroup teachers ☑ Leadership Team ☑ Student Wellbeing Co-ordinator ☑ Sub School Leader/s ☑ SWPBS Leader/Team	☐ PLP Priority	from: Term 1 to: Term 4	$25,000.00 ☑ 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
Increased access for well-being support for students from a range of health professionals, including the appointment of a Mental Health Practitioner.	☑ Leadership Team ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$80,000.00 ☐ 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
Appoint Wellbeing student representatives to increase student voice in wellbeing and lead our wellbeing days.	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ 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
Implement lunchtime clubs to allow students with different interests to connect and build stronger relationships with their peers.	☑ Student Wellbeing Co-ordinator ☑ Year Level Co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ 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	

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$67,128.40	$84,000.00	-$16,871.60
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$67,128.40**	**$84,000.00**	**-$16,871.60**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Appoint English and Math teachers to run after school homework help sessions for two nights every week. Providing additional support for all students including those identified by tutors/MYLNS as well as all other students	$4,000.00
Provide access for EDROLO for all VCE students Develop strategies to promote consistent application of Edrolo in VCE classes beyond as a revision tool.	$42,000.00
Provide training for positive mental health for teenagers for all staff to develop their capacity to use wellbeing data to better respond to and support our students.	$10,000.00
Continue to embed our student acknowledgement system to support the SWPB framework.	$3,000.00
Develop a coordinated focus group well-being program that covers resilience, SWPBS mental health and support processes for peers. Provide a range of wellbeing and mindfulness activities for focus group for all students.	$25,000.00

Appoint Wellbeing student representatives to increase student voice in wellbeing and lead our wellbeing days.	$0.00
Totals	$84,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Appoint English and Math teachers to run after school homework help sessions for two nights every week. Providing additional support for all students including those identified by tutors/MYLNS as well as all other students	from: Term 1 to: Term 4	$4,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Provide access for EDROLO for all VCE students Develop strategies to promote consistent application of Edrolo in VCE classes beyond as a revision tool.	from: Term 1 to: Term 4	$42,000.00	☑ Teaching and learning programs and resources ☑ Support services
Provide training for positive mental health for teenagers for all staff to develop their capacity to use wellbeing data to better respond to and support our students.	from: Term 1 to: Term 4	$10,000.00	☑ Teaching and learning programs and resources ☑ Support services
Continue to embed our student acknowledgement system to support the SWPB framework.	from: Term 1 to: Term 4	$3,000.00	☑ Assets
Develop a coordinated focus group well-being program that covers resilience, SWPBS mental health	from: Term 1	$25,000.00	☑ Teaching and learning programs and resources ☑ Support services

and support processes for peers. Provide a range of wellbeing and mindfulness activities for focus group for all students.	to: Term 4		
Totals		$84,000.00	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Appoint Wellbeing student representatives to increase student voice in wellbeing and lead our wellbeing days.	from: Term 1 to: Term 1		
Totals		$0.00	

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 and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Math department to undertake a Numeracy audit, review scope and sequence documents and development of clear pathways of Math and Numeracy through the College. Actioned through the PLC inquiry model.	☑ Data Leader ☑ KLA Leader ☑ Leadership Team ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Demonstration lessons	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Numeracy leader	☑ On-site
Organise PLC's for all staff based on the focii areas of HIT's Differentiation, Student Engagement. PLC's to be based on the overarching element of collaborative learning as a part of the College Teaching and Learning model.	☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist	☑ On-site
Provide PL on cooperative and independent learning strategies and planning to assist in differentiation. Plan regular PL sessions delivered by learning specialists, Leading Teachers, SWPBS team and Student excellence coordinator.	☑ Data Leader ☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist	☑ On-site

Provide PL on effective strategies to be applied in classes by teachers to promote student-teacher relationships, using micro data tools to track impact.	☑ School Leadership Team					
Pedagogy and Data team (learning specialists), Principal class and LT for Pedagogy and Data, conduct regular learning walks and feed results back to teachers.	☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist	☑ On-site
Appoint a Vocational Pathways team to plan for and implement Vocational Pathways at Highvale in 2024. This will include the identification of students to have pathways conversations with, running information nights to continue to build the understanding of vocational pathways within our community and developing curriculum for senior vocational pathways	☑ Assistant Principal ☑ Careers Leader/Team ☑ VCAL Leader/Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning ☑ Communities of Practice	☑ SEIL ☑ School improvement partnerships ☑ Internal staff ☑ Departmental resources Vocational Major resources	☑ On-site
Provide professional learning for our whole staff to build their capacity in implementing our school wide positive	☑ Leadership Team ☑ SWPBS Leader/Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Individualised Reflection	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site

behaviour expectations consistently.			☑ Student voice, including input and feedback			
Provide training for positive mental health for teenagers for all staff to develop their capacity to use wellbeing data to better respond to and support our students.	☑ Leadership Team ☑ Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	☑ Curriculum development ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site