

2023 Annual Implementation Plan

for improving student outcomes

Hoppers Crossing Secondary College (8710)



Submitted for review by Keith Halge (School Principal) on 09 February, 2023 at 11:30 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	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	Embedding
	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	Embedding
	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
	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	Whilst 2022 brought considerable challenges around COVID and staff and student absences, the college community worked together to re-establish expectations, routines and processes to support students in their learning. Data from the Student Attitude to School survey indicated that the College had improved in 20 out of a possible 24 indicators from 2021 to 2022 and we were either equal to or above state, network and like schools in 29 of the total 33 indicators. The 2022 Staff Opinion survey indicated that of the 55 indicators, the College was above the Wyndham network and like schools in 54 of the 55 indicators. Furthermore PIVOT student survey data indicated that students rated their teachers very highly with an average across the 6 areas as 4.84/6 (which is the equal highest result ever attained). 2022 NAPLAN data is promising with 23% of
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	<p>the Year 7 cohort being in the top 2 bands for reading and writing. Year 9 NAPLAN data saw students in the top 2 bands decline from 16% in 2021 to 11% in 2022 in Reading, improve from 6% to 9% in Writing and decline from 14% to 13% in Numeracy. VCE results highlighted that the schools median was 28, which was consistent with 2021 data. The school Dux achieved an ATAR of 96.15 which was higher than the 2021 result of 94.85. There was an increase in the percentage of students with study scores in the 40's at 4.7% compared to 3.3% in 2021. Compared to other government schools in Wyndham HCSC is now the best performing government school in Wyndham</p>
Considerations for 2023	<p>2023 will see significant changes in the College leadership team with a new Assistant Principal (Curriculum) as well as a number of first time Leading Teachers and Learning Specialists. As a result, time in Term 1 will be spent on ensuring these staff have role clarity. A new Behaviour Management Coach will be working to develop staff capabilities in ensuring they have the skills to create and maintain a calm and orderly working environment. We will also continue to work through the Stage 1 of the Schools Masterplan with a Multi-purpose Hall and updates to the Science and Food Tech wing having commenced in Term 4 2022. Classroom space will be at a premium in Term1 as 6 classrooms (4 Science and 2 Food Tech) will be out of action due to the building and modernisation program.</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>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.</p>
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 optimise the learning growth of every student.
Target 2.1	<p>NAPLAN Top 2 Bands</p> <p>By 2023:</p> <ul style="list-style-type: none"> • The percentage of Year 9 students assessed at the top two bands in NAPLAN Writing will increase from 4% in 2019 to 10% in 2023 • The percentage of Year 9 students assessed at the top two bands in NAPLAN Reading will increase from 15% in 2019 to 20% in 2023 • The percentage of Year 9 students assessed at the top two bands in NAPLAN Numeracy will increase from 11.3% in 2019 to 18% in 2023
Target 2.2	NAPLAN Benchmark Growth

	<p>By 2023:</p> <ul style="list-style-type: none"> • Year 9 benchmark growth (High and Medium Growth) in Reading to increase from 82% in 2019 to 90% in 2023 • Year 9 benchmark growth (High and Medium Growth) in Writing to increase from 57% in 2019 to 70% in 2023 • Year 9 benchmark growth (High and Medium Growth) in Numeracy to increase from 72% 2019 to 80% 2023
<p>Target 2.3</p>	<p>VCE</p> <p>By 2023:</p> <ul style="list-style-type: none"> • The VCE all study score will increase from 28.00 in 2019 to 30 in 2023 • The VCE mean English score will increase from 24.7 in 2019 to 28 in 2023 • The percentage of VCE study scores above 40 will increase from 4.9% in 2019 to 7% in 2023
<p>Target 2.4</p>	<p>Staff Opinion Survey</p> <p>By 2023:</p> <ul style="list-style-type: none"> • Whole school positive endorsement for collective efficacy will increase from 45.5% in 2019 to 55% in 2023 • Whole school positive endorsement for academic emphasis will increase from 43.2% in 2019 to 55% in 2023

Key Improvement Strategy 2.a Instructional and shared leadership	To build the instructional and shared leadership capacity of all staff.
Key Improvement Strategy 2.b Curriculum planning and assessment	To develop, document and implement a guaranteed and viable curriculum that supports student success in learning.
Key Improvement Strategy 2.c Evaluating impact on learning	To build teacher capability to utilise data to teach at each student's point of need.
Key Improvement Strategy 2.d Building practice excellence	To develop, document and implement agreed instructional practices in the teaching of writing in Years 7–10.
Goal 3	To improve student engagement in their learning.
Target 3.1	By 2023: <ul style="list-style-type: none"> • positive endorsement for a collective focus on student learning will increase from 72% in 2019 to 80% in 2023 • positive endorsement for guaranteed and viable curriculum will increase from 70% in 2019 to 80% in 2023 • Student absence days to decrease from 21.33 days in 2019 to 18.00 days in 2023
Target 3.2	Student Attitude to School Survey By 2023: <ul style="list-style-type: none"> • positive endorsement for student voice and agency in Years 7–9 will increase from 50% in 2019 to 65% in 2023

	<ul style="list-style-type: none"> • positive endorsement for student voice and agency in Years 10–12 will increase from 55 % in 2019 to 65% in 2023
Key Improvement Strategy 3.a Building practice excellence	To embed effective instructional practices across the college to enable consistent, high quality instruction in every classroom.
Key Improvement Strategy 3.b Empowering students and building school pride	To develop students as active and empowered learners.
Goal 4	To improve the wellbeing of all students.
Target 4.1	<p>Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> • positive endorsement of a sense of confidence in Years 7–9 will increase from 66% in 2019 to 75% in 2023 • positive endorsement of a sense of confidence in Years 10–12 will increase from 67% in 2019 to 75% in 2023 • positive endorsement of a sense of connectedness in Years 7–9 will increase from 63% in 2019 to 70% in 2023 • positive endorsement of a sense of connectedness in Years 10–12 will increase from 60% in 2019 to 70% in 2023
Target 4.2	<p>Parent Opinion Survey (POS)</p> <p>By 2023:</p>

	<ul style="list-style-type: none"> • positive endorsement for school pride and confidence will increase from 87% in 2019 to 90% in 2023 • positive endorsement for student connectedness will increase from 85% in 2019 to 90% in 2023
Key Improvement Strategy 4.a Health and wellbeing	To improve access and awareness of school-wide support and whole-school programs that proactively support student wellbeing.
Key Improvement Strategy 4.b Building practice excellence	To develop, document and implement a college-wide wellbeing strategy.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>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.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>PIVOT Student Survey Data to move from an Average of 4.06 in 2022 to 4.10 by the end of 2023.</p> <p>Student Absence Days to decrease from 32.28 days in 2022 to 25 days in 2023</p>
To optimise the learning growth of every student.	No	<p>NAPLAN Top 2 Bands</p> <p>By 2023:</p> <ul style="list-style-type: none"> • The percentage of Year 9 students assessed at the top two bands in NAPLAN Writing will increase from 4% in 2019 to 10% in 2023 • The percentage of Year 9 students assessed at the top two bands in NAPLAN Reading will increase from 15% in 2019 to 20% in 2023 • The percentage of Year 9 students assessed at the top two bands in NAPLAN Numeracy will increase from 11.3% in 2019 to 18% in 2023 	

		<p>NAPLAN Benchmark Growth</p> <p>By 2023:</p> <ul style="list-style-type: none"> • Year 9 benchmark growth (High and Medium Growth) in Reading to increase from 82% in 2019 to 90% in 2023 • Year 9 benchmark growth (High and Medium Growth) in Writing to increase from 57% in 2019 to 70% in 2023 • Year 9 benchmark growth (High and Medium Growth) in Numeracy to increase from 72% 2019 to 80% 2023 	
		<p>VCE</p> <p>By 2023:</p> <ul style="list-style-type: none"> • The VCE all study score will increase from 28.00 in 2019 to 30 in 2023 • The VCE mean English score will increase from 24.7 in 2019 to 28 in 2023 • The percentage of VCE study scores above 40 will increase from 4.9% in 2019 to 7% in 2023 	
		<p>Staff Opinion Survey</p>	

		<p>By 2023:</p> <ul style="list-style-type: none"> • Whole school positive endorsement for collective efficacy will increase from 45.5% in 2019 to 55% in 2023 • Whole school positive endorsement for academic emphasis will increase from 43.2% in 2019 to 55% in 2023 	
To improve student engagement in their learning.	No	<p>By 2023:</p> <ul style="list-style-type: none"> • positive endorsement for a collective focus on student learning will increase from 72% in 2019 to 80% in 2023 • positive endorsement for guaranteed and viable curriculum will increase from 70% in 2019 to 80% in 2023 • Student absence days to decrease from 21.33 days in 2019 to 18.00 days in 2023 	
		<p>Student Attitude to School Survey</p> <p>By 2023:</p> <ul style="list-style-type: none"> • positive endorsement for student voice and agency in Years 7–9 will increase from 50% in 2019 to 65% in 2023 	

		<ul style="list-style-type: none"> • positive endorsement for student voice and agency in Years 10–12 will increase from 55 % in 2019 to 65% in 2023 	
To improve the wellbeing of all students.	Yes	<p>Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> • positive endorsement of a sense of confidence in Years 7–9 will increase from 66% in 2019 to 75% in 2023 • positive endorsement of a sense of confidence in Years 10–12 will increase from 67% in 2019 to 75% in 2023 • positive endorsement of a sense of connectedness in Years 7–9 will increase from 63% in 2019 to 70% in 2023 • positive endorsement of a sense of connectedness in Years 10–12 will increase from 60% in 2019 to 70% in 2023 	<p>School Connectedness in the Student Attitudes to School survey improves from 59% to 70% for Year 7 to 9</p> <p>School Connectedness in the Student Attitudes to School survey improves from 60% to 70% for Year 10 to 12</p> <p>Sense of Confidence in the Student Attitudes to School survey improves from 63% to 70% for Year 7 to 9</p> <p>Sense of Confidence in the Student Attitudes to School survey improves from 64% to 70% for Year 10 to 12</p>
		<p>Parent Opinion Survey (POS)</p> <p>By 2023:</p> <ul style="list-style-type: none"> • positive endorsement for school pride and confidence will increase from 87% in 2019 to 90% in 2023 • positive endorsement for student connectedness will increase from 85% in 2019 to 90% in 2023 	<p>Positive endorsement in the Parent Opinion survey for school pride and confidence will increase from 92% in 2021 to 95% in 2023.</p> <p>Positive endorsement in the Parent Opinion survey for student connectedness will increase from 82% in 2021 to 90% in 2023</p>

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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	PIVOT Student Survey Data to move from an Average of 4.06 in 2022 to 4.10 by the end of 2023. Student Absence Days to decrease from 32.28 days in 2022 to 25 days in 2023		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy		Yes
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable		Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.		
Goal 2	To improve the wellbeing of all students.		
12 Month Target 2.1	School Connectedness in the Student Attitudes to School survey improves from 59% to 70% for Year 7 to 9		

	<p>School Connectedness in the Student Attitudes to School survey improves from 60% to 70% for Year 10 to 12</p> <p>Sense of Confidence in the Student Attitudes to School survey improves from 63% to 70% for Year 7 to 9</p> <p>Sense of Confidence in the Student Attitudes to School survey improves from 64% to 70% for Year 10 to 12</p>	
12 Month Target 2.2	<p>Positive endorsement in the Parent Opinion survey for school pride and confidence will increase from 92% in 2021 to 95% in 2023.</p> <p>Positive endorsement in the Parent Opinion survey for student connectedness will increase from 82% in 2021 to 90% in 2023</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Health and wellbeing	To improve access and awareness of school-wide support and whole-school programs that proactively support student wellbeing.	Yes
KIS 2 Building practice excellence	To develop, document and implement a college-wide wellbeing strategy.	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.	Given the impact COVID and remote learning has had on our students and also due to the introduction of FISO 2.0 and its link to wellbeing this SSP priority will be a focus in 2023. The appointment of a new Assistant Principal in Sem 2 2022 with a specific focus on Wellbeing will assist the College in meeting the targets associated with this KIS. Certainly, work around building staff awareness and capacity around disability and inclusion will be a priority as will the development of the college wide wellbeing strategy,	

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	PIVOT Student Survey Data to move from an Average of 4.06 in 2022 to 4.10 by the end of 2023. Student Absence Days to decrease from 32.28 days in 2022 to 25 days in 2023
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Further develop data literacy of teachers and education support staff to better inform an understanding of student needs and progress, and identify students requiring additional support particularly in Numeracy
Outcomes	Students will: <ul style="list-style-type: none"> • Become more active and empowered learners • Seek feedback from teachers and use the School Improvement Policy • Attend school more regularly Teachers will: <ul style="list-style-type: none"> • Collect, analyse and respond to formative assessment data • Use PLCs / Working Groups for staff to collaboratively plan units of work with a focus on differentiation, Literacy and Numeracy • Provide students with the opportunity to work at their identified level and extend towards the next level using differentiated resources Leading Teachers and Learning Specialists will: <ul style="list-style-type: none"> • Deliver professional learning for staff that will build the capacity of teachers to teach at point of need • Promote differentiation strategies in PLC and Working Group meetings and encourage their use during lessons • Provide feedback to teachers through classroom observations that enhances the differentiation of the curriculum. Leaders will:

	<ul style="list-style-type: none"> Develop a deep understanding of the process required to differentiate learning Conduct classroom observations to monitor consistency of implementation 			
Success Indicators	<p>Student Attendance Data to improve from 32.18 days in 2022 to 25 days in 2023</p> <p>AtoSS Positive endorsement of a sense of confidence in Years 7-9 to increase from 63% in 2022 to 70% in 2023 Positive endorsement of a sense of confidence in Years 10-12 to increase from 64% in 2022 to 70% in 2023</p> <p>PIVOT data average to increase from 4.06 in 2022 to 4.10 in 2023</p> <p>Staff Opinion Collective Efficacy to improve from 44% in 2022 to 55% in 2023</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
The PLC/TLT initiative is successfully implemented	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
The College Literacy and Numeracy Program is embedded into English and Mathematics	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from: Term 1	\$900,000.00

	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement a schedule of professional learning for staff on the processes required to differentiate learning and on various differentiation strategies	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Staff Development Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish the Literacy and Numeracy Intervention Coordinators	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Resource the College Language Support Program including Speech Pathologist support	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$250,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Embed engaging classroom practices through the PLC process Develop authentic opportunities for Student Voice and agency in their learning			
Outcomes	The expected changes in knowledge, skills and behaviours at the end of 2023 are that, Students will; - have developed improved attitudes to school attendance and engagement - utilise all opportunities to respectfully give SV&A in classes - be feeling more connected to their peers and teachers Teachers will;			

	<ul style="list-style-type: none"> - build positive connections with their students using the college values and expected behaviours as consistent practice - develop engaging lessons, meeting students at their point of need and giving opportunity for collaborative learning and 'hands on' learning experiences - regularly seek feedback from students (SV&A) about their experience in their classes - understand the importance of modelling positive wellbeing practices <p>Leaders will;</p> <ul style="list-style-type: none"> - support and develop teacher understanding of engaging pedagogical approaches - understand the importance of a proactive and timely response to student absences - have developed and refined a consistent, collaborative approach to addressing student absences <p>Parents will;</p> <ul style="list-style-type: none"> - have developed an improved understanding of the importance of school attendance and engagement 			
Success Indicators	<p>AtoSS</p> <p>Positive endorsement of a sense of connectedness in Years 7–9 will increase from 59% in 2022 to 65% in 2023</p> <p>Positive endorsement of a sense of connectedness in Years 10–12 will increase from 60% in 2022 to 65% in 2023</p> <p>Positive endorsement for student voice and agency in Years 7–9 will increase from 52% in 2022 to 60% in 2023</p> <p>Positive endorsement for student voice and agency in Years 10–12 will increase from 60 % in 2022 to 65% in 2023</p> <p>Student Attendance Data to improve from 32,18 days in 2022 to 25 days in 2023</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Conduct Classroom Observations regularly	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Goal 2	To improve the wellbeing of all students.			
12 Month Target 2.1	<p>School Connectedness in the Student Attitudes to School survey improves from 59% to 70% for Year 7 to 9</p> <p>School Connectedness in the Student Attitudes to School survey improves from 60% to 70% for Year 10 to 12</p> <p>Sense of Confidence in the Student Attitudes to School survey improves from 63% to 70% for Year 7 to 9</p> <p>Sense of Confidence in the Student Attitudes to School survey improves from 64% to 70% for Year 10 to 12</p>			
12 Month Target 2.2	<p>Positive endorsement in the Parent Opinion survey for school pride and confidence will increase from 92% in 2021 to 95% in 2023.</p> <p>Positive endorsement in the Parent Opinion survey for student connectedness will increase from 82% in 2021 to 90% in 2023</p>			
KIS 1 Health and wellbeing	To improve access and awareness of school-wide support and whole-school programs that proactively support student wellbeing.			
Actions	<p>Develop and launch the HCSC Student Wellbeing Portal</p> <p>Finalise the HCSC Wellbeing Strategy documentation</p> <p>Monitor, Evaluate and Diagnose the Respectful Relationships initiative at HCSC</p>			
Outcomes	<p>The expected changes in knowledge, skills and behaviours at the end of 2023 are that,</p> <p>Students will;</p> <ul style="list-style-type: none"> - have developed improved help-seeking skills - have further developed emotional regulation skills - have improved social, emotional, cultural and civic capabilities <p>Teachers will;</p> <ul style="list-style-type: none"> - have developed a greater understanding of the student supports available within the school community - know the importance of showing genuine care and concern for their students, by building positive relationships with them 			

	<ul style="list-style-type: none"> - understand the important connection between Learning and Wellbeing (FISO 2.0) - know the importance of improving their own wellbeing and the impact this has on teaching and learning <p>Leaders will;</p> <ul style="list-style-type: none"> - support staff learning with relevant professional development opportunities (eg. MHFA, Safe Minds) - understand the importance of a proactive, tiered approach to supporting the mental health and wellbeing of all students - have developed and refined a consistent, collaborative approach to responding to students in crisis (tier 3) - enhance their understanding of the Respectful Relationships initiative 			
Success Indicators	<p>AtoSS</p> <p>Positive endorsement of teacher concern to increase from 53% in 2022 to 58% in 2023</p> <p>Positive endorsement of a sense of connectedness in Years 7–9 will increase from 59% in 2022 to 65% in 2023</p> <p>Positive endorsement of a sense of connectedness in Years 10–12 will increase from 60% in 2022 to 65% in 2023</p> <p>Parent Survey</p> <p>Positive endorsement for school pride and confidence will increase from 92% in 2021 to 95% in 2023</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Plan for and schedule professional learning, including subsequent sessions on implementation of the College Wellbeing Program including Disability and Inclusion.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	from: Term 1 to: Term 4	<p>\$20,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
3 School Level Coordinators across each Year Level to provide academic and wellbeing support for students	<input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$600,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Building practice excellence	To develop, document and implement a college-wide wellbeing strategy.			
Actions	Implementation of the new D&I Model (college wide inclusive practices) Publish Wellbeing Strategy online and in Wellbeing and Engagement Policy Collaborative Professional Development opportunities			
Outcomes	The expected changes in knowledge, skills and behaviours at the end of 2023 are that, Students will; - have developed improved help seeking skills - understand when and why their learning goals have been differentiated - have an improved sense of agency in their learning, leading to increased wellbeing and connectedness Teachers will; - have developed a greater understanding of inclusive teaching and learning practices			

	<ul style="list-style-type: none"> - use classroom management strategies aligned to student needs - align their PDP goals to the implementation of quality IEPs - have a deeper understanding of whole school Disability and Inclusion requirements and procedure <p>Leaders will;</p> <ul style="list-style-type: none"> - align the Disability and Inclusion work with the college differentiation successes over the past few years - have developed a consistent, collaborative approach to responding to the diverse learning needs of students - support the documentation of whole school planning modifications, and teaching and assessment adjustments (eg IEPs, Planners etc) 			
Success Indicators	<p>AtoSS</p> <p>Positive endorsement of Teacher Concern to increase from 53% in 2022 to 55% in 2023</p> <p>Positive endorsement of Classroom Behaviour to increase from 64% in 2022 to 70% in 2023</p> <p>Positive endorsement of Service access to increase from 55% in 2022 to 60% in 2023</p> <p>Parent Opinion Survey</p> <p>Positive endorsement of Student Motivation and Support to increase from 70% in 2021 to 75% in 2023</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Publish the College Wellbeing Strategy to all stakeholders	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team 	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	<p>\$20,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$0.00	\$0.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$40,000.00	-\$40,000.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$0.00	\$40,000.00	-\$40,000.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
The College Literacy and Numeracy Program is embedded into English and Mathematics	\$900,000.00
Establish the Literacy and Numeracy Intervention Coordinators	\$50,000.00
Resource the College Language Support Program including Speech Pathologist support	\$250,000.00
Conduct Classroom Observations regularly	\$100,000.00
Plan for and schedule professional learning, including subsequent sessions on implementation of the College Wellbeing Program including Disability and Inclusion.	\$20,000.00
3 School Level Coordinators across each Year Level to provide academic and wellbeing support for students	\$600,000.00
Publish the College Wellbeing Strategy to all stakeholders	\$20,000.00

Totals	\$1,940,000.00
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Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
The College Literacy and Numeracy Program is embedded into English and Mathematics	from: Term 1 to: Term 4	\$900,000.00	<input checked="" type="checkbox"/> School-based staffing
Establish the Literacy and Numeracy Intervention Coordinators	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing
Resource the College Language Support Program including Speech Pathologist support	from: Term 1 to: Term 4	\$250,000.00	<input checked="" type="checkbox"/> School-based staffing
Conduct Classroom Observations regularly	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Plan for and schedule professional learning, including subsequent sessions on implementation of the College Wellbeing Program including Disability and Inclusion.	from: Term 1 to: Term 4		
3 School Level Coordinators across each Year Level to provide	from: Term 1	\$600,000.00	<input checked="" type="checkbox"/> School-based staffing

academic and wellbeing support for students	to: Term 4		
Publish the College Wellbeing Strategy to all stakeholders	from: Term 3 to: Term 4		
Totals			

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Plan for and schedule professional learning, including subsequent sessions on implementation of the College Wellbeing Program including Disability and Inclusion.	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •
Publish the College Wellbeing Strategy to all stakeholders	from: Term 3 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Principal Class • Whole school <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> • Other Publish the College College Wellbeing Strategy to all stakeholders
Totals		\$40,000.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
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
The PLC/TLT initiative is successfully implemented	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader 	<input checked="" type="checkbox"/> On-site
Implement a schedule of professional learning for staff on the processes required to differentiate learning and on various differentiation strategies	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Staff Development Coordinator 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<input checked="" type="checkbox"/> On-site
Establish the Literacy and Numeracy Intervention Coordinators	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist 	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Principal					
Conduct Classroom Observations regularly	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Plan for and schedule professional learning, including subsequent sessions on implementation of the College Wellbeing Program including Disability and Inclusion.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site