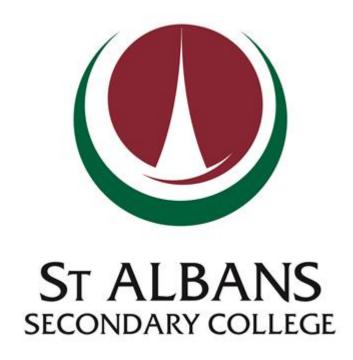# Annual Implementation Plan - 2022
Define Actions, Outcomes and Activities

St Albans Secondary College (8330)

Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	TBC
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Action 1 Ensure each student in Years 7 to 12 has access to appropriate support and extension programs in literacy, numeracy and VCE. Action 2 Mathematics Teaching (MT): Continue the process of enhancing the way Mathematics is taught and assessed
Outcomes	Action 1 Support and extension programs in literacy and numeracy Students will: - be able to apply mathematical and literacy skills to unfamiliar problems and texts - be better prepared to apply new learning in VCE studies Tutors will: - regularly assess students to determine point of need and growth - front load new learning in VCE classes across a range of identified subjects Literacy and Numeracy Leaders will: - monitor student learning data and make adjustments to intervention and extension programs, as needed Action 2

	Mathematics Teaching (MT) Students will: - be able to articulate their learning in terms of mathematical language - be able to demonstrate and be assessed on their knowledge, skills and understanding in a range of ways - have time to apply and review their learning in relation to the learning intention through the use of LATAR Teachers will: - implement LATAR so that students have time to apply and review learning - articulate Mathematics learning (including through learning intentions) in terms of mathematical skills and knowledge rather than chapter and exercise numbers - design curriculum and assessments that incorporate problem solving and investigative tasks as a key component - moderate a range of assessments
Success Indicators	Action 1 Support and extension programs in literacy and numeracy Early Indicators Students: - high attendance rates in tutoring classes Tutors: - development of Individual Education Plan, including goals - communication between tutors and classroom teachers about curriculum and assessment and learning progress for each student Leaders: - timetables developed for students to attend tutoring sessions - improved communication with all stakeholders Late Indicators Students: - improved responses in tutor program student survey - increased learning growth in literacy and numeracy Tutors: - pre- and post- testing and formative assessment data - lesson and unit plans Literacy and Numeracy Leaders: - student learning growth data

Action 2
Mathematics Teaching (MT)

Early Indicators:
- curriculum planners show evidence of a range of resources and assessment types, including problem solving and investigations, differentiation, and relevant mathematical language
- lessons structured according to LATAR with specific timing evidenced.
- workbooks and assessments show evidence of a range of differentiated activities and assessments, use of mathematical language, and of LATAR lesson structure
- improvement in engagement data through PIVOT and whole school maths survey

Late Indicators:
- improvement in achievement and learning growth, as measured by NAPLAN (Top 2 bands, equity gap and benchmark growth) PAT M and teacher judgements.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop timetables for students and tutors Yr 7 to 10	☑ Assistant Principal	☐ 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

Develop timetable for tutoring support for selected VCE studies	☑ Assistant Principal	☐ 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
Facilitate meetings of students selected for the tutor program to outline expectations, and introduce tutors	☑ Assistant Principal	☐ 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
Facilitate parent information session (online) for parents of students selected.	☑ Assistant Principal	☐ 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
Monitor student learning data to continuously evaluate all intervention/support programs (Literate Practices, LEP, GRIN, MYLNS)	☑ Assistant Principal ☑ Literacy Leader ☑ Numeracy Leader	☐ 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
(MT) Provide PL to support teachers to design and implement differentiated investigative assessments and problem solving tasks.	☑ 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
(MT) Establish and implement a moderation calendar, protocols and marking schemes to support staff in moderation of assessments for Mathematics.	☑ KLA Leader ☑ 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	
(MT) Run PL on the effective use of LATAR to design and teach lessons	☑ KLA Leader ☑ Leading 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	
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable				

Actions	Refer to Goal 4 KIS 4.a Build the resilience of all students
Outcomes	Refer to Goal 4 KIS 4.a Build the resilience of all students
Success Indicators	Refer to Goal 4 KIS 4.a Build the resilience of all students

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Refer to Goal 4 KIS 4.a Build the resilience of all students	☑ All Staff	☐ 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

Goal 2	To improve student achievement in all areas of learning at all year levels
12 Month Target 2.1	Year 9 NAPLAN Top 2 Bands: - Reading from 22% to 23% - Writing from 13% to 18% - Numeracy from 23% to 24%
12 Month Target 2.2	NA due to no Year 7 NAPLAN data 2020
12 Month Target 2.3	To increase to 31
12 Month Target 2.4	To have all VCE subjects achieve a mean score greater than the score predicted by the GAT.

KIS 1 Curriculum planning and assessment	Develop and implement a whole–school plan for literacy and numeracy
Actions	Literacy Action 1: Build the capacity of all staff to explicitly teach literacy at the word, sentence and text level at each student's point of need Action 2: Further improve the efficacy of and cohesion across the literacy programs. Numeracy Plan (NP) Action: Develop and commence implementation of the whole school Numeracy Plan
Outcomes	Literacy Action 1 Students will: - be more effective readers and writers in all subject areas. Teachers will: - will use an increasing range of literacy data, including the data mastersheets to determine curriculum and appropriate interventions - plan and teach units at the word, sentence and text levels. Leaders will: - provide professional development for staff to use a range of literacy data to determine curriculum and appropriate interventions. - provide professional development to increase staff capacity to plan and teach literacy at the word, sentence and text levels Action 2 Students will: - experience a consistent and explicit language, approach and program in their learning about reading and writing Teachers will: - understand and implement the consistent approach to teaching and assessing reading and writing across the literacy programs - make the transferability of literacy skills explicit to students. Leaders will: - provide professional learning to support the implementation of the literacy curriculum. Numeracy Plan (NP)

	Students will: - understand where numeracy is present in subjects other than mathematics - draw on their understanding of the mathematics curriculum to articulate and apply numeracy to real life examples Teachers will: - identify and explicitly teach and assess the numeracy skills and knowledge essential for their subject
Success Indicators	Literacy Early Indicators Action 1 - All teachers engage with a range of literacy data including the master sheets and consider implications for planning and teaching - Professional learning is delivered to the whole staff and to individual KLAs to consolidate understanding of the word, sentence and text levels - The literacy curriculum at the word, sentence and text levels is documented in curriculum planners Action 2 - Red books are used in literacy team meetings to track and moderate writing growth and achievement - Reading Conference notes are used in Literacy team meetings to track reading growth and achievement - Teachers of Year 7 Literate Practices, Year 8 and 9 LEP and Year 7, 8 and 9 English/EAL are able to articulate the curriculum links between the literacy programs - Curriculum documents for Year 7 Literate Practices, Year 8 and 9 LEP and Year 7, 8 and 9 English/EAL are updated to increase curriculum cohesion Late Indicators Action 1 - Teachers report increased confidence in teaching units at the word, sentence and text levels - Students can articulate how the word, sentence and text levels support their learning across all curriculum areas Action 2 - A documented and consistently implemented approach to the teaching and assessing of reading is evidenced in Years 7 to 9 English and EAL - Improved reading and writing growth and achievement as evidenced by NAPLAN (top 2 bands and benchmark growth) teacher judgements and PATR Numeracy Plan (NP) Early Indicators - completed audit of Numeracy demands in all KLAs - plan presented to staff

	Late Indicators - inclusion of numeracy skills in Semester 2 Curriculum Planners for all KLAs

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Provide PL to guide all staff to analyse and act on literacy data, including the mastersheets	☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 3	$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
Ensure weekly red book activities are documented in Year 7, 8 and 9 English/EAL curriculum planners	☑ KLA Leader ☑ Literacy Leader	☐ 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
Develop the weekly program and support roster for literacy teams	☑ KLA Leader ☑ Literacy Leader	☐ 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
Decide on data sets to use for tracking student progress in Year 7 Literate Practices and Year 8 and 9 LEP and insert references to these in curriculum documentation	☑ Literacy Leader	☐ 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
Provide PL for teachers of Year 7 Literate Practices and Year 8 and 9 LEP on using data sets to track student progress	☑ Literacy Leader	☑ PLP Priority	from: Term 1	$0.00

			to: Term 1	☐ 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
Deliver whole-school professional learning to consolidate teachers' understanding of the word, sentence and text levels	☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 3	$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 support in KLAs to document curriculum, to and teach and assess at the word, sentence and text levels	☑ Literacy Leader	☑ PLP Priority	from: Term 2 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
Update curriculum planners for Year 7 Literate Practices, Year 8 and 9 LEP, and Year 7, 8 and 9 English/EAL to ensure a consistent and explicit approach and program for teaching and assessing reading and writing	☑ Literacy Leader	☐ 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 professional learning for teachers of Year 7 Literate Practices, Year 8 and 9 LEP, and Year 7, 8 and 9 English/EAL to strengthen the explicit teaching and assessing of reading	☑ Literacy Leader	☑ 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

(NP) Distribute data mastersheets to all staff	☑ Learning Specialist(s)	☐ 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
(NP) Develop the whole school Numeracy Plan, and launch it at a Staff meeting	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 2 to: Term 2	$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
(NP) Develop and provide professional learning to each KLA to support them to identify and include relevant numeracy skills in their curriculum planning and teaching	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 2 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 2 Building practice excellence	Develop and integrate a whole–school approach to differentiation within the context of the college's instructional model.
Actions	Action 1: Support the development of curriculum and assessment that enables differentiation. Action 2: Build staff capacity to embed differentiation into their teaching practice. Action 3: Design and implement a whole school approach to teaching thinking skills.
Outcomes	Action 1 Students will: - know how to use KUDs and rubrics to guide their own learning Teachers will: - explicitly plan for differentiation at curriculum and assessment design level Leaders will: - lead and support the development of differentiated curriculum and assessment Action 2 Students will: - experience and be able to recognise differentiation in the classroom - report feeling engaged, included, and challenged in their classes Teachers will: - use a growing range of strategies as part of their teaching practice to differentiate effectively, including strategies to stretch high-achieving students - reflect on and evaluate their own progress in relation to differentiating practice

	Leaders will: - support the professional development of staff Action 3 Students will: - use higher order thinking skills Teachers will: - have a shared understanding of the approach for teaching thinking skills - explicitly teach and assess thinking skills Leaders will: - develop an approach to support teaching thinking skills - support the professional learning and implementation of the approach to teaching thinking skills
Success Indicators	Action 1 Early Indicators - KUDs and assessment rubrics are documented in curriculum planners. Late Indicators - Teaching teams have developed differentiated KUDs and rubrics for all topics and relevant assessments Action 2 Early Indicators - Staff have set goals to improve teaching practice in the area of differentiation - Peer coaching teams have commenced - Increased staff participation in coaching conversations and observations - Students can articulate what differentiation looks like in the classroom - Differentiation will be visible in student work Late Indicators - PIVOT + AtoSS + forum data show an increase in students feeling engaged, included, and challenged - Staff have evidence of participation in a peer coaching conversations Action 3

	Early Indicators - An approach to teaching thinking skills and an implementation plan are developed Late Indicators - Thinking skills evident in teaching resources, assessments and student work				
Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**	
Action 1: Support the development of curriculum and assessment that enables differentiation. Develop Semester 1 and 2 Curriculum Planners featuring differentiated KUDs	☑ PLT Leaders ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 3	$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	
Action 1: Support the development of curriculum and assessment that enables differentiation. Develop task-based assessment rubrics for all relevant assessments across all KLAs	☑ PLT Leaders	☐ PLP Priority	from: Term 1 to: Term 3	$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
Action 1: Support the development of curriculum and assessment that enables differentiation. Conduct a quality curriculum review	☑ Curriculum Co-ordinator (s)	☐ PLP Priority	from: Term 2 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
Action 2: Build staff capacity to embed differentiation into their teaching practice. Provide professional learning based on the differentiation toolkit to continue embedding the Carol Tomlinson framework in curriculum, assessment and classroom practice.	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 3	$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
Action 2: Build staff capacity to embed differentiation into their teaching practice.	☑ KLA Leader	☑ PLP Priority	from: Term 1	$0.00

Promote and facilitate classroom videos and micro-data collection	☑ Learning Specialist(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
Action 2: Build staff capacity to embed differentiation into their teaching practice. Establish coaching partnerships and teams, and provide support and time for these teams to meet each term.	☑ Teacher(s) ☑ Team 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
Action 2: Build staff capacity to embed differentiation into their teaching practice. Provide targeted support to KLAs in relation to differentiation practice	☑ 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
Action 2: Build staff capacity to embed differentiation into their teaching practice. Deliver professional learning on 'Stretch' for high achieving students	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ 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
Action 3: Design and implement a whole school approach to thinking skills. Develop our approach and implementation plan for teaching thinking skills	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 2	$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

Action 3: Design and implement a whole school approach to thinking skills. Deliver professional learning on the approach for teaching thinking skills.	☑ Leading Teacher(s) ☑ 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

Goal 3	To develop the capacity of students to be active learners and citizens
12 Month Target 3.1	By 2022, to increase the percentile rank on the AToSS for: - Motivation and interest from 69.4 to 73% - Self-regulation and goal setting from 82.5 to 85% - Student voice and agency from 72.9 to 75%
12 Month Target 3.2	By 2022, to reduce/maintain the difference between the percentile rank for males and females on the AToSS to less than 15 percent for: - Effort (2021 difference 15.1%) - High expectations for success (2021 difference 12.3%) - Teacher concern (2021 difference 19.2%)
12 Month Target 3.3	By 2022, to increase Senior Secondary completion rates to 95%
12 Month Target 3.4	By 2022, to maintain the student absence rate at 10.5 days
KIS 1 Building practice excellence	Develop staff capacity to activate student voice and agency in every classroom

Actions	Action 1: Increase opportunities for student agency in teaching and learning.
	Action 2: Increase the impact of the effort goal setting process
Outcomes	Action 1 Students will: - understand what agency means in learning - exercise greater agency in learning - be further supported to provide feedback regarding teaching and learning, and curriculum Teachers will: - understand what student agency is, and the relationship between it and differentiation - plan for and facilitate approaches and practices that support student agency in teaching and learning. Leaders will: - promote a shared understanding of student agency. - build staff capacity to respond to feedback about teaching and learning. - support the identification and implementation of approaches and practices for increasing student agency Action 2 Students will: - be able to set effective SMART goals, and monitor their progress towards the goal Teachers will: - explicitly teach students to write effective SMART goals (Learning Managers) - know students' effort goals and support them to strive for sustained change in behaviours Leaders will: - build staff capacity to support students to set effective SMART goals and to monitor their progress
Success Indicators	Action 1 Early Indicators - Documentation of our approach to student agency and the development of an implementation plan. Late Indicators - The extent to which students feel they have agency in their learning (PIVOT, ATOSS, SLAT, forums)

Action 2

Early Indicators
- Students set effective SMART goals
- Assembly presentations on Effort Goals
- Assembly presentations on Effort Goals

Late Indicators
- Increase in the number of students and staff participating in the goal setting process
- Students are able to articulate the impact of effort goal setting

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Create an Effort Goal Toolkit	☑ Teaching and Learning Coordinator	☐ 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
Create a bank of exemplar effort goals	☑ Teaching and Learning Coordinator	☐ 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
Facilitate an updated Effort Goal cycle process for 2022 and communicate key changes with staff	☑ Teaching and Learning Coordinator	☐ 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
Present to all students on effort rubric and setting SMART goals	☑ Teaching and Learning Coordinator	☐ 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
Support Learning Managers to teach students how to set better SMART goals	☑ Teaching and Learning Coordinator	☐ 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
Investigate effort goals being included on semester reports.	☑ Curriculum Co-ordinator (s) ☑ Teaching and Learning Coordinator	☐ PLP Priority	from: Term 1 to: Term 2	$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
Document and begin implementation of school wide approaches and practices that promote increased student agency	☑ Teaching and Learning Coordinator	☐ 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
Build staff capacity to implement approaches and practices that increase student agency	☑ Teaching and Learning Coordinator	☐ 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
Deliver assembly presentations to promote student agency	☑ Teaching and Learning Coordinator	☐ 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
Support staff to analyse and reflect on the Semester 1 effort data	☑ Learning Specialist(s) ☑ Teaching and Learning Coordinator	☐ PLP Priority	from: Term 2 to: Term 2	$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	

Goal 4	To enhance the extent to which all students feel connected, protected and respected within and beyond the college
12 Month Target 4.1	By 2023, to increase the percentile rank on the AToSS for: - Resilience (Perseverance) from 78.4 to 80% - School connectedness from 60.1 to 68% - Advocate at school from 46.2 to 54% - Respect for diversity from 76.0% to 77%
12 Month Target 4.2	By 2022, to reduce/maintain the difference between the percentile rank for males and females on the AToSS to less than 15 percent for: - Sense of confidence (2021 difference 8.0%) - Sense of connectedness (2021 difference 7.9%) - Advocate at school (2021 difference 27.5%)

12 Month Target 4.3	To increase the percentage positive response on the Parent participation and support scale of the POS from 75 per cent in 2021 to 76 per cent.
KIS 1 Empowering students and building school pride	Build the resilience of all students
Actions	Action 1: Further consolidate and integrate the language and strategies of resilient mindsets (CPR) into teaching and learning and more broadly across the school community. Action 2: Implement strategies that specifically target the needs and experiences of girls in relation to learning, wellbeing and engagement.
Outcomes	Action 1: CPR Students will: - use the language and strategies of resilient mindsets (CPR) - identify higher levels of teacher concern, advocacy, and resilience Teachers will: - deepen their knowledge in relation to the language and strategies of resilient mindsets (CPR) and wellbeing and how to integrate into teaching and learning. - articulate and utilise the language and strategies of resilient mindsets (CPR) in classrooms - prioritise the wellbeing needs of students. Leaders will: - be able to articulate the language and strategies of resilient mindsets (CPR) that they have implemented across their portfolio/team - promote and integrate the language and strategies of resilient mindsets (CPR) across their position of responsibility Wellbeing and Sub School staff will: - use the SAFEMinds suite across their work. For example, use of the NIP it in the bud model and POOCH problem-solving model. - promote and utilise the language and strategies of resilient mindsets (CPR) with students Action 2: Girls' education Students will: - report a reduction in disrespectful behaviours used by other students - be more confident to call out disrespectful behavior of their peers. Leaders will: - deepen their knowledge of the experience of girls at the College and how to best support them in their learning - lead the implementation of the recommendations from the 2021 actions across their teams

	Teachers will: - develop a deeper understanding of how to support girls in the classroom and apply this learning in their practice
Success Indicators	Action 1 Early indicators - Resilient Youth Survey - Student Forums - Staff participation in professional and conversations PL Late indicators - Improved ATOSS - Increased use of CPR in curriculum documents Action 2 Early Indicators. - Student Forums - Staff participation in PL Late indicators - Reduction in gender gaps on SAToSS - Staff participation in professional learning and PL

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Action 1 Continue to develop term-by-term foci and strategies that provide practical suggestions for teachers and staff to implement CPR. This should be focused on improvement areas identified in AToSS, student surveys and forum data.	☑ All Staff ☑ Assistant Principal ☑ School Improvement Team ☑ Sub School Leader/s ☑ Wellbeing 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
Action 1 Create a sequenced mental health promotions program, across all tiers of intervention, to complement existing programs. This is to be developed and implemented by the MHP.	☑ Assistant Principal ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 2	$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
Action 1 Provide guidance, advice, and professional learning for teachers on the implementation and use of wellbeing and CPR strategies and resources in order to prioritise student wellbeing in the classroom.	☑ Assistant Principal ☑ Staff Development Coordinator ☑ Teacher(s) ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 2	$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

Action 2 Provide guidance, advice, and targeted professional learning for teachers on how to best support the experiences of girls from the 2021 action plan.	☑ Assistant Principal ☑ School Improvement Team ☑ Staff Development Coordinator ☑ 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
Action 2 Conduct follow up forums with girls on their experiences at the College to monitor progress/change.	☑ Assistant Principal ☑ Sub School Leader/s ☑ Wellbeing Team	☐ PLP Priority	from: Term 2 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 2 Parents and carers as partners	Further improve the engagement of families in the education of their children
Actions	Action 1: Further develop the work of the Student and Family Engagement (SaFE) Program to develop more productive partnerships with targeted families. Action 2: Create additional opportunities for parent and family engagement at the College.

Outcomes	Action 1 - Improved outcomes for students engaged in the student and family engagement program -Targeted families will report greater engagement and support from the College. Action 2 - increased parent participation and involvement - Increased parent engagement at parent nights. - Increase in parent satisfaction on parent surveys
Success Indicators	Early Indicators - Increased number of opportunities for parent engagement in Term 1 and Term 2 - Parents attending events and providing positive feedback. Indicators - Parent survey data - High levels of parent engagement and attendance at parent events

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Action 1 Develop a regular meeting of Pasifika families, the SaFE officer and students to provide data and to develop strategies to support improving student engagement.	☑ Assistant Principal ☑ 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
Action 2 Hold at least two parent forums to develop a better understanding	☑ Assistant Principal	☐ PLP Priority	from: Term 1	$0.00

of supports required for families and implement strategies to address their needs.	☑ School Improvement Team ☑ Wellbeing Team		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
Action 2 Provide multicultural activities/events and celebrations that provide students an opportunity to share and learn about different cultures. Investigate parent engagement where possible.	☑ School Improvement Team ☑ Sub School Leader/s ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 3	$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
Action 2 Hold a wellbeing expo for families to engage with the school and learn about local services.	☑ Assistant Principal ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 2	$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