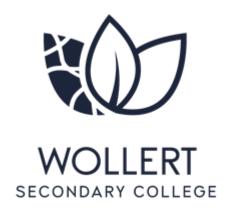# 2023 Annual Implementation Plan

for improving student outcomes

Wollert Secondary College (8896)

Submitted for review by Melissa Lozanovski (School Principal) on 04 February, 2023 at 12:58 PM
Endorsed by Losh Pillay (Senior Education Improvement Leader) on 13 February, 2023 at 06:33 PM
Endorsed by Nadia Jahfar (School Council President) on 27 March, 2023 at 09:55 AM

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	Emerging
	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.	Emerging
	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	Emerging
	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	Emerging
	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	Emerging
	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 self-evaluation process has been valuable in reflecting on the work that has been done thus far and has provided clarity and insight into the next steps as we prepare to open in 2023.
Considerations for 2023	SWOT Analysis on: The Stepping Stones Initiative

	Learning Diversity Model Implementation of: Whole School Approach to Behaviour Refining the Instructional Model Establishing Assessment & Reporting Protocols and Procedures Platforms for effective Curriculum Documentation Compass as an internal communication system
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

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	By the end of 2023, provide evidence of growth for every student in numeracy and literacy using newly established assessment measures, while at the same time developing baseline data sets for individual students and cohorts.

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	By the end of 2023, provide evidence of growth for every student in numeracy and literacy using newly established assessment measures, while at the same time developing baseline data sets for individual students and cohorts.	
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	By the end of 2023, provide evidence of growth for every student in numeracy and literacy using newly established assessment measures, while at the same time developing baseline data sets for individual students and cohorts.
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	- Employ key staff and develop relevant leadership teams to target specified goals including but not limited to; Leading Teacher - Learning Diversity Leader. - Develop curriculum documentation, consistent purposeful learning planners and an assessment schedule that supports a responsive approach to student learning needs. - Refine and embed a consistent, research informed instructional model across the school. - Stream the delivery of numeracy and literacy. - Develop a consistent understanding of what Inclusive Practice is, how this aligns to our SIS expectations and how this influences our teaching and learning approach.
Outcomes	- Leaders will: prioritise professional learning that supports research and evidence-based approaches; co-construct documentation to support desired practice; model expected practice; introduce a coaching model to support teachers; prioritise peer observation and further develop our Learning Diversity Model. - Teachers will: commit to embedding the defined instructional model and our inclusive practice intent; modify and adjust planning, instruction and environments in response to student learning evidence and data and, promote and embed the acceptance of learning diversity throughout the curriculum. - Students will: feel empowered and able to articulate what they can do and what the next learning step is for them; Students will experience the same learning structure and cues, creating a feeling of predictability and safety and students will embrace themselves as diverse learners.
Success Indicators	- Obtain triangulated literacy and numeracy data on all students through the PAT, DAL and Fountas and Pinnell testing modes prior to the commencement of the school year, at six months and twelve months. - Whole School Curriculum Maps and Assessment Schedules

| | - Consistent planning documents that scaffold the instructional model.
- Lesson plans that include 'adjustments' that need to occur in order to embed inclusive practice and support DI.
- Learning walks and observation notes record high level of consistency of practice aligned to planning and assessment cycles.
- The instructional model is visible in all classes with students experiencing the same structure, learning cues and scaffolding.
- School vocabulary is inclusive, positive and strengths-based
- Student goals are easily articulated by students, teachers and known by parents | | | |

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Weekly PLC time allocated for the continuous development of curriculum and a platform to interrogate and analyse student data.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Principal ☑ 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
Professional Learning Plan targeting Inclusive Practice and evidence based instruction.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 2 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
Procurement of relevant resources to support teaching and learning including but not limited to classroom libraries, levelled texts and tactile maths resources.	☑ Assistant Principal ☑ Leading Teacher(s)	☑ 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

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	- Employ key staff and develop relevant leadership teams to target specified goals including but not limited to; Mental Health and Wellbeing Coordinator, Educational Psychologist, Mental Health Practitioner. - Implement the Victorian SWPBS Model. - Implement the Disability Inclusion Model. - Develop a consistent understanding of what Inclusive Practice is, how this aligns to our SIS expectations and how this influences our wellbeing and welfare approach. - Develop systems and processes that allow us to effectively triage student needs and offer specific support appropriate to the individual needs of the students. Develop Student Learner Profile for all students. - Embed the Resilience Project curriculum framework into teaching and learning. - Engage third party providers when and if necessary to support the individual needs of students.

Outcomes	- Leaders will: prioritise time and resources in embedding a positive behaviour culture; model expected behaviours; coach and support peer observation focused on calm, safe environments; support teachers in adjusting practice, attitudes and environments in meeting the needs of every student; get to know every student within Student Learner Profile. - Teachers will: be consistent and authentic in their interactions with students and parents; modify and adjust attitudes and responses to behaviour in creating positive, safe environments; gain confidence in managing behaviours in the classroom and outside; assist in the develop learner profiles focused on the whole child. - Students will: feel safe and connected; understand the behavioural expectations in our school; receive the appropriate support and/or adjustments needed for them to demonstrate growth and experience success.
Success Indicators	- Undertake the SWPBS Course; SWPBS Coordinator/Leaders appointed; Professional Learning tracked and impact mapped; SWPBS behaviour data is collected and mapped consistently - trends identified and actioned. - Transition from PSD Model to Disability Inclusion Model complete; Disability Inclusion Coordinator appointed; IEPs and a range of management plans are established; Funding access under the new DI approach is active; Disability Inclusion Profiles are developed for students with additional requirements for learning. - School vocabulary is inclusive, positive and strengths-based; Learning Walks and observations note environments are calm, safe with a range of strategies visible that strengthen our inclusive practice approach

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Appointment of a Learning Diversity Leader to oversee Disability Inclusion Coordination.	☑ Disability Inclusion Coordinator	☐ PLP Priority	from: Term 1 to: Term 1	$123,257.00 ☐ 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

Implementation of SWPBS.	☑ All Staff ☑ Assistant Principal	☑ 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
Implementation of the Disability Inclusion Model - transferring from the PSD Program. Professional development for the DI Coordinator, staff, ES staff. CRTs to relieve staff to undertake professional learning, develop Disability Inclusion Profiles, IEPS and attend SSGs.	☑ Assistant Principal ☑ Disability Inclusion Coordinator ☑ Education Support ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☐ 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
Implementation of programs available via the Mental Health Fund based on individual and cohort needs.	☑ Assistant Principal ☑ Student(s) ☑ Wellbeing 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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$5,000.00	$0.00	$5,000.00
Disability Inclusion Tier 2 Funding	$35,606.95	$71,213.30	-$35,606.35
Schools Mental Health Fund and Menu	$27,861.25	$27,861.25	$0.00
Total	**$68,468.20**	**$99,074.55**	**-$30,606.35**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Professional Learning Plan targeting Inclusive Practice and evidence based instruction.	$5,000.00
Appointment of a Learning Diversity Leader to oversee Disability Inclusion Coordination.	$123,257.00
Implementation of programs available via the Mental Health Fund based on individual and cohort needs.	$25,000.00
Totals	**$153,257.00**

Activities and Milestones - Equity Funding

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

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Professional Learning Plan targeting Inclusive Practice and evidence based instruction.	from: Term 2 to: Term 4	$35,606.65	☑ Professional learning for school-based staff •
Appointment of a Learning Diversity Leader to oversee Disability Inclusion Coordination.	from: Term 1 to: Term 1	$35,606.65	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		**$71,213.30**	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Implementation of programs available via the Mental Health Fund based on individual and cohort needs.	from: Term 1 to: Term 4	$27,861.25	☑ Teen Mental Health First Aid Program (Mental Health First Aid Australia) **This activity will use Mental Health Menu staffing** o Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Totals		**$27,861.25**	

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
Weekly PLC time allocated for the continuous development of curriculum and a platform to interrogate and analyse student data.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Professional Learning Plan targeting Inclusive Practice and evidence based instruction.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Principal ☑ Teacher(s)	from: Term 2 to: Term 4	☑ Moderated assessment of student learning ☑ Peer observation including feedback and reflection ☑ Individualised Reflection	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice	☑ Internal staff ☑ External consultants SIS COP	☑ On-site
Procurement of relevant resources to support teaching and learning including but not limited to classroom libraries, levelled texts and tactile maths resources.	☑ Assistant Principal ☑ Leading Teacher(s)	from: Term 1 to: Term 4	☑ Curriculum development	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Implementation of SWPBS.	☑ All Staff	from: Term 1	☑ Planning	☑ Whole School Pupil Free Day	☑ Departmental resources	☑ On-site

	☑ Assistant Principal	to: Term 4	☑ Student voice, including input and feedback	☑ PLC/PLT Meeting	SWPBS Support Coach.	
Implementation of the Disability Inclusion Model - transferring from the PSD Program. Professional development for the DI Coordinator, staff, ES staff. CRTs to relieve staff to undertake professional learning, develop Disability Inclusion Profiles, IEPS and attend SSGs.	☑ Assistant Principal ☑ Disability Inclusion Coordinator ☑ Education Support ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Preparation ☑ Moderated assessment of student learning	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Departmental resources Disability Inclusion Implementation Manager.	☑ On-site