

# 2023 Annual Implementation Plan

## for improving student outcomes

Point Cook Senior Secondary College (8847)



Submitted for review by Christopher Mooney (School Principal) on 16 January, 2023 at 05:06 PM  
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 30 January, 2023 at 11:44 AM  
Endorsed by Efie Moustaklis (School Council President) on 01 March, 2024 at 09:05 AM

## Self-evaluation summary - 2023

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

<b>Assessment</b>	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

<b>Support and resources</b>	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	

<b>Enter your reflective comments</b>	<p>Engagement with school has been a barrier to school in the wake of the pandemic and this is reflected in data from the Attitude to School Survey and Parent Opinion Survey. This will be an area of work in the future.</p> <p>Throughout 2022 the school has had a focus on the development of wellbeing staff into a more cohesive team. This has been complimented by the initial planning steps for a whole school wellbeing plan which is slated for completion in 2023.</p> <p>Wellbeing, attendance and academic progress have been linked through professional development sessions looking at student achievement data and cross referencing with wellbeing data. This work has contributed to the schools data around wellbeing remaining at the same levels as State and Similar School levels.</p>
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	<p>Documentation around assessment practices supports a consistent approach being used across the school. Modified assessments are utilised where they are essential for students. In particular, summative assessments are consistent but we are starting to see flexibility in catering to student needs in pockets of the school. Further work will be required to leverage this across the whole school.</p> <p>PCSSC has continued to review and enhance curriculum documentation, ensuring a guaranteed and viable curriculum for all students. Our level of students at year 10 who are at or above the age expected level is consistently higher than similar schools and state levels.</p> <p>A significant number of opportunities for staff to explore and investigate HITS has been provided through the schools professional learning model, including the PLT program.</p> <p>The PCSSC Leadership Team has focussed on the sharing of resources aimed at balancing individual and collective responsibility for the achievement of AIP targets. All school stakeholders have input into decision making and develop</p>
<p><b>Considerations for 2023</b></p>	<p>Student connectedness to school is an area for improvement and this is hoped to be addressed through a focus on targeted wellbeing initiatives combined with differentiation in the classroom that takes into account the individual students., their backgrounds and needs.</p> <p>Parent and community engagement with the school is looked at as an area with potential for improvement (41% positive endorsement) and this work will be led by the refined LT role of Community Engagement Leader.</p> <p>Moderation of assessments and assessment data can also be improved, from diagnostic data through to summative, semester based assessments.</p> <p>While the results suggests a glut of students in the middle bands, this places the school well to look at raising the number of students achieving above level through a focus on differentiation in 2023. Anecdotally, staff feedback from 2022's work on defining differentiation and how it can be used across the whole curriculum has been positive.</p> <p>In 2023 the move to a new Wellbeing Hub will further highlight the work done by the team and raise their profile in the school. Refinement of individual student support structures for students will be addressed through a full review of the referral and support processes.</p>
<p><b>Documents that support this plan</b></p>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>2023 Priorities Goal</b> 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><b>LEARNING</b>The percentage of VCE all study median score to increase from 27 (2021) to 28 Increase the percentage of Year 10 students working above level against the Victorian Curriculum as assessed by teacher judgements in the following subject areas: English:Reading and Viewing from 4 per cent (2021) to 7 per cent Writing from 3 per cent (2021) to 7 per cent Speaking and Listening from 3 per cent (2021) to 7 per cent. Mathematics:Measurement and Geometry from 3 per cent (2021) to 7 per cent Number and Algebra from 4 per cent (2021) to 7 per cent Statistics and Probability from 3 per cent (2021) to 7 per cent. <b>WELLBEING</b>Increase the positive endorsement in the following factors of the Attitudes to School Survey (AtoSS): Teacher Concern from 43 per cent (2019) to 50 per cent Emotional Awareness and Regulation from 66 per cent (2019) to 70 per cent Increase the positive endorsement in the following factors of the Parent Opinion Survey (POS): Positive transitions from 66 per cent (2021) to 80 per cent.</p>
	No	VCE:	

To improve learning outcomes for every student.		<ul style="list-style-type: none"> <li>• The percentage of 37+ study scores to increase from 6.6 per cent (2021) to 8 per cent (2026).</li> <li>• The percentage of VCE all study median score to increase from 27 per cent (2021) to 29 per cent (2026).</li> <li>• The VCE/VCAL completion rate to increase from 96 per cent (2021) to be at or above 98 per cent (2026)</li> </ul>	
		<p>By 2026, increase the percentage of Year 10 students working above level against the Victorian Curriculum as assessed by teacher judgements in the following subject areas:</p> <p>English:</p> <ul style="list-style-type: none"> <li>• Reading and Viewing from 4 per cent (2021) to 15 per cent</li> <li>• Writing from 3 per cent (2021) to 15 per cent</li> <li>• Speaking and Listening from 3 per cent (2021) to 15 per cent.</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Measurement and Geometry from 3 per cent (2021) to 15 per cent</li> <li>• Number and Algebra from 4 per cent (2021) to 15 per cent</li> <li>• Statistics and Probability from 3 per cent (2021) to 15 per cent.</li> </ul>	
To empower students to co–design their learning experience.	No	<p>By 2026, to increase the positive endorsement in the following factors of the Attitudes to School Survey (AtoSS):</p> <ul style="list-style-type: none"> <li>• Self–regulation and Goal Setting from 59 per cent (2021) to 71 per cent</li> <li>• Student Voice and Agency from 47 per cent (2021) to 54 per cent</li> <li>• Stimulated Learning from 55 per cent (2021) to 60 per cent.</li> </ul>	
		<p>By 2026, to increase the positive endorsement in the following factors of the Parent Opinion Survey (POS):</p> <ul style="list-style-type: none"> <li>• Stimulated Learning from 61 per cent (2021) to 70 per cent</li> <li>• Student Motivation and Support from 57 per cent (2021) to 65 per cent</li> <li>• Student Agency and Voice from 67 per cent (2021) to 75 per cent.</li> </ul>	

		<p>Attendance:</p> <ul style="list-style-type: none"> <li>To increase the percentage of students with less than 20+ absence days from 70 per cent (2019) to 79 per cent (2026)</li> <li>To reduce the number of average days absent per student from 21.6 to 19.</li> </ul>	
To strengthen student confidence and resilience.	Yes	<p>By 2026, to increase the positive endorsement in the following factors of the Attitudes to School Survey (AtoSS):</p> <ul style="list-style-type: none"> <li>Teacher Concern from 43 per cent (2019) to 65 per cent</li> <li>Emotional Awareness and Regulation from 66 per cent (2019) to 70 per cent</li> <li>Sense of Confidence from 59 per cent (2019) to 70 per cent.</li> </ul>	Increase the positive endorsement in the following factors of the Attitudes to School Survey (AtoSS):Teacher Concern from 43 per cent (2019) to 50 per cent Emotional Awareness and Regulation from 66 per cent (2019) to 70 per centSense of Confidence from 59 per cent (2019) to 63 per cent.
		<p>By 2026, to increase the positive endorsement in the following factors of the School Staff Survey (SSS):</p> <ul style="list-style-type: none"> <li>Trust in students and parents from 42 per cent (2021) to 65 per cent.</li> </ul>	By 2026, to increase the positive endorsement in the following factors of the School Staff Survey (SSS):Trust in students and parents from 42 per cent (2021) to 50 per cent.
		<p>By 2026, to increase the positive endorsement in the following factors of the Parent Opinion Survey (POS):</p> <ul style="list-style-type: none"> <li>Confidence and resiliency skills from 69 per cent (2021) to 75 per cent</li> <li>Positive transitions from 66 per cent (2021) to 80 per cent.</li> </ul>	Increase the positive endorsement in the following factors of the Parent Opinion Survey (POS):Confidence and resiliency skills from 69 per cent (2021) to 72 per centPositive transitions from 66 per cent (2021) to 70 per cent.

<b>Goal 1</b>	<p><b>2023 Priorities Goal</b>  <b>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.</b></p>
<b>12-month target 1.1-month target</b>	<p>LEARNING  The percentage of VCE all study median score to increase from 27 (2021) to 28</p>

	<p>Increase the percentage of Year 10 students working above level against the Victorian Curriculum as assessed by teacher judgements in the following subject areas:</p> <p>English:  Reading and Viewing from 4 per cent (2021) to 7 per cent  Writing from 3 per cent (2021) to 7 per cent  Speaking and Listening from 3 per cent (2021) to 7 per cent.</p> <p>Mathematics:  Measurement and Geometry from 3 per cent (2021) to 7 per cent  Number and Algebra from 4 per cent (2021) to 7 per cent  Statistics and Probability from 3 per cent (2021) to 7 per cent.</p> <p>WELLBEING  Increase the positive endorsement in the following factors of the Attitudes to School Survey (AtoSS):  Teacher Concern from 43 per cent (2019) to 50 per cent  Emotional Awareness and Regulation from 66 per cent (2019) to 70 per cent</p> <p>Increase the positive endorsement in the following factors of the Parent Opinion Survey (POS):  Positive transitions from 66 per cent (2021) to 80 per cent.</p>
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?
<b>KIS 1.a</b>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p> <p>Yes</p>
<b>KIS 1.b</b>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p> <p>Yes</p>



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.	
<b>Goal 4</b>	<b>To strengthen student confidence and resilience.</b>	
<b>12-month target 4.1-month target</b>	Increase the positive endorsement in the following factors of the Attitudes to School Survey (AtoSS): Teacher Concern from 43 per cent (2019) to 50 per cent Emotional Awareness and Regulation from 66 per cent (2019) to 70 per cent Sense of Confidence from 59 per cent (2019) to 63 per cent.	
<b>12-month target 4.2-month target</b>	By 2026, to increase the positive endorsement in the following factors of the School Staff Survey (SSS): Trust in students and parents from 42 per cent (2021) to 50 per cent.	
<b>12-month target 4.3-month target</b>	Increase the positive endorsement in the following factors of the Parent Opinion Survey (POS): Confidence and resiliency skills from 69 per cent (2021) to 72 per cent Positive transitions from 66 per cent (2021) to 70 per cent.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 4.a</b> Support and resources	Improve, document and promote whole school wellbeing processes.	Yes
<b>KIS 4.b</b> Engagement	Strengthen student personal and emotional capabilities.	No
<b>KIS 4.c</b>	Review and prioritise proactive whole school wellbeing initiatives.	Yes

Leadership		
<p>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.</p>	<p>Our self-evaluation against the FISO Continua noted that we have significant work to do in the area of student assessment and data literacy. This finding was consistent with our School Staff Survey results reflecting lack of teacher confidence in using data, feedback given by staff around moderation of student work samples, and our Panorama NAPLAN comparison to Teacher Judgement data. Selection of this KIS builds on our previous focus around developing and documenting a guaranteed and viable curriculum and assessment framework.</p>	

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> 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.
<b>12-month target 1.1 target</b>	<p><b>LEARNING</b>            The percentage of VCE all study median score to increase from 27 (2021) to 28</p> <p>Increase the percentage of Year 10 students working above level against the Victorian Curriculum as assessed by teacher judgements in the following subject areas:</p> <p>English:            Reading and Viewing from 4 per cent (2021) to 7 per cent            Writing from 3 per cent (2021) to 7 per cent            Speaking and Listening from 3 per cent (2021) to 7 per cent.</p> <p>Mathematics:            Measurement and Geometry from 3 per cent (2021) to 7 per cent            Number and Algebra from 4 per cent (2021) to 7 per cent            Statistics and Probability from 3 per cent (2021) to 7 per cent.</p> <p><b>WELLBEING</b>            Increase the positive endorsement in the following factors of the Attitudes to School Survey (AtoSS):            Teacher Concern from 43 per cent (2019) to 50 per cent            Emotional Awareness and Regulation from 66 per cent (2019) to 70 per cent</p> <p>Increase the positive endorsement in the following factors of the Parent Opinion Survey (POS):            Positive transitions from 66 per cent (2021) to 80 per cent.</p>
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

<b>Actions</b>	<ul style="list-style-type: none"> <li>- Refocus Curriculum and KLA meetings with a lens on strategies to improve student outcomes, with a focus on numeracy</li> <li>- Develop a common framework to identify and track student strengths and areas for improvement to support targeted differentiation</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Teachers will identify student learning needs in their subject area</li> <li>- Teachers will plan for differentiation based on their students' learning needs</li> <li>- Teachers will use formative and summative assessment to track the success of their teacher intervention strategies</li> <li>- Students will know what their next steps are to progress in each subject, particularly with Numeracy</li> <li>- Leaders will support teaching staff to identify and track individual students' learning</li> <li>- Leaders will support teaching staff to differentiate their pedagogy</li> <li>- Leaders will support teachers to review curriculum documents and identify opportunities for challenge and deep learning</li> </ul>			
<b>Success Indicators</b>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>- Curriculum and KLA meeting agendas will reflect an emphasis on professional learning and best practice sharing</li> <li>- Teaching staff will be able to visually track and discuss student learning data in at least one of their classes</li> <li>- Student assessment results will be documented and regularly analysed to inform future planning</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>- Victorian Curriculum teacher judgements will show increased learning growth in Numeracy and Literacy</li> <li>- VCE all study median score</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Detailed analysis and discussion of 2022 outcomes occurs	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Creation of KLA targets for 2023	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Identify areas for deeper learning and challenge in curriculum documentation	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Ensure curriculum and KLA meeting agendas incorporate items/discussions around student outcomes	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Learning Area Leaders to embed the sharing of numeracy teaching strategies within KLA meeting time	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Staff to trial and implement a numeracy teaching strategy in at least one class	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Liaise with Homestead SSC and our precinct partner schools to align curriculum and share best practice teaching	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Professional Development of best practice differentiation to be delivered during T&L meeting time	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
PLTS to have a sharper focus on Curriculum, Teaching and Learning	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Develop and implement policy for awarding S/N including new compass post for unsatisfactory completion	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Creation of Data Analysis Model including using data to inform practice	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Support and coach KLA Leaders on data use (Curriculum Meetings and KLA Meetings)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Parent information sessions offered once a term on use of Google Classroom and Compass	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop and implement a programme around revision strategies, study skills and retrieval practice	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Strengthen whole school approach to positive mental health and wellbeing education</li> <li>- Build staff capacity to teach emotional awareness and regulation and demonstrate teacher concern</li> </ul>			

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches</li> <li>- Teachers will plan for and implement social and emotional learning in their classes</li> <li>- Teachers will commonly use language to demonstrate teacher concern</li> <li>- Students, parents and carers will provide input in the direction of positive mental health and wellbeing education</li> <li>- Wellbeing team will directly support students' mental health and/or provide referrals</li> </ul>			
<b>Success Indicators</b>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>- Visual aids will be seen around the school which support emotional awareness and regulation</li> <li>- Transition documentation for students, parents and carers will include emotional awareness and regulation for students transitioning at all levels of the school</li> <li>- Meeting minutes will document input from students, parents and carers</li> <li>- Professional learning will be embedded into the meeting calendar</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>- AtoSS factors: Teacher concern and emotional awareness and regulation</li> <li>- POS: positive transitions</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Identify a framework for teaching emotional awareness and regulation	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Conduct at least four opportunities for professional learning about teaching emotional awareness and regulation	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Utilise academic and wellbeing data of support students with disabilities to support and scaffold their learning	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 4	<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Organise and carry out school tours for Year 10 and PPS parents	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Creation and awareness raising of Parents' Association	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Careers Leader to attend partner schools to provide information about improving academic performance through careers counselling/ accelerating in subjects	<input checked="" type="checkbox"/> Careers leader/team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00
To improve self-esteem and work readiness by creating mock Job Interview program in 2023 with PCSSC Alumni participants and VCE VM students	<input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop relationships with key external services and supports (eg Junubi, Le Mana and LGBTQI+ supports)	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which



				may include DET funded or free items
External support services to run PD on supporting targeted cohorts of students (eg Pacific Islander, South Sudanese and LGBTQI+ students)	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a whole staff agreed plan on communicating with parents, including increased access and usage of Compass, school website, and social media	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
<b>Goal 4</b>	To strengthen student confidence and resilience.			
<b>12-month target 4.1 target</b>	Increase the positive endorsement in the following factors of the Attitudes to School Survey (AtoSS):  Teacher Concern from 43 per cent (2019) to 50 per cent Emotional Awareness and Regulation from 66 per cent (2019) to 70 per cent Sense of Confidence from 59 per cent (2019) to 63 per cent.			
<b>12-month target 4.2 target</b>	By 2026, to increase the positive endorsement in the following factors of the School Staff Survey (SSS):  Trust in students and parents from 42 per cent (2021) to 50 per cent.			
<b>12-month target 4.3 target</b>	Increase the positive endorsement in the following factors of the Parent Opinion Survey (POS):  Confidence and resiliency skills from 69 per cent (2021) to 72 per cent Positive transitions from 66 per cent (2021) to 70 per cent.			

<b>KIS 4.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Improve, document and promote whole school wellbeing processes.			
<b>Actions</b>	- Develop whole school wellbeing plan with documented supports at tier 1, 2 and 3 aligned with DET Mental Health Menu.			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Students, parents and carers will understand the DET Mental Health Menu and have input into the programs offered at the school</li> <li>- Students, parents and carers will report greater understanding of the mental health and wellbeing supports offered at the school</li> <li>- Students, parents and carers will know where to go at school and in the community for greater mental health and wellbeing support</li> <li>- Teachers will have greater confidence responding and referring students' mental health and wellbeing</li> <li>- Teachers will have a wider vocabulary in demonstrating teacher concern</li> <li>- Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches</li> </ul>			
<b>Success Indicators</b>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>- Meeting minutes will document the input of the whole school community in the development of the school's Wellbeing Plan</li> <li>- Mental health and wellbeing programs will be documented and a part of the school's guaranteed and viable extracurricular activities</li> <li>- The school's website will reflect a greater focus on mental health and wellbeing support</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>- AtoSS factors: Teacher concern, emotional awareness and regulation, sense of confidence</li> <li>- SSS factors: Trust in students and parents</li> <li>- POS factors: Confidence and resilience, positive transitions</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Review and build on existing wellbeing referral pathways and processes	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<p>Deliver professional learning to staff on the referral pathways and processes for supporting students and work colleagues wellbeing at PCSSC</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>	<input type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 4</p>	<p>\$1,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> <li><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Develop a documented curriculum linked to mental health and wellbeing as well as social and emotional learning</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> </ul>	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>
<p>Provide relevant high quality professional development linked to the wellbeing program</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 4</p>	<p>\$0.00</p>
<p>Promote and conduct programs and presentations from outside agencies that support the schools wellbeing program</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Leadership team</li> </ul>	<input type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 4</p>	<p>\$5,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> <li><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>

Establish student led focus groups to develop strategies and programs to enhance wellbeing	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Incorporate wellbeing and SWPB activities into student led Select Entry program Advisory curriculum	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>KIS 4.c</b> 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	Review and prioritise proactive whole school wellbeing initiatives.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>Increase focus on positive behaviours to improve wellbeing.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Teachers, leaders and the school community will share a common understanding of positive and proactive whole school wellbeing initiatives</li> <li>- Teachers will take a positive and proactive approach to wellbeing</li> <li>- Teachers will utilise the school's SWPBS program to reward students and boost student confidence</li> <li>- Students will report a greater focus on positive transitions into each year level</li> <li>- Students will report greater sense of belonging at the school</li> <li>- Students will report greater confidence and motivation</li> <li>- Leaders will support the ongoing professional learning of staff to understand the importance of positive and proactive mental health and wellbeing initiatives</li> </ul>			
<b>Success Indicators</b>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>- Emotional awareness and regulation will be included in Advisory curriculum documentation</li> <li>- SWPBS and Respectful Relationships curriculum will be included in Advisory curriculum documentation</li> <li>- An increase in SWPBS points awarded to students</li> </ul> <p>Late indicators:</p>			

	<ul style="list-style-type: none"> <li>- AtoSS factors: Teacher concern, emotional awareness and regulation, sense of confidence</li> <li>- SSS factors: Trust in students and parents</li> <li>- POS factors: Confidence and resilience, positive transitions</li> </ul>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review of the house system and its links to SWPBS	<input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
SWPBS and Respectful Relationship curriculum documented in Advisory curriculum	<input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Professional learning delivered to staff about community groups and organisations available to students to support mental health and wellbeing	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review and build on existing SWPBS program that focus on positive behaviours	<input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Establish student focus groups to determine student priorities linked to health and wellbeing and positive behaviours	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Review and build on existing RRRR program that promotes respect and diversity and identity	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Include DI, TSI and indigenous student voice in the review and re-documentation of whole school wellbeing plan	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$349,360.08	\$25,500.00	\$323,860.08
Disability Inclusion Tier 2 Funding	\$254,974.08	\$9,500.00	\$245,474.08
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$604,334.16</b>	<b>\$35,000.00</b>	<b>\$569,334.16</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Liaise with Homestead SSC and our precinct partner schools to align curriculum and share best practice teaching	\$2,000.00
Professional Development of best practice differentiation to be delivered during T&L meeting time	\$1,000.00
Support and coach KLA Leaders on data use (Curriculum Meetings and KLA Meetings)	\$2,000.00
Develop and implement a programme around revision strategies, study skills and retrieval practice	\$5,000.00
Identify a framework for teaching emotional awareness and regulation	\$0.00
Utilise academic and wellbeing data of support students with disabilities to support and scaffold their learning	\$5,000.00
To improve self-esteem and work readiness by creating mock Job Interview program in 2023 with PCSSC Alumni participants and VCE VM students	\$1,000.00

Develop relationships with key external services and supports (eg Junubi, Le Mana and LGBTQI+ supports)	\$3,000.00
External support services to run PD on supporting targeted cohorts of students (eg Pacific Islander, South Sudanese and LGBTQI+ students)	\$2,000.00
Deliver professional learning to staff on the referral pathways and processes for supporting students and work colleagues wellbeing at PCSSC	\$1,000.00
Promote and conduct programs and presentations from outside agencies that support the schools wellbeing program	\$5,000.00
Professional learning delivered to staff about community groups and organisations available to students to support mental health and wellbeing	\$0.00
Review and build on existing SWPBS program that focus on positive behaviours	\$5,000.00
Review and build on existing RRRR program that promotes respect and diversity and identity	\$0.00
Include DI, TSI and indigenous student voice in the review and re-documentation of whole school wellbeing plan	\$3,000.00
<b>Totals</b>	<b>\$35,000.00</b>

## Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Liaise with Homestead SSC and our precinct partner schools to align curriculum and share best practice teaching	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources



Professional Development of best practice differentiation to be delivered during T&L meeting time	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Support and coach KLA Leaders on data use (Curriculum Meetings and KLA Meetings)	from: Term 1 to: Term 2	\$2,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Develop and implement a programme around revision strategies, study skills and retrieval practice	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services
To improve self-esteem and work readiness by creating mock Job Interview program in 2023 with PCSSC Alumni participants and VCE VM students	from: Term 3 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services
Develop relationships with key external services and supports (eg Junubi, Le Mana and LGBTQI+ supports)	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Support services
External support services to run PD on supporting targeted cohorts of students (eg Pacific Islander, South Sudanese and LGBTQI+ students)	from: Term 2 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Support services
Deliver professional learning to staff on the referral pathways and processes for supporting students and work colleagues wellbeing at PCSSC	from: Term 2 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Promote and conduct programs and presentations from outside	from: Term 2	\$2,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

agencies that support the schools wellbeing program	to: Term 4		
Review and build on existing SWPBS program that focus on positive behaviours	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Assets
Include DI, TSI and indigenous student voice in the review and re-documentation of whole school wellbeing plan	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<b>Totals</b>		\$25,500.00	

## Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Utilise academic and wellbeing data of support students with disabilities to support and scaffold their learning	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Whole school</li> </ul> <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li>• Other teaching and learning resources that are required to support students</li> </ul>
Promote and conduct programs and presentations from outside agencies that support the schools wellbeing program	from: Term 2 to: Term 4	\$2,500.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> <li>• Literacy aids</li> </ul>

Include DI, TSI and indigenous student voice in the review and re-documentation of whole school wellbeing plan	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff  •
<b>Totals</b>		\$9,500.00	

### Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Identify a framework for teaching emotional awareness and regulation	from: Term 1 to: Term 1	\$0.00	
Develop relationships with key external services and supports (eg Junubi, Le Mana and LGBTQI+ supports)	from: Term 1 to: Term 4	\$0.00	
External support services to run PD on supporting targeted cohorts of students (eg Pacific Islander, South Sudanese and LGBTQI+ students)	from: Term 2 to: Term 4	\$0.00	
Deliver professional learning to staff on the referral pathways and processes for supporting students and work colleagues wellbeing at PCSSC	from: Term 2 to: Term 4	\$0.00	
Promote and conduct programs and presentations from outside agencies that support the schools wellbeing program	from: Term 2	\$0.00	

	to: Term 4		
Professional learning delivered to staff about community groups and organisations available to students to support mental health and wellbeing	from: Term 1 to: Term 2	\$0.00	
Review and build on existing RRRR program that promotes respect and diversity and identity	from: Term 1 to: Term 2	\$0.00	
<b>Totals</b>		\$0.00	

**Additional funding planner – Total Budget**

<b>Activities and milestones</b>	<b>Budget</b>
<b>Totals</b>	\$0.00

**Additional funding planner – Equity Funding**

<b>Activities and milestones</b>	<b>When</b>	<b>Funding allocated (\$)</b>	<b>Category</b>
<b>Totals</b>		\$0.00	

**Additional funding planner – Disability Inclusion Funding**

<b>Activities and milestones</b>	<b>When</b>	<b>Funding allocated (\$)</b>	<b>Category</b>
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<b>Totals</b>		\$0.00	
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Additional funding planner – Schools Mental Health Fund and Menu

<b>Activities and milestones</b>	<b>When</b>	<b>Funding allocated (\$)</b>	<b>Category</b>
<b>Totals</b>		\$0.00	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Detailed analysis and discussion of 2022 outcomes occurs	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Identify areas for deeper learning and challenge in curriculum documentation	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<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	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Staff to trial and implement a numeracy teaching strategy in at least one class	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <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
Professional Development of best practice differentiation to be delivered during T&L meeting time	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<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	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

PLTS to have a sharper focus on Curriculum, Teaching and Learning	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Support and coach KLA Leaders on data use (Curriculum Meetings and KLA Meetings)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
External support services to run PD on supporting targeted cohorts of students (eg Pacific Islander, South Sudanese and LGBTQI+ students)	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Cultural consultants	<input checked="" type="checkbox"/> On-site
Provide relevant high quality professional development linked to the wellbeing program	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Wellbeing consultants	<input checked="" type="checkbox"/> On-site