2024 Annual Implementation Plan

for improving student outcomes

Mount Waverley Secondary College (8105)

Submitted for review by Karen Wade (School Principal) on 15 December, 2023 at 11:46 AM
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 05 January, 2024 at 12:04 PM
Endorsed by Chelsea Eow (School Council President) on 16 April, 2024 at 10:29 AM

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Teaching and Learning		

Assessment		

Leadership		

Engagement		

Support		

Enter your reflective comments	
Considerations for 2024	
Documents that support this plan	

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.
Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	Yes	Support for the priorities	As below.
Optimise the learning growth of all students.	Yes	By 2026, increase teacher judgements of students above expected levels from 14 per cent in 2021 to 20 per cent across Years 7–10.	Increase teacher judgements of students above expected levels from 14 per cent in 2021 to 16 per cent across Years 7–10.
		By 2026, to increase VCE scores in: • All Study Scores from 30.11 in 2021 to 31.5 • English—from 30.1 in 2021 to 31.5 • Scores 37+ = from 16% in 2021 to 20%	All Study Scores from 30.11 in 2021 to 30.4English—from 30.1 in 2021 to 30.4Scores 37+ = from 16% in 2021 to 17%
		By 2026, Year 9 NAPLAN benchmark growth will: • Reduce below benchmark growth in Numeracy from 41% in 2021 to 30% • Increase above benchmark growth in Writing from 17% in 2021 to 25% • Reduce below benchmark growth in Reading from 22% in 2021 to 15%	Year 9 NAPLAN benchmark growth will:May need to be changed depending on new NAPLAN growth calculations. Reduce below benchmark growth in Numeracy from 41% in 2021 to 38%Increase above benchmark growth in Writing from 17% in 2021 to 19%Reduce below benchmark growth in Reading from 22% in 2021 to 20%Year 9 Reading will maintain 80% in the exceeding

			and strong proficiency levelsYear 9 Writing will maintain 81% in the exceeding and strong proficiency levelsYear 9 Numeracy will maintain 85% in the exceeding and strong proficiency levels
		By 2026, the percentage positive response in: • the AToSS, for Differentiated learning challenge, will increase from 55% in 2021 to 60%. • SSS, for Teacher collaboration, will increase from 45% in 2021 to 55%.	The percentage positive response in:the AToSS, for Differentiated learning challenge, will increase from 55% in 2021 to 58%.SSS, for Teacher collaboration, will increase from 45% in 2021 to maintain at 55%.
Strengthen the engagement and wellbeing of all students.	Yes	The positive responses from students as indicated through the AToSS will increase from: • 35% in 2021 to 40% in 2026 for Teacher concern • 62% in 2021 to 70% in 2026 for Advocate at school • 45% in 2021 to 50% in 2026 for Student voice and agency • 59% in 2021 to 70% in 2026 for Resilience/Perseverance • 50% in 2021 to 60% in 2026 for Sense of connectedness	The positive responses from students as indicated through the AToSS will increase from:35% in 2021 to 36% for Teacher concern62% in 2021 to 64%in 2026 for Advocate at school45% in 2021 to 46% for Student voice and agency59% in 2021 to 62% for Resilience/Perseverance50% in 2021 to 52% for Sense of connectedness
		The positive responses from parents through the POS will increase from: • 76% in 2021 to 80% in 2026 for Confidence • 76% in 2021 to 80% in 2026 for Resilience skills	The positive responses from parents through the POS will increase from:76% in 2021 to 77% for Confidence76% in 2021 to 77% for Resilience skillsConfidence and resilience skills combined 63% 2023 to increase to 65%

Goal 1	**Priorities goal** **In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.**
12-month target 1.1-month target	As below.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	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	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.		
Goal 2	**Optimise the learning growth of all students.**	
12-month target 2.1-month target	Increase teacher judgements of students above expected levels from 14 per cent in 2021 to 16 per cent across Years 7–10.	
12-month target 2.2-month target	All Study Scores from 30.11 in 2021 to 30.4 English—from 30.1 in 2021 to 30.4 Scores 37+ = from 16% in 2021 to 17%	
12-month target 2.3-month target	Year 9 NAPLAN benchmark growth will: May need to be changed depending on new NAPLAN growth calculations. Reduce below benchmark growth in Numeracy from 41% in 2021 to 38% Increase above benchmark growth in Writing from 17% in 2021 to 19% Reduce below benchmark growth in Reading from 22% in 2021 to 20% Year 9 Reading will maintain 80% in the exceeding and strong proficiency levels Year 9 Writing will maintain 81% in the exceeding and strong proficiency levels	

	Year 9 Numeracy will maintain 85% in the exceeding and strong proficiency levels
12-month target 2.4-month target	The percentage positive response in: the AToSS, for Differentiated learning challenge, will increase from 55% in 2021 to 58%. SSS, for Teacher collaboration, will increase from 45% in 2021 to maintain at 55%.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Build a whole school understanding of a documented learning continuum.	Yes
KIS 2.b Teaching and learning	Strengthen teacher collaboration to ensure high quality documented curricula, instructional practice, and assessment.	Yes
KIS 2.c Support and resources	Strengthen teacher capacity to use data to inform differentiated learning.	Yes
KIS 2.d Engagement	Strengthen student agency to provide and receive feedback, set challenging goals, and monitor growth.	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.	Further work will be undertaken on the Learning Continuum to support ongoing differentiation in the classroom. This will undertaken through the development of a documented, guaranteed and viable curriculum which will be delivered through: • The use of the MWSC Teaching and Learning Framework • Developing and documenting scope and sequence for all courses • Development of a skills based Learning Continuum across all Learning Areas with English, Mathematics, Science and Humantities in the first instance.	
Goal 3	**Strengthen the engagement and wellbeing of all students.**	

12-month target 3.1-month target	The positive responses from students as indicated through the AToSS will increase from: 35% in 2021 to 36% for Teacher concern 62% in 2021 to 64%in 2026 for Advocate at school 45% in 2021 to 46% for Student voice and agency 59% in 2021 to 62% for Resilience/Perseverance 50% in 2021 to 52% for Sense of connectedness	
12-month target 3.2-month target	The positive responses from parents through the POS will increase from: 76% in 2021 to 77% for Confidence 76% in 2021 to 77% for Resilience skills Confidence and resilience skills combined 63% 2023 to increase to 65%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Support and resources	Continue to embed the student wellbeing model.	Yes
KIS 3.b Support and resources	Build the capacity of staff to support the wellbeing and health of all students.	Yes
KIS 3.c Support and resources	Strengthen practices in supporting students with individual needs.	Yes
KIS 3.d Engagement	Activate student voice and agency to strengthen engagement in learning.	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.	Further work will be undertaken on the Student Wellbeing Model to support student wellbeing. This will be done through; • Continued professional learning around the Student Wellbeing Model • Consolidation of the IEP process • Introduction of the Student Agency Continuum and associated reporting.

Define actions, outcomes, success indicators and activities

Goal 1	**Priorities goal** In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	As below.
KIS 1.a 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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Whole school level • Continue to embed a school-wide numeracy strategy • Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support • Maintain PLC/PLTs structures to support teacher collaboration and strengthen teaching practice • Plan whole school professional learning in evidence-based approaches to supporting students with additional needs in the classroom Classroom level • Embed processes and protocols that students with specific learning needs receive support • Embed consistent approaches to formative assessment • Use PLC/PLTs for staff to collaboratively plan units of work with a focus on differentiation and meeting the needs of students with additional needs • Build students' self-awareness and metacognitive skills Individual and small group level • Engage in professional learning on using Literacy aids and personal communication equipment and software • Build staff capacity to understand and implement IEPs • Prioritise time for teachers, specialist staff and support staff to engage in shared planning to adapt learning for students with

	additional needs • Establish a targeted support program for students such as MYLNS and Tutor Leaning Initiative
Outcomes	Whole school level • Students will know how lessons are structured and how this supports their learning • Students will be supported to learn at point of need • Student will report higher levels of confidence with numeracy skills • Teachers will confidently and accurately identify student learning needs of all of their students • PLC/PLTs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Classroom level • Students will experience success and celebrate the acquisition of knowledge • Teachers will consistently implement the agreed assessment schedule • Teachers will provide students with the opportunity to work at their level using differentiated resources • Teachers will provide regular feedback and monitor student progress using data Individual and small group level • Students in need of targeted academic support or intervention will be identified and supported • Students and teachers will have more time to work on content at students' point of need • Students will know what their next steps are to progress their learning • Teachers and leaders will establish intervention/small group tutoring programs
Success Indicators	Whole school level Early indicators • Student feedback on differentiation, the Explicit Instructional Model, and Student Learning Model • Teachers' formative assessment data and summative judgements against the curriculum • Teacher records and observations of student progress • Classroom observations and learning walks demonstrating use of strategies from professional learning Late indicators: • VCE and VM outcomes • Students, staff and parent perception survey results • NAPLAN results e.g. top two bands Classroom level Early indicators • Data clearly indicating student progress • Documentation and data from formative assessments

	• A documented assessment schedule and evidence of teachers inputting data and moderating assessments • Differentiated curriculum documents and evidence of student learning at different levels Late indicators • Semester 2 teacher judgements • Post-test results from assessments Individual and small group level Early indicators • Progress against Individual Education Plans • Data used to identify students for tailored supports • Differentiated resources used in tailored supports • Assessment data and student surveys from intervention groups • Student perception and survey data Late indicators • Students, staff and parent perception survey results • End-of-year surveys and focus groups • Post-test results

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
A numeracy focus in PLCs	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Further strengthening of the Years 7 to 9 differentiated Mathematics program	☑ Curriculum co-ordinator (s) ☑ Leading teacher(s) ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
TLI/ MYLNS numeracy and literacy support for identified students	☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Literacy improvement teacher	☑ PLP Priority	from: Term 1 to: Term 4	$118,240.05

	☑ Numeracy improvement teacher			☑ Equity funding will be used

KIS 1.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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Whole school level • Embed a whole school approach to student wellbeing through our Student Wellbeing Model • Provide whole school professional learning • Establish student focus groups to promote student voice and seek feedback on the promotion of wellbeing and positive mental health Classroom level • Implement classroom practices in promoting positive relationships • Continue to build staff capacity to notice and respond to signs of student distress through professional development • Build staff capacity to create wellbeing alert's on compass • Promote to staff to provide regular check-ins/conferencing with students in class Individual and small group level • Students with emerging or acute wellbeing needs identified and referred appropriately • Target counselling for individual students with acute mental health needs • Students with emerging or acute wellbeing needs participate in developing a range of supports and adjustments (via a Student Support Group) • Organise opportunities for at-risk students to participate in a range of Tier 2 interventions and programs as appropriate
Outcomes	Whole school level • Teachers will incorporate the Student Wellbeing Model in classes • Teachers, leaders and the school community will share a common understanding of the Student Wellbeing Model Classroom level • Students will feel supported and engaged and contribute to a strong classroom culture

	• At-risk students will be identified and receive targeted support in a timely manner • Students will have strong relationships with peers/staff • Teachers and leaders will support the wellbeing program • Teachers will implement a range of interventions in their classroom to support student wellbeing Individual and small group level • Students with emerging or acute wellbeing needs remain connected to school and peers and experience learning success • Students and families will be connected to allied health and mental health services where required • Families of at-risk students will receive regular communication and support from the school
Success Indicators	Whole school level Early indicators • Classroom and peer observations • Observations of changes to classroom practices • Internal and external professional learning attendance and shared readings for staff • Documentation of referrals/communication processes Late indicators • Students, staff and parent perception survey results • Attendance data Classroom level Early indicators • Students engagement in wellbeing programs • Teacher reports of student wellbeing concerns • Documentation of resources for wellbeing programs • Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Late indicators • Attendance data Individual and small group level Early indicators • Data used to identify students in need of targeted support • Data of counselling services accessed by students and families • Documentation of strategies students will use in classes and at school • Engagement data from learning management systems such as Compass Late indicators • Attendance data

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Build capacity of staff through professional learning and collaboration	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$16,147.00 ☑ 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 Tier 1 and Tier 2 interventions to support Student Wellbeing	☑ Mental health and wellbeing leader	☑ PLP Priority	from: Term 1 to: Term 4	$146,703.51 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 2	Optimise the learning growth of all students.
12-month target 2.1 target	Increase teacher judgements of students above expected levels from 14 per cent in 2021 to 16 per cent across Years 7–10.
12-month target 2.2 target	All Study Scores from 30.11 in 2021 to 30.4 English—from 30.1 in 2021 to 30.4 Scores 37+ = from 16% in 2021 to 17%
12-month target 2.3 target	Year 9 NAPLAN benchmark growth will: May need to be changed depending on new NAPLAN growth calculations.

	Reduce below benchmark growth in Numeracy from 41% in 2021 to 38% Increase above benchmark growth in Writing from 17% in 2021 to 19% Reduce below benchmark growth in Reading from 22% in 2021 to 20% Year 9 Reading will maintain 80% in the exceeding and strong proficiency levels Year 9 Writing will maintain 81% in the exceeding and strong proficiency levels Year 9 Numeracy will maintain 85% in the exceeding and strong proficiency levels
12-month target 2.4 target	The percentage positive response in: the AToSS, for Differentiated learning challenge, will increase from 55% in 2021 to 58%. SSS, for Teacher collaboration, will increase from 45% in 2021 to maintain at 55%.
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build a whole school understanding of a documented learning continuum.
Actions	Whole school level • MWSC Teaching and Learning Framework will be used to strengthen understanding of high quality curriculum and documentation • Share the agreed MWSC Learning Continua with stakeholders • Continue to promote and use the overall curriculum structure incorporating the MWSC Learning Continua Faculty Level • Develop scope and sequence for all courses offered in each faculty • Develop a skills based Learning Continuum across all Learning Areas with English, Mathematics, Science and Humanities in the first instance

Outcomes	Whole school level • The use of the MWSC Learning and Teaching Framework leading to a shared understanding of a defined curriculum structure Faculty Level • Scope and Sequence for all subjects within each faculty • MWSC Learning Continuum in English, Maths, Humanities and Science
Success Indicators	Early Sharing the vision and engaging stakeholders on MWSC Learning Continua Develop a whole school understanding of the MWSC Learning Continua Develop the structure of the MWSC Learning Continua Late Moving towards a whole-school understanding of a Learning Continuum. MWSC Learning Continuum in English, Maths, Humanities and Science

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional learning focusing on the Learning Continuum and identifying key skills in all learning areas	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Developing the structure of the MWSC Learning Continuum	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Strengthen teacher collaboration to ensure high quality documented curricula, instructional practice, and assessment.			

incorporating extra-curricula programs	
Actions	Whole school level • Refocus on essential curriculum elements in curriculum documentation • Clarify what high-quality documents look like • Refocus Faculty Meetings to better support curriculum development • Support Faculty Leaders to lead the development of high-quality curriculum • Reintroduce Instructional Coaching
Outcomes	Whole school level • Differentiation at all year levels and within all faculty areas • Centralised and accessible curriculum • Enhanced coaching and reflective practices within the college
Success Indicators	Whole school level • Guaranteed and viable curriculum incorporating the MWSC Learning Continuum • Centralised storage location of all curriculum documents • Review staff survey data on collaboration as an indicator of increased collaboration

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional Learning for staff in relation to differentiation strategies delivered through PLCs and PLTs	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Focus on documenting curriculum and assessment that provides differentiation opportunities for students	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Leading teacher(s) ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen teacher capacity to use data to inform differentiated learning.
Actions	Whole school level • Whole school Numeracy and Literacy data is available to all teachers • Professional learning around MWSC rubric development • Staff know how to use Pulse to access student data Classroom level • Numeracy and Literacy data is used to inform teaching practice and lesson planning • Students are involved in the rubric process • Pulse displays classroom level data • Classroom level data is used when developing or reviewing/modifying assessments Individual and small group level • PLT, faculty and PLC groups to look at/analyse NAPLAN/PAT data • Faculty time is provided for all teachers to develop a developmental/instructional rubric • Pulse is being utilised by staff to inform their teaching and learning • Assessment tasks are reviewed/modified to extend students
Outcomes	Whole school level • All teachers are using Numeracy and Literacy data in some capacity • Rubrics are used by teachers and students • All staff are using Pulse • Assessment tasks are varied and differentiated • Assessment tasks cater for all students with a focus on extension Classroom level • Literacy and Numeracy skills are identified and taught to the point of need • Students provide feedback or are involved in construction of rubrics • Teachers are using the data in Pulse and adapting teaching and learning accordingly • Teachers use data to design assessment tasks that are appropriately challenging

	Individual and small group level • Data is used to inform teaching and assessment to build a student profile • Teachers know to create a high quality rubrics • Teachers are using the data in Pulse to form IEPs and curriculum goals • Students are being appropriately challenged in assessment tasks
Success Indicators	Whole school level • Classroom observations/ Learning Walks • Rubrics are documented • Staff attended PL on rubrics • Grade distribution for learning tasks (not skewed) • Surveys show staff are using Pulse Classroom level • Teachers are observed using Literacy/ Numeracy skills • Students receive the rubric at the start of the unit • Data displays in classrooms centred on Literacy/ Numeracy skills Individual and small group level • Students are able to apply Numeracy/ Literacy skills in the context of the subject • Students know how to use a rubric • AtoSS data reflects student understanding • Differentiated resources exist and are utilised • Students understand how to use a rubric to inform their next steps

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional learning around rubric development and writing	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Leading teacher(s) ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Professional learning around the use of Pulse.	☑ Assistant principal ☑ Data leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 2.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen student agency to provide and receive feedback, set challenging goals, and monitor growth.			
Actions	- Embed the Student Agency Continuum into assessment and reporting - Re-establish a goal-setting process for students - Develop a model for student conferencing			
Outcomes	- Better metacognitive approaches in student learning - Increased parent/carer engagement in student agency - Student agency practices embedded in curriculum and assessment - Greater teacher capacity to measure and report on student agency - Improved student accountability for their learning			
Success Indicators	- Student Agency Continuum - Student Agency Reporting template - Student Agency reporting in Assessment and Reporting Guidelines and Staff Meetings - Conferencing Model - Conferencing Model PL - Goal-setting structure in Home Groups (Junior Campus)			

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Student Agency Continuum and reporting	☑ Assistant principal ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00

Student goal-setting	☑ Assistant principal ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Development of a student conferencing template and professional learning for staff	☑ Assistant principal ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Goal 3	Strengthen the engagement and wellbeing of all students.
12-month target 3.1 target	The positive responses from students as indicated through the AToSS will increase from: 35% in 2021 to 36% for Teacher concern 62% in 2021 to 64%in 2026 for Advocate at school 45% in 2021 to 46% for Student voice and agency 59% in 2021 to 62% for Resilience/Perseverance 50% in 2021 to 52% for Sense of connectedness
12-month target 3.2 target	The positive responses from parents through the POS will increase from: 76% in 2021 to 77% for Confidence 76% in 2021 to 77% for Resilience skills Confidence and resilience skills combined 63% 2023 to increase to 65%
KIS 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Continue to embed the student wellbeing model.

Actions	Prioritise all staff having an understanding of the Student Wellbeing Model All students continually exposed to the Student Wellbeing Model The whole school community are informed of the Student Wellbeing Model and its importance to achieving academic success
Outcomes	Whole School Level: Parents, Staff and Students are aware of, and understand, the Student Wellbeing Model Staff have received professional learning specific to the Student Wellbeing Model Students received targeted lessons through Home Group and Mentoring Program SIT and Wellbeing teams to support teacher learning for building positive relationships Students understand their role in developing and maintaining a positive relationship with their teachers and peers Students have a deeper understanding of the relevance and the importance of the Student Wellbeing Model and how it can positively impact their learning outcomes Parents/carers are informed on the Student Wellbeing Model Students are more comfortable to ask for help in relation to their mental health and wellbeing Classroom Level: Teachers consciously utilise the Student Wellbeing Model as one of the 3 key pillars in the classroom The Student Wellbeing Model is utilised to facilitate a positive classroom dynamic and strengthen classroom relationships. Teachers actively encourage student voice and agency Students are more engaged in their learning and their relationship with their teacher A more structured social and emotional program is delivered in Home Group/Mentoring Program and other designated times. Individual and small group: Teachers are provided with tangible ideas on how they can implement the Student Wellbeing Model in their teaching practices Prioritise relationships with students who require additional social and emotional support Students feel empowered to take an active role in developing their social and emotional skills Individual students access support through their teacher or Wellbeing Team
Success Indicators	Whole School Level: Documented action plans for each element of the model Attendance - New staff induction Parent workshops Professional learning documented Students participated in structured social and emotional learning 2024 Year 7 students have been introduced to the model Guest speakers linked to the model Parent communication

	AtoSS data Classroom Level: Documented lesson plans focusing on Student Wellbeing Model - specifically social and emotional learning Teachers and students can articulate the Student Wellbeing Model and its importance to improving academic outcomes through a survey Individual and Small group level: Documented meetings/ attendance with student wellbeing for individualised students at risk or in need of support Wellbeing Champions survey data is collected to inform student understanding of the model			
Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Include Wellbeing Champion nominations for staff in the Unicornnected	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Proactive support of staff wellbeing in order to support the Student Wellbeing Model in practice	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Identifying and creating safe spaces within the school	☑ All staff ☑ Leadership team ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Ongoing implementation of Open Parachute	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

A focus on positive parent/carer engagement through workshops, presentations and social events	☑ Leadership team ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$1,500.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Activities to support transition from Grade 6 to Year 7, Year 8 to Year 9 and Year 10 to Year 11.	☑ Leadership team ☑ Sub school leader/s ☑ Wellbeing team	☐ PLP Priority	from: Term 3 to: Term 4	$0.00

KIS 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build the capacity of staff to support the wellbeing and health of all students.
Actions	Provide regular professional learning opportunities for staff Invest in targeted professional learning for sub school teams
Outcomes	Whole School Level: Staff will increase knowledge and skills in the areas of mental health and student wellbeing Increase in students accessing support through sub schools, student wellbeing staff and wellness zones Classroom Level: Students feel supported by their teachers Teacher-student relationship is strengthened Teachers are more confident and comfortable in supporting students health and wellbeing Teachers implement positive changes to learning environment Students feel safe in the classroom Student are empowered to manage their own wellbeing which includes knowing when to access supports Increase in student engagement

	Individual and small group level: Teacher confidence will increase Students will feel more confident to access support if needed
Success Indicators	Whole School Level: Documented staff attendance in Professional Learning Survey data from staff on knowledge and skills Increase in wellbeing alert chronicle entries Increase in self referrals to student wellbeing Compass reports/data - including attendance Survey Mount Matters students in Term 4 to collect data Wellbeing data - number of referrals Classroom Level: AtoSS 'teacher concern' data Teacher records - checking in on students Individual and small group level: Students at risk attend and utilise the wellness zone - attendance data

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide Mental Health First Aid training to staff.	☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$21,750.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Introduce the MWSC Diverse Learners Framework	☑ Leadership team ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1	$0.00

	☑ Wellbeing team		to: Term 4	
Introduce a new Chronicle - Wellbeing alert on Compass	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Introduce Student Profiles to be pinned on Compass starting in 2024 with identified students	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen practices in supporting students with individual needs.
Actions	Documented plan for implementation of Disability Inclusion Model. Students at risk of disengagement are provided with a 'team around the learner approach' Students with mental and physical health conditions are supported to access their education
Outcomes	Whole school level: All staff are aware of the IEP guidelines and requirements Staff confidence in supporting students with individualised needs increases Staff develop knowledge in the new Disability Inclusion Model Classroom Level: Teachers actively implementing/utilising a student's IEP Students with individualised needs are identified and supported as required Teachers utilise a range of strategies and resources to support students in the classroom Classroom environments become more inclusive

	Individual and small group Level: Students at risk maintain or increase engagement and attendance Students with individualised needs are able to access the curriculum successfully Students with IEPs achieve their goals
Success Indicators	Whole School level: Documentation of IEPs and SSGs Documentation of professional learning Classroom Level: Attendance data Decrease in Compass chronicle entries related to behaviour Increase of Compass chronicle entries recognising college values Individual and small group level: Students who require an IEP have documented SSG meetings Record of communication to staff on specific students and their individualised needs and learning goals

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Establish a Disability Inclusion working party and document plan for implementation of Disability Inclusion Model in 2025	☑ Disability inclusion coordinator ☑ Mental health and wellbeing leader ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$103,390.10 ☑ Disability Inclusion Tier 2 Funding will be used
Professional Learning delivered to all staff in regards to Disability Inclusion Model	☑ Disability inclusion coordinator ☑ Leading teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Trial a process to record evidence to allow for the creation of a Disability Inclusion Profile for a student	☑ Disability inclusion coordinator	☐ PLP Priority	from: Term 1	$0.00

	☑ Leading teacher(s)		to: Term 4	
Introduce a 'Team around the Learner' case management approach for students who require intensive support	☑ Sub school leader/s ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 3.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Activate student voice and agency to strengthen engagement in learning.
Actions	- Continue student leadership including Mount Matters - Embed the Student Agency Continuum into assessment and reporting - Re-establish a goal-setting process for students - Develop a model for student conferencing
Outcomes	- Better metacognitive approaches in student learning - Increased parent/carer engagement in student agency - Student agency practices deeper embedded in curriculum and assessment - Greater teacher capacity to measure and report on student agency - Improved student accountability for their learning
Success Indicators	- Continue to embed the use of focus groups - Student representation at Staff Meetings and other forums - Student Agency Continuum - Student Agency Reporting template - Student Agency reporting in Assessment and Reporting Guidelines and Staff Meetings - Conferencing Model - Conferencing Model Professional Learning - Goal-setting structure in Home Groups (Junior Campus)

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Student Leadership Teams and Mount Matters meetings	☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$118,240.05	$118,240.05	$0.00
Disability Inclusion Tier 2 Funding	$115,237.10	$115,237.10	$0.00
Schools Mental Health Fund and Menu	$174,253.51	$174,253.51	$0.00
Total	**$407,730.66**	**$407,730.66**	**$0.00**

Activities and milestones – Total Budget

Activities and milestones	Budget
TLI/ MYLNS numeracy and literacy support for identified students	$118,240.05
Build capacity of staff through professional learning and collaboration	$16,147.00
Provide Tier 1 and Tier 2 interventions to support Student Wellbeing	$146,703.51
A focus on positive parent/carer engagement through workshops, presentations and social events	$1,500.00
Provide Mental Health First Aid training to staff.	$21,750.00
Establish a Disability Inclusion working party and document plan for implementation of Disability Inclusion Model in 2025	$103,390.10
Totals	**$407,730.66**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
TLI/ MYLNS numeracy and literacy support for identified students	from: Term 1 to: Term 4	$118,240.05	☑ School-based staffing
Totals		**$118,240.05**	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Build capacity of staff through professional learning and collaboration	from: Term 1 to: Term 4	$8,000.00	☑ Professional learning for school-based staff •
Establish a Disability Inclusion working party and document plan for implementation of Disability Inclusion Model in 2025	from: Term 1 to: Term 4	$103,390.10	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Inclusion leader
Totals		**$111,390.10**	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category

Build capacity of staff through professional learning and collaboration	from: Term 1 to: Term 4	$4,300.00	☑ Trauma Informed Consultancy Service (Alannah and Madeleine Foundation) **This activity will use Mental Health Menu staffing** o Build staff capacity (conference, course, seminar)

Provide Tier 1 and Tier 2 interventions to support Student Wellbeing	from:
	Term 1
	to:
	Term 4
		$146,703.51	☑ Employ allied health professional to provide Tier 1 tailored support for students
			
			This activity will use Mental Health Menu staffing
			    o Employ Mental Health Staff in school (eduPay or non-teaching staff)
			        Social worker

A focus on positive parent/carer engagement through workshops, presentations and social events	from: Term 1 to: Term 4	$1,500.00	☑ batyr@school **This activity will use Mental Health Menu staffing** o Program delivered in school by external service provider
Provide Mental Health First Aid training to staff.	from: Term 1 to: Term 4	$21,750.00	☑ Teen Mental Health First Aid Program (Mental Health First Aid Australia) **This activity will use Mental Health Menu staffing** o Build staff capacity (conference, course, seminar)
Totals		$174,253.51	

Additional funding planner – Total Budget

Activities and milestones	Budget
Teacher resources to support students with individualised needs	$3,847.00
Totals	$3,847.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Teacher resources to support students with individualised needs	from: Term 1 to: Term 4		
Totals		$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Teacher resources to support students with individualised needs	from: Term 1 to: Term 4	$3,847.00	☑ Teaching and learning programs and resources •
Totals		$3,847.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Teacher resources to support students with individualised needs	from: Term 1 to: Term 4		
Totals		$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
A numeracy focus in PLCs	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative inquiry/action research team ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist ☑ Numeracy leader	☑ On-site
Further strengthening of the Years 7 to 9 differentiated Mathematics program	☑ Curriculum co-ordinator(s) ☑ Leading teacher(s) ☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist ☑ Numeracy leader	☑ On-site
TLI/ MYLNS numeracy and literacy support for identified students	☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Literacy improvement teacher	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning	☑ Communities of practice	☑ Literacy expertise ☑ MYLYNS Improvement teacher	☑ On-site

	☑ Numeracy improvement teacher					
Provide Tier 1 and Tier 2 interventions to support Student Wellbeing	☑ Mental health and wellbeing leader	from: Term 1 to: Term 4	☑ Planning ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Provide Mental Health First Aid training to staff.	☑ Wellbeing team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ External consultants Mental Health First Aid Australia	☑ On-site
Establish a Disability Inclusion working party and document plan for implementation of Disability Inclusion Model in 2025	☑ Disability inclusion coordinator ☑ Mental health and wellbeing leader ☑ School improvement team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative inquiry/action research team	☑ Formal school meeting / internal professional learning sessions ☑ Area principal forums	☑ Internal staff ☑ Departmental resources training	☑ On-site
Professional Learning delivered to all staff in regards to Disability Inclusion Model	☑ Disability inclusion coordinator	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Whole school pupil free day	☑ Internal staff	☑ On-site

	☑ Leading teacher(s)			☑ Formal school meeting / internal professional learning sessions		