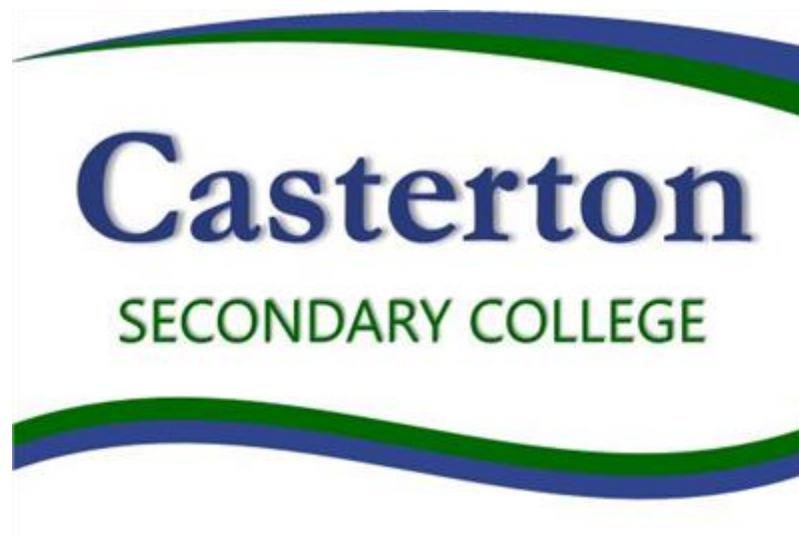


**2022 Annual Implementation Plan  
for improving student outcomes**

Casterton Secondary College (7695)



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

## Self-evaluation Summary - 2022

	<b>FISO 2.0 Dimensions</b>	<b>Self-evaluation Level</b>
<b>Teaching and Learning</b>	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
<b>Assessment</b>	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment, and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
<b>Leadership</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	Excelling
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
<b>Engagement</b>	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embedding
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
<b>Support</b>	Responsive, tiered, and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Excelling
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<p><b>Enter your reflective comments</b></p>	<p>The C-19 pandemic impacted the school’s capacity to deliver the actions linked to the 2021 AIP KIS. Where possible, the school has interwoven the incomplete 2021 strategies into the 2022 AIP.</p> <p>A focus in 2021 was to embed student agency and voice in teaching, learning and assessment across the school.</p> <p>Whilst we were unable to deliver professional learning to support all staff to have a common understanding of Student Voice, Learner Agency and Student Leadership; with particular emphasis on Learner Agency, teachers have started the process of ensuring their Detailed Course Outlines incorporated opportunities for student agency in each subject and year level.</p> <p>It was evident through the review meetings that teachers are providing opportunities for student agency through contributions to shaping the curriculum and learning activities; reflecting on their progress and identifying what they need to learn next and providing feedback. Structures, processes, and practices have been put in place to empower students to take responsibility for their learning through student voice, agency, and leadership. Teaching staff provide students with opportunities to actively contribute ideas linked to their learning and conversations with students have resulted in individual learning goals. Attitudes to School data, Student Voice and Agency, indicates that 74% of students believe they have the opportunity to participate in decision-making at Casterton Secondary College. This will continue as a 2022 focus.</p> <p>Teachers are comfortable in the use of data to support planning and meet the needs of all students. Teachers are comfortable in the use of data to support planning and meet the needs of all students. Staff integrate knowledge, skills, and metacognition into everyday teaching, which supports students to concurrently learn and develop, and is crucial to their ability to self-regulate and take responsibility for their learning.</p> <p>Staff support cultural change through a collective commitment to and a shared understanding of outstanding teaching using an inquiry approach.</p>
<p><b>Considerations for 2022</b></p>	<p>The work of 2022 will be underpinned by a culture that empowers students to develop agency for their learning, gives students a voice and provides opportunities for students to collaborate with staff and leadership.</p> <p>The CSC Instructional Model will be reviewed and updated to reflect the system priorities of learning and well-being and remain a conduit between the school's strategic directions and AIP Key Improvement Strategies, and used to scaffold professional learning.</p> <p>In 2022 the school will continue working with Dr. Michael Francis (University of Melbourne Assessment and Research Centre) to implement a whole school approach to developmental assessment that empowers students to take the lead in their learning.</p> <p>Teachers will be supported to continuously improve their classroom practice through collaboration and the development and implementation of strategies that ensure students receive explicit teaching, support, time for practice and extension.</p> <p>Implemented strategies will focus on students point of learning; health and well-being; enhancing student pathways and transitions through and beyond school. They will be underpinned by our core values of Respect, Accountability and Persistence; support inclusion and reflect high expectations.</p> <p>The key directions for the school are:</p> <p>Improve Literacy and Numeracy outcomes for all students; improve student engagement in learning and connection to school, and develop confident, resilient students.</p> <p>This will be achieved through the identified actions in the 2022 AIP that support the implementation of the DET’s priority goal and two Key Improvement Strategies</p>

## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>2022 Priorities Goal</b> Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
<b>Target 1.1</b>	Support for the 2022 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To improve literacy and numeracy outcomes for all students
<b>Target 2.1</b>	By 2023, the percentage of Year 9 students achieving in the top 2 bands of NAPLAN improves for: <ul style="list-style-type: none"><li>• Reading from 6% (2019) to 20%</li><li>• Writing from 0% (2019) to 20%</li><li>• Numeracy from 7% (2019) to 20%</li></ul>
<b>Target 2.2</b>	By 2023, reduce percentage of Year 9 students achieving Below Benchmark growth in NAPLAN Reading, Writing and Numeracy <ul style="list-style-type: none"><li>• Reading (6% in 2018 and 33% in 2019) to 10%</li><li>• Writing (11% in 2018 and 45% in 2019) to 10%</li><li>• Numeracy (35% in 2018 and 10% in 2019) to 10%</li></ul>
<b>Target 2.3</b>	By 2023, the VCE All Study score will be at or above the State mean score of 30.

<b>Key Improvement Strategy 2.a</b> Building practice excellence	Embed the CSC Instructional model consistently across the school that challenges all students to be successful
<b>Key Improvement Strategy 2.b</b> Evaluating impact on learning	Build teacher capability to utilise data and a range of assessment strategies to teach a differentiated and stimulating curriculum that targets each student's point of need
<b>Key Improvement Strategy 2.c</b> Evidence-based high-impact teaching strategies	Build teacher capability to use the high impact teaching strategies
<b>Goal 3</b>	To improve engagement in learning for all students
<b>Target 3.1</b>	By 2023, increase the percentage of positive responses (school level data) for the following factors of AToSS: Motivation and interest from 78% to 85% Self-regulation and goal setting 80% to 85% Student voice and agency from 68% to 75% Stimulated learning from 80% to 85%
<b>Target 3.2</b>	By 2023, decrease the percentage of year 7 to 12 students with 20 or more days absent from 25% in 2018 to 15%.
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Develop, document, and implement a whole school strategy to improve student voice, learner agency and student leadership
<b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness	Develop opportunities across the school for students to co-design their learning
<b>Key Improvement Strategy 3.c</b> Intellectual engagement and self-awareness	Develop student capability to set goals and monitor own learning progress
<b>Goal 4</b>	To develop confident, resilient students equipped to thrive in the contemporary world
<b>Target 4.1</b>	By 2023, increase the percentage of positive responses for AToSS for: Learning confidence from 77% to 80% School connectedness from 67% to 75% Resilience from 74% to 80%
<b>Target 4.2</b>	By 2023, increase the percentage of positive responses for the School Staff Survey for the factors: Collective efficacy from 76% to 80% Guaranteed and viable curriculum from 64% to 75%

<b>Target 4.3</b>	By 2023, increase the percentage of positive responses for the Positive <i>Transitions</i> on the Parent Survey from 77% (2018) to 85% (2023)
<b>Key Improvement Strategy 4.a</b> Vision, values and culture	Embed a positive classroom culture that enables student agency and self – efficacy
<b>Key Improvement Strategy 4.b</b> Health and wellbeing	Implement school wide practices, programs and resources that build a healthy balance of academic, social and emotional capacity

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	<b>12 month target</b> The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	<p>Yes</p>	<p>Support for the 2022 Priorities</p>	<p>* In 2022, PAT Adaptive (individualised tests) Maths and Reading Test data demonstrates 90% of students in Years 7-10 have made:</p> <ul style="list-style-type: none"> <li>- 6 months growth at the end of semester 1</li> <li>- 12 months growth by the end of Term 4.</li> </ul> <p>* In 2022, the VCE All Study score will be at or above the State mean score of 30</p> <p>* In 2022, the percentage of positive responses (school level data) for the following factors of AToSS:</p> <ul style="list-style-type: none"> <li>- Motivation and interest from 66% (2021) to 70%</li> <li>- Self-regulation and goal setting from 82% (2021) to 85%</li> <li>- Student voice and agency from 64% (2021) to 70%</li> <li>- Stimulated learning from 82% (2021) to 85%</li> <li>- Learning confidence from 77% (2021) to 80%</li> <li>- School connectedness from 68% (2021) to 70%</li> <li>- Resilience from 74% (2020) to 77% in 2022 (no 2021 data available)</li> </ul> <p>* Parent Opinion Survey:</p> <ul style="list-style-type: none"> <li>The percentage of positive responses for the Teacher Communication factor - from 74% (2021) to 75% (2022)</li> <li>The percentage of positive responses for the School Support factor - from 89% (2021) to 90% (2022)</li> <li>The percentage of positive responses for the School Connectedness factor - from 89% (2021) to 90% (2022)</li> </ul> <p>* Attendance: In 2021, decrease the percentage of year 7 to 12 students with 20 or more days absent from 25% (2019) to 20%</p> <p>* School Staff Survey: In 2021, increase the percentage of positive responses for</p> <ul style="list-style-type: none"> <li>- Collective efficacy from 81% (2020) to 84%</li> <li>- Guaranteed and viable curriculum from 79% to 82%</li> </ul>

To improve literacy and numeracy outcomes for all students	No	By 2023, the percentage of Year 9 students achieving in the top 2 bands of NAPLAN improves for: Reading from 6% (2019) to 20% Writing from 0% (2019) to 20% Numeracy from 7% (2019) to 20%	
		By 2023, reduce percentage of Year 9 students achieving Below Benchmark growth in NAPLAN Reading, Writing and Numeracy Reading (6% in 2018 and 33% in 2019) to 10% Writing (11% in 2018 and 45% in 2019) to 10% Numeracy (35% in 2018 and 10% in 2019) to 10%	
		By 2023, the VCE All Study score will be at or above the State mean score of 30.	
To improve engagement in learning for all students	No	By 2023, increase the percentage of positive responses (school level data) for the following factors of AToSS: Motivation and interest from 78% to 85% Self-regulation and goal setting 80% to 85% Student voice and agency from 68% to 75% Stimulated learning from 80% to 85%	
		By 2023, decrease the percentage of year 7 to 12 students with 20 or more days absent from 25% in 2018 to 15%.	
To develop confident, resilient students equipped to thrive in the contemporary world	No	By 2023, increase the percentage of positive responses for AToSS for: Learning confidence from 77% to 80% School connectedness from 67% to 75% Resilience from 74% to 80%	
		By 2023, increase the percentage of positive responses for the School Staff Survey for the factors: Collective efficacy from 76% to 80%	

		Guaranteed and viable curriculum from 64% to 75%	
		By 2023, increase the percentage of positive responses for the Positive <i>Transitions</i> on the Parent Survey from 77% (2018) to 85% (2023)	

<b>Goal 1</b>	<p>Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	
<b>12 Month Target 1.1</b>	<p>* In 2022, PAT Adaptive (individualised tests) Maths and Reading Test data demonstrates 90% of students in Years 7-10 have made:</p> <ul style="list-style-type: none"> <li>- 6 months growth at the end of semester 1</li> <li>- 12 months growth by the end of Term 4.</li> </ul> <p>* In 2022, the VCE All Study score will be at or above the State mean score of 30</p> <p>* In 2022, the percentage of positive responses (school level data) for the following factors of AToSS:</p> <ul style="list-style-type: none"> <li>- Motivation and interest from 66% (2021) to 70%</li> <li>- Self-regulation and goal setting from 82% (2021) to 85%</li> <li>- Student voice and agency from 64% (2021) to 70%</li> <li>- Stimulated learning from 82% (2021) to 85%</li> <li>- Learning confidence from 77% (2021) to 80%</li> <li>- School connectedness from 68% (2021) to 70%</li> <li>- Resilience from 74% (2020) to 77% in 2022 (no 2021 data available)</li> </ul> <p>* Parent Opinion Survey:</p> <ul style="list-style-type: none"> <li>The percentage of positive responses for the Teacher Communication factor - from 74% (2021) to 75% (2022)</li> <li>The percentage of positive responses for the School Support factor - from 89% (2021) to 90% (2022)</li> <li>The percentage of positive responses for the School Connectedness factor - from 89% (2021) to 90% (2022)</li> </ul> <p>* Attendance: In 2021, decrease the percentage of year 7 to 12 students with 20 or more days absent from 25% (2019) to 20%</p> <p>* School Staff Survey: In 2021, increase the percentage of positive responses for</p> <ul style="list-style-type: none"> <li>- Collective efficacy from 81% (2020) to 84%</li> <li>- Guaranteed and viable curriculum from 79% to 82%</li> </ul>	
<b>Key Improvement Strategies</b>		<b>KIS selected for focus this year?</b>
<b>KIS 1</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<p><b>2022 Priorities Goal</b></p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<b>12 Month Target 1.1</b>	<ul style="list-style-type: none"> <li>* In 2022, PAT Adaptive (individualised tests) Maths and Reading Test data demonstrates 90% of students in Years 7-10 have made:             <ul style="list-style-type: none"> <li>- 6 months growth at the end of semester 1</li> <li>- 12 months growth by the end of Term 4.</li> </ul> </li>   <li>* In 2022, the VCE All Study score will be at or above the State mean score of 30</li>   <li>* In 2022, the percentage of positive responses (school level data) for the following factors of AToSS:             <ul style="list-style-type: none"> <li>- Motivation and interest from 66% (2021) to 70%</li> <li>- Self-regulation and goal setting from 82% (2021) to 85%</li> <li>- Student voice and agency from 64% (2021) to 70%</li> <li>- Stimulated learning from 82% (2021) to 85%</li> <li>- Learning confidence from 77% (2021) to 80%</li> <li>- School connectedness from 68% (2021) to 70%</li> <li>- Resilience from 74% (2020) to 77% in 2022 (no 2021 data available)</li> </ul> </li>   <li>* Parent Opinion Survey:             <ul style="list-style-type: none"> <li>The percentage of positive responses for the Teacher Communication factor - from 74% (2021) to 75% (2022)</li> <li>The percentage of positive responses for the School Support factor - from 89% (2021) to 90% (2022)</li> <li>The percentage of positive responses for the School Connectedness factor - from 89% (2021) to 90% (2022)</li> </ul> </li>   <li>* Attendance: In 2021, decrease the percentage of year 7 to 12 students with 20 or more days absent from 25% (2019) to 20%</li>   <li>* School Staff Survey: In 2021, increase the percentage of positive responses for             <ul style="list-style-type: none"> <li>- Collective efficacy from 81% (2020) to 84%</li> <li>- Guaranteed and viable curriculum from 79% to 82%</li> </ul> </li> </ul>
<b>KIS 1</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Build the capability of teachers across all learning areas in assessment and differentiation to identify and meet the individual learning needs of every student.</li> <li>- Strengthen whole-school processes that ensure identified students with specific learning needs receive targeted intervention.</li> </ul>

<p><b>Outcomes</b></p>	<p><b>Students will:</b>  have confidence in their ability to problem solve in all mathematical concept areas and reason/justify their responses  understand the importance of academic vocabulary, how words are put together, how they are learned and how they are used in different learning areas and studies  experience reading, writing and maths success and will understand and be able to articulate why they have been successful  apply identified literacy and numeracy strategies within their work</p> <p><b>Staff will:</b>  plan for differentiation based on student learning data. (Teachers, TLI, MYLNS imp. teachers)  embed and share successful instructional practices to support students to develop the confidence and skills to apply their learning to problem solve in all areas of study.  develop rubrics to support students to assess and improve their learning, and identify what they need to learn next  have a shared understanding of outstanding teaching and a collective commitment to achieving it  understand and explicitly use identified literacy and numeracy teaching strategies</p> <p><b>Improvement teachers will:</b>  co-lead professional learning around consistent implementation of the identified literacy and numeracy teaching strategies  co-lead professional learning around differentiation of literacy and numeracy tasks  model the identified literacy and numeracy teaching strategies</p> <p><b>Leaders will:</b>  implement an intervention structure to support the individual learning needs of every student, including MYLNS, TLI and other identified students  facilitate professional learning opportunities to build staff capacity to support students to meet the literacy and numeracy standards expected of those entering the workforce from school  create conditions and processes to support teachers to analyse data to reflect and review the impact of their practice on learning outcomes  provide structures and resources that supports collaboration across the school and facilitates a consistent approach to reading, writing and numeracy</p>
<p><b>Success Indicators</b></p>	<p><b>Early Indicators</b></p> <ul style="list-style-type: none"> <li>- The first phase of the numeracy action plan has been implemented.</li> <li>- Data shows improved Numeracy, Reading and Writing outcomes as per the set targets for semester 1</li> <li>- Continuous improvement in in-school testing and assessment tasks as per the CSC Data Collection and Analysis Schedule</li> <li>- Teaching staff have participated in professional learning with Dr Michael Francis to design developmental rubrics and build an understanding of how they link to a developmental approach to learning and teaching to produce better outcomes.</li> </ul> <p><b>Late Indicators</b></p> <ul style="list-style-type: none"> <li>- Data shows growth in Numeracy, Reading and Writing outcomes as per the set targets for the year</li> <li>- Continuous improvement in in-school testing and assessment tasks as per the CSC Data Collection and Analysis Schedule</li> <li>- Through the performance review process staff will provide evidence that demonstrates a consistent approach to improve literacy and numeracy.</li> <li>- High-impact teaching strategies focused on improving teacher practice have been incorporated into detailed course outlines.</li> <li>- A common professional language has been developed among staff around effective numeracy and literacy teaching practice.</li> <li>- Rubric descriptors describe what quality looks like at a high level.</li> </ul>

Activities and Milestones	People Responsible	PL Priority?	When	Funding Streams
Actively participate in professional learning activities, complete professional reading as required, and undertake learning activities between PLC sessions related to meeting the literacy and numeracy needs of all students.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" type="checkbox"/> PLP Priority	T1-T4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
- Engage teachers in professional learning aimed at building capability to differentiate instruction to cater for students with significant literacy and/or numeracy learning needs. - prioritise time for teachers, specialist staff and support staff to engage in shared planning to assist identified students (MYLNS, TLI...)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	T1-T4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Establish a structure that will facilitate MYLNS: Capability building, literacy, and numeracy intervention for prioritised Year 8, 9 and 10 students	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" type="checkbox"/> PLP Priority	T1-T4	\$0.00
Provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice reflecting aspects of HITS, during learning walks and the performance review cycle	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	T1-T4	\$0.00
Ensure intervention staff are in place to support teachers to implement literacy/numeracy intervention strategies for identified students.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	T1-T4	\$75,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Facilitate professional learning for teaching staff with Dr Michael Francis in Developmental Assessment leading to the development of rubric descriptors that describe what quality looks like at a high level	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	T1-T4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Data manager ensures data is accessible for all staff and data sets are current. Data manager attends PLC meetings and works with individual teachers to develop data literacy	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" type="checkbox"/> PLP Priority	T1-T4	\$27,000.00  <input checked="" type="checkbox"/> Equity funding will be used

<b>KIS 2</b> Priority 2022 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>- Build staff capacity to reflect a whole-school approach to student health and well-being</li> <li>- Embed a culture that empowers students to develop agency for their learning and provides opportunities for flexible learning</li> </ul>
<b>Outcomes</b>	<p>The school community shares a common understanding of CSC’s whole-school approach to supporting students’ physical, social, and emotional wellbeing. All staff endeavour to provide a high level of support for students to flourish in their academic learning and healthy social/emotional development.</p> <p><b>Students:</b>  are confident learners, feel supported, and contribute to a strong classroom and school culture  provide regular feedback to teachers and peers  contribute to shaping curriculum/learning activities, develop/set goals in consultation with teachers, reflect on their progress and identify what they need to learn next  demonstrate higher levels of engagement with school and lower levels of absenteeism  understand the high expectations set for them and what they need to do to achieve success</p> <p><b>Teachers:</b>  support students to remain engaged in learning and connected to their peers  incorporate focused and differentiated feedback to support the progress and achievement of every student  are able to articulate what student agency in learning looks like at CSC and within their specific subject areas  explicitly teach students to set and track progress against individual learning goals  work in PLC teams to integrate opportunities for student agency within the whole school curriculum plan, including seeking feedback from students</p> <p><b>Leaders:</b>  use a range of interventions to support student health and wellbeing, particularly at-risk students  provide families of at-risk students with regular support and communication  ensure conditions support a whole-school approach to improve the mental health and well-being of students  model effective feedback and facilitate opportunities for feedback  develop a culture that empowers students to show agency in their learning  consult students in whole-school curriculum planning, on an ongoing basis  meet with the Student Council to seek feedback on implementation progress  regularly observe lessons to monitor strategic implementation progress</p>
<b>Success Indicators</b>	<p><b>Early</b></p> <ul style="list-style-type: none"> <li>- Staff have participated in the first stage of Healthy Minds professional learning, to support students build resilience and wellbeing through preventative psychology</li> <li>- Students engagement in Healthy Minds and e-Smart programs</li> <li>- Student Leadership/Council feedback/minutes/agendas</li> <li>- records of individual student learning goals</li> <li>- Through performance review meetings staff reflection includes the implementation of agency in learning</li> <li>- Semester 1 PIVOT survey results</li> </ul>

- Detailed course outlines include opportunities that will empower students to be more effective learners
  - Documentation related to student wellbeing referrals, school processes etc.
- Late**
- Data shows improvement in the specified measures of student and parent surveys, and student attendance, as per the set 12-month targets for 2022
  - Semester 2 PIVOT survey results
  - Teachers provide evidence of opportunities for students to develop agency for their learning
  - Through the performance review process staff will provide evidence that demonstrates a consistent approach to a whole-school approach to student health and wellbeing
  - High-impact teaching strategies focused on improving student outcomes have been incorporated into detailed course outlines.

Activities and Milestones	People Responsible	Is this a PL Priority?	When	Funding Streams
The Welfare Team review current protocols and processes to support at-risk students and communication with parents, carers, guardians.	☑ Wellbeing Team	☐ PLP Priority	T1-T4	\$0.00
Welfare team use the Student at Risk Planning Tool to identify vulnerable students and provide appropriate levels of support.	☑ Wellbeing Team	☐ PLP Priority	T1-T4	\$0.00
Promote wellbeing and mental health information to the school community via newsletters, Facebook, XUNO, electronic sign, radio advertising, information sessions etc.	☑ Leadership Team	☐ PLP Priority	T1-T4	\$5,000.00 ☑ Equity funding will be used
Teaching staff incorporate opportunities for student agency and feedback in all areas of study, at each year level.	☑ Leadership Team ☑ Teacher(s)	☐ PLP Priority	T1-T4	\$0.00
Develop and implement a professional learning program to support staff understanding of student voice, learner agency and student leadership.	☑ Leadership Team ☑ PLC Leaders	☑ PLP Priority	T1-T4	\$0.00
Staff participate in the Healthy Minds program and implement strategies to create a whole-school environment that promotes positive mental health.	☑ Leadership Team ☑ PLC Leaders ☑ Teacher(s)	☑ PLP Priority	T1-T4	\$21,828.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Year 7 students will participate in the eSmart Digital Licence program to build digital intelligence, leading to making the right choices online and thereby reduce engaging in risky online behaviours.	☑ Teacher(s) ☑ Year Level Co-ordinator(s)	☑ PLP Priority	T1-T4	\$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	\$156,009.00	\$156,009.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$21,828.00	\$21,828.00	\$0.00
<b>Total</b>	<b>\$177,837.00</b>	<b>\$177,837.00</b>	<b>\$0.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Actively participate in professional learning activities, complete professional reading as required, and undertake learning activities between PLC sessions related to meeting the literacy and numeracy needs of all students.	\$10,000.00
- Engage teachers in professional learning aimed at building capability to differentiate instruction to cater for students with significant literacy and/or numeracy learning needs. - prioritise time for teachers, specialist staff and support staff to engage in shared planning to assist identified students (MYLNS, TLI...)	\$10,000.00
Ensure intervention staff are in place to support teachers to implement literacy/numeracy intervention strategies for identified students.	\$75,000.00
Facilitate professional learning for teaching staff with Dr Michael Francis in Developmental Assessment leading to the development of rubric descriptors that describe what quality looks like at a high level	\$20,000.00
Data manager ensures data is accessible for all staff and data sets are current. Data manager attends PLC meetings and works with individual teachers to develop data literacy	\$27,000.00
Promote wellbeing and mental health information to the school community via newsletters, Facebook, XUNO, electronic sign, radio advertising, information sessions etc.	\$5,000.00
Staff participate in the Healthy Minds program and implement strategies to create a whole-school environment that promotes positive mental health.	\$21,828.00
<b>Totals</b>	<b>\$168,828.00</b>

### Activities and Milestones - Equity Funding

Activities and Milestones	When?	Funding allocated (\$)	Category
Actively participate in professional learning activities, complete professional reading as required, and undertake learning activities between PLC sessions related to meeting the literacy and numeracy needs of all students.	1-4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
- Engage teachers in professional learning aimed at building capability to differentiate instruction to cater for students with significant literacy and/or numeracy learning needs. - prioritise time for teachers, specialist staff and support staff to engage in shared planning to assist identified students (MYLNS, TLI...)	1-4	\$10,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Ensure intervention staff are in place to support teachers to implement literacy/numeracy intervention strategies for identified students.	1-4	\$75,000.00	<input checked="" type="checkbox"/> School-based staffing
Facilitate professional learning for teaching staff with Dr Michael Francis in Developmental Assessment leading to the development of rubric descriptors that describe what quality looks like at a high level	1-4	\$20,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Data manager ensures data is accessible for all staff and data sets are current. Data manager attends PLC meetings and works with individual teachers to develop data literacy	1-4	\$27,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Promote wellbeing and mental health information to the school community via newsletters, Facebook, XUNO, electronic sign, radio advertising, information sessions etc.	1-4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		\$147,000.00	

### Activities and Milestones - Disability Inclusion Funding

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

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

Activities and Milestones	When	Funding allocated (\$)	Category
Staff participate in the Healthy Minds program and implement strategies to create a whole-school environment that promotes positive mental health.	from: Term 1 to: Term 4	\$21,828.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health  <b>This activity will use Mental Health Menu programs</b> Positive education; <b>Healthy Minds</b>
<b>Totals</b>		\$21,828.00	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Intervention program - testing and tracking: SREAMS, PAT	\$3,000.00
IT resources	\$6,009.00
<b>Totals</b>	<b>\$9,009.00</b>

### Additional Funding Planner – Equity Funding

Activities and Milestones	When?	Funding allocated (\$)	Category
Intervention program - testing and tracking: SREAMS, PAT	1-4	\$3,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
IT resources	1-4	\$6,009.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		<b>\$9,009.00</b>	

### Professional Learning and Development Plan

Professional Learning Priority	Who?	When?	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where?
Actively participate in professional learning activities, complete professional reading as required, and undertake learning activities between PLC sessions related to meeting the literacy and numeracy needs of all students.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> D of T&L	1-4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<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
- Engage teachers in professional learning aimed at building capability to differentiate instruction to cater for students with significant literacy and/or numeracy learning needs. - prioritise time for teachers, specialist staff and support staff to engage in shared planning to assist identified students (MYLNS, TLI...)	<input checked="" type="checkbox"/> LT <input checked="" type="checkbox"/> Literacy MYLNS Teacher <input checked="" type="checkbox"/> Numeracy MYLNS Teacher <input checked="" type="checkbox"/> Teacher(s)	1-4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> MYLNS professional learning <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
Establish a structure that will facilitate MYLNS: Capability building, literacy, and numeracy	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	1-4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site

intervention for prioritised Year 8, 9 and 10 students			<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting		
Provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice reflecting aspects of HITS, during learning walks and the performance review cycle	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	1-4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <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"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Ensure intervention staff are in place to support teachers to implement literacy/numeracy intervention strategies for identified students.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team	1-4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Facilitate professional learning for teaching staff with Dr Michael Francis in Developmental Assessment leading to the development of rubric descriptors that describe what quality looks like at a high level	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	1-4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> External consultants Dr Michael Francis to work with all teaching staff and leadership on Developmental Assessment	<input checked="" type="checkbox"/> On-site
Data manager ensures data is accessible for all staff and data sets are current. Data manager attends PLC meetings and works with individual teachers to develop data literacy	<input checked="" type="checkbox"/> ESS <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> LT <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> D of T&L	1-4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Student Achievement Manager	<input checked="" type="checkbox"/> On-site
Develop and implement a professional learning program to support staff understanding of student voice, learner agency and student leadership.	<input checked="" type="checkbox"/> LT <input checked="" type="checkbox"/> PLC Leaders	1-4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Staff participate in the Healthy Minds program and implement strategies to create a whole-school environment that promotes positive mental health.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LT</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>1-4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Individualised Reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> External consultants</li> </ul> <p>Mental Health Menu: Healthy Minds whole school program</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Year 7 students will participate in the eSmart Digital Licence program to build digital intelligence, leading to making the right choices online and thereby reduce engaging in risky online behaviours.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> YLL</li> </ul>	<p>1-4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> External consultants</li> </ul> <p>The program will be delivered by the Alannah and Madeline Foundation</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>