

# **2024 Annual Implementation Plan**

## **for improving student outcomes**

Bayswater Secondary College (7560)



Submitted for review by Elizabeth Swan (School Principal) on 17 April, 2024 at 10:59 AM  
Endorsed by John Roberts (Senior Education Improvement Leader) on 22 April, 2024 at 09:50 PM  
Endorsed by Ben Graham-Nellor (School Council President) on 24 April, 2024 at 07:00 PM

## Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Teaching and Learning		
Assessment		

<b>Leadership</b>		

<b>Engagement</b>		

<b>Support</b>		

<b>Enter your reflective comments</b>	
<b>Considerations for 2024</b>	
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> 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.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
<p>Improve the learning growth and achievement of every student</p>	Yes	<p>By 2027 improve the VCE all study scores mean from 25 in 2022 to 27 or above</p>	<p>VCE All Study Score median to be at or above 27</p>
		<p>By 2027 maintain the positive exit destinations at 90% or above</p>	<p>Positive exit destinations to be at 90% or greater</p>
		<p>By 2027 increase the percentages of students deemed at or above age expected level (semester 1), according to teacher judgments for: reading and viewing from 70% in 2023 to 75% or above, writing from 67% in 2023 to 75% or above, and for number and algebra from 66% in 2023 to 70% or above</p>	<p>Increase the % of students at or above age expected level according to Semester 1 Teacher Judgement to the following levels or better in 2024:72% Reading and Viewing69% Writing67% Number and Algebra</p>
		<p>By 2027 increase the percentage of positive endorsement in the School Staff Survey factors, based on 2023 figures, from:</p> <ul style="list-style-type: none"> <li>• 50% to 60% for academic emphasis</li> <li>• 72% to 75% for collective efficacy</li> <li>• 88% to 90% for teacher collaboration</li> </ul>	<p>Increase % positive endorsement on SSS from 2022 figures to the following or greater in 2024:52% for academic emphasis73% for collective efficacy89% for teacher collaboration69% for promote student</p>

		<ul style="list-style-type: none"> <li>• 68% to 72% for promote student ownership of learning</li> <li>• 53% to 60% for understand how to analyse data</li> <li>• 82% to 90% for instructional leadership</li> </ul>	ownership of learning55% for understand how to analyse data84% for instructional leadership
Empower every student to be actively engaged partners in their own learning and wellbeing	Yes	By 2027 the percentage of positive endorsement in the Attitude to School Survey, based on 2023 figures, to increase from: <ul style="list-style-type: none"> <li>• 58% to 65% for sense of confidence</li> <li>• 60% to 65% for perseverance</li> <li>• 60% to 65% for self-regulation and goal setting</li> <li>• 63% to 68% for teacher concern</li> <li>• 62% to 67% for student voice and agency</li> </ul>	Increase % positive endorsement on AtoSS from 2022 figures to the following or greater in 2024:60% for sense of confidence62% for perseverance62% for self-regulation and goal setting65% for teacher concern64% for student voice and agency
		By 2027 the percentage of positive endorsement in the Parent Opinion Survey (POS), based on 2022 figures, to increase from: <ul style="list-style-type: none"> <li>• 72% to 76% for student agency and voice</li> <li>• 75% to 78% for confidence and resiliency skills</li> <li>• 67% to 72% for student motivation and support</li> </ul>	Increase % positive endorsement on the Parent Opinion Survey from 2022 figures to the following or greater in 2024:73% for student agency and voice76% for confidence and resiliency skills68% for student motivation and support
		By 2027 increase the response rate in POS from 5% in 2022 to 20%	Increase the response rate in POS from 5% in 2022 to 10% or greater in 2024
		By 2027 reduce the percentage of students with 30+ absence days from 27% in 2022 to 24% or less	Reduce the percentage of students with 30+ days absence from 27% in 2022 to 26% or less in 2024

<b>Goal 2</b>	<b>Improve the learning growth and achievement of every student</b>
<b>12-month target 2.1-month target</b>	VCE All Study Score median to be at or above 27
<b>12-month target 2.2-month target</b>	Positive exit destinations to be at 90% or greater

<b>12-month target 2.3-month target</b>	Increase the % of students at or above age expected level according to Semester 1 Teacher Judgement to the following levels or better in 2024:  72% Reading and Viewing 69% Writing 67% Number and Algebra	
<b>12-month target 2.4-month target</b>	Increase % positive endorsement on SSS from 2022 figures to the following or greater in 2024:  52% for academic emphasis 73% for collective efficacy 89% for teacher collaboration 69% for promote student ownership of learning 55% for understand how to analyse data 84% for instructional leadership	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 2.a</b> Leadership	Strengthen consistent whole school high quality instructional and assessment practices	Yes
<b>KIS 2.b</b> Teaching and learning	Embed effective professional learning communities across the school to improve student learning growth	Yes
<b>KIS 2.c</b> Leadership	Build leadership capabilities across all staff roles that guide, support, and enhance quality practice	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.	Each KIS has been selected as a priority for this year, as it is the first year of a new Strategic Plan and the KIS developed for each goal link directly to the core priorities for growth as detailed in the strategic plan, in addition to the core DET priorities of FISO 2.0. Further to this, each KIS goes hand in hand with one another, with work undertaken on one, also influencing progress towards the others in turn.	

<b>Goal 3</b>	<b>Empower every student to be actively engaged partners in their own learning and wellbeing</b>	
<b>12-month target 3.1-month target</b>	Increase % positive endorsement on AtoSS from 2022 figures to the following or greater in 2024:  60% for sense of confidence 62% for perseverance 62% for self-regulation and goal setting 65% for teacher concern 64% for student voice and agency	
<b>12-month target 3.2-month target</b>	Increase % positive endorsement on the Parent Opinion Survey from 2022 figures to the following or greater in 2024:  73% for student agency and voice 76% for confidence and resiliency skills 68% for student motivation and support	
<b>12-month target 3.3-month target</b>	Increase the response rate in POS from 5% in 2022 to 10% or greater in 2024	
<b>12-month target 3.4-month target</b>	Reduce the percentage of students with 30+ days absence from 27% in 2022 to 26% or less in 2024	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Leadership	Strengthen staff and student knowledge and capabilities to activate student voice and agency	Yes
<b>KIS 3.b</b> Leadership	Strengthen partnerships across educational settings and the community	Yes
<b>KIS 3.c</b> Engagement	Embed evidence-based consistent approaches to supporting a positive culture	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.

Each KIS has been selected as a priority for this year, as it is the first year of a new Strategic Plan and the KIS developed for each goal link directly to the core priorities for growth as detailed in the strategic plan, in addition to the core DET priorities of FISO 2.0. Further to this, each KIS goes hand in hand with one another, with work undertaken on one, also influencing progress towards the others in turn.



## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	Improve the learning growth and achievement of every student
<b>12-month target 2.1 target</b>	VCE All Study Score median to be at or above 27
<b>12-month target 2.2 target</b>	Positive exit destinations to be at 90% or greater
<b>12-month target 2.3 target</b>	Increase the % of students at or above age expected level according to Semester 1 Teacher Judgement to the following levels or better in 2024:  72% Reading and Viewing 69% Writing 67% Number and Algebra
<b>12-month target 2.4 target</b>	Increase % positive endorsement on SSS from 2022 figures to the following or greater in 2024:  52% for academic emphasis 73% for collective efficacy 89% for teacher collaboration 69% for promote student ownership of learning 55% for understand how to analyse data 84% for instructional leadership
<b>KIS 2.a</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	Strengthen consistent whole school high quality instructional and assessment practices
<b>Actions</b>	Use the PLC process to drive improvement with respect to the following: - Implementation of the College Teaching and Learning Model - Improve staff capacity with respect to Numeracy across the curriculum - Improve staff capacity with respect to effective assessment and feedback strategies

	<p>- Staff understanding of the Victorian Curriculum Standards, VCE and VCE-VM Study Designs, Careers and Pathways Education Improve IEP development and implementation - quality, process and application</p>
<p><b>Outcomes</b></p>	<p>Students will:          Have a greater understanding of assessment expectations          Have a greater understanding of and confidence in themselves as learners          Demonstrate the ability to reflect on and set goals in relation to their own learning          Demonstrate understanding of assessment rubrics and how these relate to their demonstration of learning in each class</p> <p>Teachers/staff will:          Demonstrate greater understanding and application of skills in relation to High Impact Teaching Strategies, specifically Feedback, Differentiation, Explicit Teaching and Metacognition          Demonstrate greater understanding and application of numeracy skills across the curriculum          Implement the BSC TLM with greater fidelity and consistency across the College          Develop understanding of new curriculum ready for implementation in 2025 (Maths 2.0, English 2.0, new study designs, revised existing curriculum)          Plan for, document and apply effective strategies to improve student learning outcomes in curriculum documentation and lesson plans including effective differentiation and modification strategies, inclusion strategies, support strategies and extension strategies to cater for the wide range of learning needs in each class          Effectively use the PLC process to plan for learning and investigate problems of practice          Engage in regular learning walks / collegial observations</p> <p>Leaders will:          Plan for effective use of time to achieve the above          Plan for effective professional learning          Support, guide, model effective practice and planning and mentor staff          Ensure key areas are adequately resourced          Ensure documentation supports the work undertaken          Monitor and evaluate progress towards achievement of goals and KIS</p>
<p><b>Success Indicators</b></p>	<p>Student learning data          PAT data          NAPLAN          VCE Median          Senior School completion          AtoSS</p>

	SSS Parent Opinion Survey data Curriculum documentation Meeting minutes DIP Profiles IEP Achievement Scales				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
Develop a strategy for building staff capacity with respect to Numeracy across the curriculum	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00	
Develop a robust process for the development, implementation and review of IEPs across the College	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00	
Develop and implement a comprehensive staff professional learning program that is focussed on: -Numeracy across the curriculum -Effective feedback strategies -Differentiation -Effective assessment practices -Implementation of the College Teaching and Learning Model -VCE and VCE-VM Practices -Senior Careers and Pathways -curriculum development and documentation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Other funding will be used	
Review current collegial observations and learning walks process with staff and adjust where necessary	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00	

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 2	
Implement collegial observations and learning walks process across the College	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$5,000.00
Assess the current effectiveness of benchmark testing (PAT) usage in the College and explore alternative benchmark testing programs. Determine how these programs could enhance teacher comprehension of student learning data and aid in planning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>KIS 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed effective professional learning communities across the school to improve student learning growth			
<b>Actions</b>	Revisit the implementation of PLCs as a vehicle to drive the improvement measures outlined in KIS 2.a			
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Have a greater understanding of assessment expectations</li> <li>Have a greater understanding of and confidence in themselves as learners</li> <li>Demonstrate the ability to reflect on and set goals in relation to their own learning</li> <li>Demonstrate understanding of assessment rubrics and how these relate to their demonstration of learning in each class</li> </ul> <p>Teachers/staff will:</p> <ul style="list-style-type: none"> <li>Begin to engage in the PLC model with fidelity</li> <li>Share and celebrate the work undertaken in PLCs</li> <li>Be able to confidently engage in the work relevant to KIS 2.a through the PLC Processng of learning needs in each class</li> <li>Effectively use the PLC process to plan for learning and investigate problems of practice</li> </ul>			

	Engage in regular learning walks / peer observations				
	Leaders will: Build capacity of staff to facilitate and operate in PLCs Plan for effective use of time to achieve the above Plan for effective professional learning Support, guide, model effective practice and planning and mentor staff Ensure key areas are adequately resourced Ensure documentation supports the work undertaken Monitor and evaluate progress towards achievement of goals and KIS				
<b>Success Indicators</b>	Student learning data PAT data NAPLAN VCE Median Senior School completion AtoSS SSS Parent Opinion Survey data Curriculum documentation Meeting minutes DIP Profiles IEP Achievement Scales				
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>	
Develop and implement a process for sharing and celebrating the work of PLCs across the College	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00	
Review meeting schedule and adjust to allow for a broader range of PLCs to operate across the College	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00	

	<input checked="" type="checkbox"/> Principal		to: Term 4	
Develop and implement a comprehensive professional learning program for staff to support their engagement in the PLC process Monitor, review, evaluate and adjust the approach as needed	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Other funding will be used
<b>KIS 2.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build leadership capabilities across all staff roles that guide, support, and enhance quality practice			
<b>Actions</b>	Build capacity of leaders to effectively drive school improvement in Engagement and Wellbeing as well as Teaching and Learning Expand College leadership profile to ensure effective resourcing across the College			
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Demonstrate greater understanding of themselves as learners</li> <li>- Demonstrate greater ownership over their learning</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Have a clear understanding of the expectations of their role in the College improvement journey</li> <li>- Have a greater understanding of academic emphasis as it applies to their roles in the College</li> <li>- Have a greater understanding of the impact of collaborative practice on their own development as professionals, as well as on improving student outcomes</li> <li>- Have a greater understanding of what student ownership of learning looks like in practice, and the confidence to be able to support growth and development in this area</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Have a clear understanding of the expectations of their role in the College improvement journey</li> <li>- Have an increased ability to effectively drive school improvement</li> </ul>			

	<ul style="list-style-type: none"> <li>- Have an increased ability to build the capacity of others in their teams</li> <li>- Be visible in their role in the College</li> <li>- Will be better able to source and allocate resources to support improvement initiatives in their relevant areas</li> </ul>			
<b>Success Indicators</b>	SSS AtoSS Documented policies and processes Meeting minutes Staff reflection Leadership reflection Successful development and implementation of processes and programs			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Develop and implement a professional learning program for Middle Leaders with a focus on coaching/mentoring and building the capacity of their teams	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Other funding will be used
Leaders to undertake regular learning walks across the College and use the data gathered to inform development in their roles and leadership of their respective teams	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Expand the College leadership team to include the following roles: AP Curriculum LT Inclusion LT (HD) Wellbeing	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$250,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input checked="" type="checkbox"/> Other funding will be used
Review leadership structure for 2025 in accordance with increased enrolment numbers	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Review effectiveness of current Leadership Meeting / SIT structure in terms of alignment with new strategic plan and focus areas / goals	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Review current statement of expectations process with staff and develop an improved process for implementation in 2025 that supports the growth and development of all staff and leaders across the College	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>Goal 3</b>	Empower every student to be actively engaged partners in their own learning and wellbeing			
<b>12-month target 3.1 target</b>	Increase % positive endorsement on AtoSS from 2022 figures to the following or greater in 2024: 60% for sense of confidence 62% for perseverance 62% for self-regulation and goal setting 65% for teacher concern 64% for student voice and agency			
<b>12-month target 3.2 target</b>	Increase % positive endorsement on the Parent Opinion Survey from 2022 figures to the following or greater in 2024: 73% for student agency and voice 76% for confidence and resiliency skills 68% for student motivation and support			



<b>12-month target 3.3 target</b>	Increase the response rate in POS from 5% in 2022 to 10% or greater in 2024
<b>12-month target 3.4 target</b>	Reduce the percentage of students with 30+ days absence from 27% in 2022 to 26% or less in 2024
<b>KIS 3.a</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	Strengthen staff and student knowledge and capabilities to activate student voice and agency
<b>Actions</b>	Use review outcomes to interrogate more deeply what Student Voice and Agency looks like in practice at Bayswater Secondary College Refine existing and develop new strategies to improve student voice and agency with respect to: <ul style="list-style-type: none"> <li>- Teaching and Learning</li> <li>- Engagement and Wellbeing</li> <li>- General College Life</li> </ul>
<b>Outcomes</b>	Students will: <ul style="list-style-type: none"> <li>- Have a greater understanding of what Student Voice and Agency looks like in practice at the College</li> <li>- Become increasingly active participants in their own learning</li> <li>- Contribute ideas to improve and grow Student Voice and Agency at the College</li> </ul> Teachers will: <ul style="list-style-type: none"> <li>- Have a greater understanding of what Student Voice and Agency looks like in practice at the College</li> <li>- Become increasingly active in seeking opportunities to grow Student Voice and Agency at the College</li> <li>- Contribute ideas to improve and grow Student Voice and Agency at the College</li> </ul> Leaders will: <ul style="list-style-type: none"> <li>- Provide the structures and supports to enable growth and development of Student Voice and Agency at the College</li> <li>- Work with staff to develop their capacity with respect to Student Voice and Agency across the College</li> </ul>
<b>Success Indicators</b>	AtoSS Data SSS Data Parent Opinion Survey Data Growth in number of student led initiatives at the College

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Audit current programs and processes to evaluate the extent to which Student Voice and Agency is activated including: -Student Voice Program -Student Leadership Program -Curriculum Programs -Engagement and Wellbeing Programs - SSGs and IEPs	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Develop a three-year strategic plan to grow Student Voice and Agency at the College	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
<b>KIS 3.b</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	Strengthen partnerships across educational settings and the community			
<b>Actions</b>	Continue to build and strengthen existing partnerships, while seeking new partnerships aligned with core College priorities and values Continue to engage as active partners with the Bayswater Education Plan Industry partnerships			
<b>Outcomes</b>	Students Will - Benefit from existing and new partnerships - Work with staff and families to develop and benefit from strengthened learning partnerships - Engage in increased educational opportunities through community partnerships - Develop a greater sense of themselves as learners and individuals - Develop a greater understanding of career opportunities beyond school - Have an increased sense of confidence and direction			

	<p>Teachers Will</p> <ul style="list-style-type: none"> <li>- Be active partners as part of the Bayswater Education Plan</li> <li>- Work collaboratively with families to develop strengthened learning partnerships</li> <li>- Support the development and growth of industry partnerships in their relevant areas</li> <li>- Develop stronger connections with the staff of the Bayswater Education Plan schools</li> <li>- Work with school staff, educational and community partners to drive improvement at Bayswater Secondary College</li> </ul> <p>Leaders Will</p> <ul style="list-style-type: none"> <li>- Provide the structures to facilitate staff collaboration and the effective operation of the Bayswater Education Plan</li> <li>- Take an active role in the Bayswater Education Plan as Working Party Leaders</li> <li>- Refine structures and processes to facilitate improved family-student-staff learning partnerships</li> <li>- Foster existing and seek new community partnerships to support the growth and development of students at the College</li> <li>- Ensure sufficient human resourcing to support the development of and participation in partnerships across the College and in the Community</li> <li>- Prioritise the Bayswater Education Plan in the strategic planning of the College year</li> <li>- Plan for and schedule professional learning to facilitate the improvement of community and educational partnerships</li> <li>- Use multiple sources of evidence to track the implementation and impact of community and educational partnerships</li> </ul>			
<p><b>Success Indicators</b></p>	<p>AtoSS  SSS  Education Plan Feedback  Working Party minutes and outcomes achieved  Successful implementation of activities  MOUs signed  New partnerships formed where relevant</p>			
<p><b>Activities</b></p>	<p><b>People responsible</b></p>	<p><b>Is this a PL priority</b></p>	<p><b>When</b></p>	<p><b>Activity cost and funding streams</b></p>
<p>Relevant staff engaged in Bayswater Education Plan Working Parties throughout 2024</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>

College Principal engaged in Bayswater Education Plan Executive throughout 2024	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Assistant Principals, Leading Teachers and Learning Specialists engaged as working party leaders in the Bayswater Education Plan	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Run the Community Cinema under the Stars event	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Team leader(s) <input checked="" type="checkbox"/> VCAL leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$4,000.00 <input checked="" type="checkbox"/> Other funding will be used
Run Bunnings BBQ Fundraiser	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Run Taste Tester program for Grade 5 students	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used
Implement Girls in STEM Mentoring Program in conjunction with local primary schools	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3	\$1,000.00

	<input checked="" type="checkbox"/> Student(s)		to: Term 4	<input checked="" type="checkbox"/> Other funding will be used
Host Bayswater Education Plan Joint Curriculum Day in Term 2 with a particular focus on Numeracy across the Curriculum, Effective Feedback Strategies, Calmer Classrooms and Differentiation	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$1,000.00  <input checked="" type="checkbox"/> Other funding will be used
Participate in the Yarra Ranges Tech School Koorie Student Program	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Maintain active partnerships relevant to Learning Areas, Engagement & Wellbeing and Senior School Pathways, Careers and Transitions including: la Trobe University University of Melbourne Swinburne OELLen CIMET KIOSC Transition In2Science	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Foster and grow the partnership with Ringwood District Cricket Association	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Run open night in Term 1 with increased advertising to draw more community members in	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)		to: Term 1	<input checked="" type="checkbox"/> Other funding will be used
Increase the number of Primary School visits in Term 1	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Review current community communication strategies to refine existing and develop more effective methods of communicating with the immediate College and wider community	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>KIS 3.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed evidence-based consistent approaches to supporting a positive culture			
<b>Actions</b>	Continue engagement with SWPBS and Respectful Relationships programs to: - foster a culture of positive and respectful behaviours among all members of the College community			
<b>Outcomes</b>	<p>Students Will</p> <ul style="list-style-type: none"> <li>- Be actively involved in the development and implementation of SWPBS and Respectful Relationships strategies at the College</li> <li>- Demonstrate greater understanding of themselves as individuals</li> <li>- Demonstrate a greater sense of agency in all aspects of College life</li> </ul> <p>Teachers Will</p> <ul style="list-style-type: none"> <li>- Engage with SWPBS and Respectful Relationships programs with fidelity</li> <li>- Have a greater understanding of what student agency looks like in practice</li> <li>- Seek new and innovative ways of activating student voice and agency across the College</li> </ul>			

	<ul style="list-style-type: none"> <li>- Consistently implement the College's approach to engagement and wellbeing</li> <li>- Meet regularly in Student Engagement PLCs to engage in reflective practice, evaluate and plan engagement and wellbeing strategies, engage in professional discussion and learning</li> <li>- Confidently and accurately identify the engagement and wellbeing needs of their students and be able to use relevant data to inform their planning</li> <li>- Demonstrate a consistent understanding of core engagement and wellbeing priorities</li> <li>- Engage in professional learning throughout the year with a key focus on SWPBS and Respectful Relationships</li> </ul> <p>Leaders Will</p> <ul style="list-style-type: none"> <li>-Provide the structures to facilitate staff collaboration and the effective operation of PLCs with a focus on student engagement and wellbeing</li> <li>-Plan for and schedule professional learning to facilitate the improvement of engagement and wellbeing strategies across the College</li> <li>-Continue to be instructional leaders and work collaboratively with staff to improve student outcomes</li> <li>-Use multiple sources of evidence to track the implementation and impact of student engagement and wellbeing strategies</li> </ul>			
<b>Success Indicators</b>	AtoSS SSS Parent Opinion Survey Implementation of strategies New/updated documentation Student Engagement & Wellbeing Survey			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Engage with SWPBS program throughout 2024	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Other funding will be used
Engage with Respectful Relationships program throughout 2024	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Other funding will be used

Develop and implement a professional learning program to support the implementation of SWPBS and RR strategies	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Other funding will be used
Continue to run the Hands on Learning program	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Other funding will be used
Run a range of targeted programs to support engagement and wellbeing at the College throughout 2024	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,389.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items



## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$194,749.96	\$194,749.96	\$0.00
Disability Inclusion Tier 2 Funding	\$119,704.06	\$119,704.06	\$0.00
Schools Mental Health Fund and Menu	\$30,389.80	\$30,389.80	\$0.00
<b>Total</b>	<b>\$344,843.82</b>	<b>\$344,843.82</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Expand the College leadership team to include the following roles: AP Curriculum LT Inclusion LT (HD) Wellbeing	\$250,000.00
Participate in the Yarra Ranges Tech School Koorie Student Program	\$1,000.00
Continue to run the Hands on Learning program	\$20,000.00
Run a range of targeted programs to support engagement and wellbeing at the College throughout 2024	\$30,389.00
<b>Totals</b>	<b>\$301,389.00</b>

## Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Expand the College leadership team to include the following roles: AP Curriculum LT Inclusion LT (HD) Wellbeing	from: Term 1 to: Term 1	\$100,000.00	<input checked="" type="checkbox"/> School-based staffing
Participate in the Yarra Ranges Tech School Koorie Student Program	from: Term 1 to: Term 2	\$1,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Continue to run the Hands on Learning program	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<b>Totals</b>		\$121,000.00	

## Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Expand the College leadership team to include the following roles: AP Curriculum LT Inclusion LT (HD) Wellbeing	from: Term 1 to: Term 1	\$20,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  <ul style="list-style-type: none"> <li>• Leading teacher</li> </ul>
<b>Totals</b>		\$20,000.00	

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

Activities and milestones	When	Funding allocated (\$)	Category
Run a range of targeted programs to support engagement and wellbeing at the College throughout 2024	from: Term 1 to: Term 4	\$30,389.80	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students  <b>This activity will use Foundation Resources (DET Funded initiatives or other free resources)</b> <ul style="list-style-type: none"> <li>○ Employ Mental Health Staff in school (eduPay or non-teaching staff)</li> </ul>
<b>Totals</b>		\$30,389.80	

## Additional funding planner – Total Budget

Activities and milestones	Budget
Integration Support Staff	\$79,704.06
Funding Chromebook Devices in Junior School	\$15,000.00
Assistant Principal Overseeing Engagement, Wellbeing and Inclusion	\$49,999.96
LT Higher Duties for Wellbeing Leader	\$8,750.00
Development and implementation of DIP process	\$20,000.00
<b>Totals</b>	\$173,454.02

## Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Integration Support Staff	from: Term 1 to: Term 4	\$0.00	
Funding Chromebook Devices in Junior School	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Assets
Assistant Principal Overseeing Engagement, Wellbeing and Inclusion	from: Term 1 to: Term 4	\$49,999.96	<input checked="" type="checkbox"/> School-based staffing
LT Higher Duties for Wellbeing Leader	from: Term 1 to: Term 4	\$8,750.00	<input checked="" type="checkbox"/> School-based staffing
Development and implementation of DIP process	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$73,749.96	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Integration Support Staff	from: Term 1	\$79,704.06	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties

	to: Term 4		<ul style="list-style-type: none"> <li>Education support staff</li> </ul>
Funding Chromebook Devices in Junior School	from: Term 1 to: Term 4	\$0.00	
Assistant Principal Overseeing Engagement, Wellbeing and Inclusion	from: Term 1 to: Term 4	\$0.00	
LT Higher Duties for Wellbeing Leader	from: Term 1 to: Term 4	\$0.00	
Development and implementation of DIP process	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>Disability inclusion coordinator</li> </ul>
<b>Totals</b>		\$99,704.06	

### Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Integration Support Staff	from: Term 1 to: Term 4	\$0.00	
Funding Chromebook Devices in Junior School	from: Term 1	\$0.00	

	to: Term 4		
Assistant Principal Overseeing Engagement, Wellbeing and Inclusion	from: Term 1 to: Term 4	\$0.00	
LT Higher Duties for Wellbeing Leader	from: Term 1 to: Term 4	\$0.00	
Development and implementation of DIP process	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$0.00	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Develop and implement a comprehensive staff professional learning program that is focussed on: -Numeracy across the curriculum -Effective feedback strategies -Differentiation -Effective assessment practices -Implementation of the College Teaching and Learning Model -VCE and VCE-VM Practices -Senior Careers and Pathways -curriculum development and documentation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Implement collegial observations and learning walks process across the College	<input checked="" type="checkbox"/> All staff	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop and implement a comprehensive professional	<input checked="" type="checkbox"/> Assistant principal	from: Term 1	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

learning program for staff to support their engagement in the PLC process Monitor, review, evaluate and adjust the approach as needed	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	to: Term 4		<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting		
Develop and implement a professional learning program for Middle Leaders with a focus on coaching/mentoring and building the capacity of their teams	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Host Bayswater Education Plan Joint Curriculum Day in Term 2 with a particular focus on Numeracy across the Curriculum, Effective Feedback Strategies, Calmer Classrooms and Differentiation	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Maths/Sci specialist <input checked="" type="checkbox"/> Departmental resources EILs, SSS staff	<input checked="" type="checkbox"/> On-site
Engage with SWPBS program throughout 2024	<input checked="" type="checkbox"/> All staff	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site



		to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions		
Engage with Respectful Relationships program throughout 2024	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole school pupil free day <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"/> On-site
Develop and implement a professional learning program to support the implementation of SWPBS and RR strategies	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 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"/> Internal staff	<input checked="" type="checkbox"/> On-site