

2023 Annual Implementation Plan

for improving student outcomes

Lorne P-12 College (7997)



Submitted for review by Carly Stafford (School Principal) on 26 May, 2023 at 10:35 AM
Endorsed by Brendan Bush (Senior Education Improvement Leader) on 06 June, 2023 at 09:10 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

| | FISO 2.0 Dimensions | Self-evaluation Level |
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| Teaching and Learning | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Evolving |
| | Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships | |
| Assessment | Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. | Evolving |
| | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | |

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| Leadership | The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Evolving |
| | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core | |

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

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| Support | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Evolving |
| | Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students | |

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| Enter your reflective comments | <p>We have made small steps forward in all areas, however this self evaluation has enabled us to see the areas we have started that we are keen to further develop and explore next year. Some of these are:</p> <ul style="list-style-type: none"> Curriculum planning and documentation Revising the wellbeing program across the school, incorporating SWPBS, RRR, inclusion, diversity and a whole school plan New PLC model, templates and restructuring of our current model. Student engagement needs to be a priority - this includes student voice, agency, curriculum offerings, house system, opportunities for students to collaborate across age levels. |
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| | <p>Building relationships - staff and students, staff and families/carers, school and community</p> <p>Clear and consistent expectations for staff, students and families/ carers</p> |
| Considerations for 2023 | <p>Whole school wellbeing plan</p> <p>Whole school clarity and expectations with curriculum and assessment documentation and enactment for the instructional model</p> <p>Student engagement</p> |
| Documents that support this plan | |

SSP Goals Targets and KIS

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| Goal 1 | 2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. |
| Target 1.1 | Support for the 2023 Priorities |
| Key Improvement Strategy 1.a Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy |
| Key Improvement Strategy 1.b Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable |
| Goal 2 | Maximise learning growth for all students. |
| Target 2.1 | NAPLAN Benchmark Growth - By 2026, the four-year average from 2022 to 2025 percentage of students making at or above benchmark growth to exceed the three-year average from 2018 to 2021 result for: Reading: <ul style="list-style-type: none"> • Year 5 from 78 per cent in 2021 to 85 per cent • Year 7 from 59 per cent in 2021 to 85 per cent • Year 9 from 79 per cent in 2021 to 85 per cent. Numeracy: <ul style="list-style-type: none"> • Year 5 from 63 per cent in 2021 to 85 per cent • Year 7 from 74 per cent in 2021 to 85 per cent • Year 9 from 72 per cent in 2021 to 85 per cent. |

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| | <p><i>Clarifying example: Reading - Year 5 from 78 per cent (three-year average from 2018 to 2021 result) in 2021 to 85 per cent (four-year average from 2022 to 2025 target).</i></p> |
| <p>Target 2.2</p> | <p>Victorian Curriculum Teacher Judgements Growth - By 2026, the percentage students making at and above expected growth in Semester 2 for:</p> <p>Reading and Viewing:</p> <ul style="list-style-type: none"> • Years 1 to 6 average from 74 per cent in 2021 to 85 per cent • Year 7 to 10 average from 67 per cent in 2021 to 85 per cent <p>Number and Algebra:</p> <ul style="list-style-type: none"> • Years 1 to 6 average from 84 per cent in 2021 to 85 per cent • Year 7 to 10 average from 77 per cent to 85 per cent. |
| <p>Target 2.3</p> | <p>In 2026, the VCE All Study Score mean to increase from 27 in 2021 to 29.</p> |
| <p>Key Improvement Strategy 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p> | <p>Improved use of assessment to inform planning for differentiation.</p> |
| <p>Key Improvement Strategy 2.a</p> | <p>Review and embed the agreed instructional practices.</p> |

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| <p>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</p> | |
| <p>Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p> | <p>Strengthen and embed the PLC framework.</p> |
| <p>Goal 3</p> | <p>To enhance students' engagement in their learning.</p> |
| <p>Target 3.1</p> | <p>Attitudes to Schools Survey: By 2026, increased the positive endorsement by Years 4 -12 students combined for the factors of:</p> <ul style="list-style-type: none"> • Sense of confidence from 57 per cent in 2021 to 64 per cent • Student voice and agency from 50 per cent in 2021 to 55 per cent • Sense of connectedness from 60 per cent in 2021 to 65 per cent. |
| <p>Target 3.2</p> | <p>School Staff Survey: By 2026, increase the positive endorsement by all staff for the factors of:</p> <ul style="list-style-type: none"> • Instructional Leadership from 52 per cent in 2021 to 57 per cent • Academic emphasis from 40 per cent in 2021 to 45 per cent. • Monitoring effectiveness of using data from 50 per cent in 2021 to 58 per cent • Understanding formative assessment from 63 per cent in 2021 to 68 per cent. |

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| Target 3.3 | <p>Parent Opinion Survey: By 2026, increase the percentage of positive endorsement in the Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> • Student Motivation and support from 50 per cent 2021 to 60 per cent • Student agency and voice from 44 per cent in 2021 to 55 per cent. |
| Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Build a shared understanding of learner agency. |
| Key Improvement Strategy 3.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build teacher capability to differentiate their practice to cater for all learners. |
| Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Develop responsive approaches to enhance learning pathways into, through and beyond the college. |
| Goal 4 | Improve the health and wellbeing of all students. |
| Target 4.1 | <p>Attitudes to School's Survey - By 2026, the students' positive endorsement for the following factors to improve for:</p> <ul style="list-style-type: none"> • Respect for diversity from 49 per cent in 2021 to 58 per cent |

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| | <ul style="list-style-type: none"> • Managing bullying from 61 per cent in 2021 to 66 per cent • Connectedness to school from 60 per cent in 2021 to 65 per cent. |
| Target 4.2 | <p>School-based Wellbeing Survey - By 2026, the percentage of students in:</p> <ul style="list-style-type: none"> • Years 3 - 6 combined responses for 'I get worried or anxious all the time or some time' to decrease from 46 per cent to 30 per cent • Years 7- 12 combined responses for 'I can control how worried or anxious I get' to increase from 45 per cent to 60 per cent. |
| Target 4.3 | <p>Parent Opinion Survey - By 2026, increase the percentage of positive endorsement for the factors of:</p> <ul style="list-style-type: none"> • Confidence and resiliency skills from 75 per cent in 2021 to 80 per cent • Parent participation and involvement from 69 per cent in 2021 to 74 per cent • Promoting positive behaviour from 67 percent in 2021 to 73 per cent. |
| <p>Key Improvement Strategy 4.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p> | Design and embed a whole school inclusion and wellbeing plan. |
| <p>Key Improvement Strategy 4.b Responsive, tiered and contextualised approaches and strong relationships to</p> | Build teacher capability to understand and proactively respond to the wellbeing needs of students. |

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| support student learning, wellbeing and inclusion | |
| Key Improvement Strategy 4.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Strengthen active partnerships with families and the broader school community. |

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target |
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| <p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p> | Yes | Support for the 2023 Priorities | Support the 2023 Priorities |
| Maximise learning growth for all students. | Yes | <p>NAPLAN Benchmark Growth - By 2026, the four-year average from 2022 to 2025 percentage of students making at or above benchmark growth to exceed the three-year average from 2018 to 2021 result for:</p> <p>Reading:</p> <ul style="list-style-type: none"> • Year 5 from 78 per cent in 2021 to 85 per cent • Year 7 from 59 per cent in 2021 to 85 per cent • Year 9 from 79 per cent in 2021 to 85 per cent. <p>Numeracy:</p> <ul style="list-style-type: none"> • Year 5 from 63 per cent in 2021 to 85 per cent • Year 7 from 74 per cent in 2021 to 85 per cent • Year 9 from 72 per cent in 2021 to 85 per cent. <p><i>Clarifying example: Reading - Year 5 from 78 per cent (three-year average from 2018 to 2021 result) in 2021 to 85 per cent (four-year average from 2022 to 2025 target).</i></p> | <p>1.1 NAPLAN Benchmark Growth - By 2026, the four-year average from 2022 to 2025 percentage of students making at or above benchmark growth to exceed the three-year average from 2018 to 2021 result for: Reading:• Year 5 from 78 per cent in 2021 to 83 per cent by the end of 2023• Year 7 from 59 per cent in 2021 to 83 per cent by the end of 2023• Year 9 from 79 per cent in 2021 to 83 per cent by the end of 2023 Numeracy:• Year 5 from 63 per cent in 2021 to 83 per cent by the end of 2023• Year 7 from 74 per cent in 2021 to 83 per cent by the end of 2023• Year 9 from 72 per cent in 2021 to 83 per cent by the end of 2023Clarifying example: Reading - Year 5 from 78 per cent (three-year average from 2018 to 2021 result) in 2021 to 85 per cent (four-year average from 2022 to 2025 target).</p> |

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| | | <p>Victorian Curriculum Teacher Judgements Growth - By 2026, the percentage students making at and above expected growth in Semester 2 for:</p> <p>Reading and Viewing:</p> <ul style="list-style-type: none"> • Years 1 to 6 average from 74 per cent in 2021 to 85 per cent • Year 7 to 10 average from 67 per cent in 2021 to 85 per cent <p>Number and Algebra:</p> <ul style="list-style-type: none"> • Years 1 to 6 average from 84 per cent in 2021 to 85 per cent • Year 7 to 10 average from 77 per cent to 85 per cent. | <p>1.2 Victorian Curriculum Teacher Judgements Growth - By 2026, the percentage students making at and above expected growth in Semester 2 for: Reading and Viewing:• Years 1 to 6 average from 74 per cent to 77 per cent by the end of 2023• Year 7 to 10 average from 67 per cent to 69 per cent by the end of 2023 Number and Algebra:• Years 1 to 6 average from 84 per cent to 85 per cent by the end of 2023• Year 7 to 10 average from 77 per cent to 79 per cent.</p> |
| | | <p>In 2026, the VCE All Study Score mean to increase from 27 in 2021 to 29.</p> | <p>1.3 In 2026, the VCE All Study Score mean to increase from 27 in 2021 to 28.</p> |
| <p>To enhance students' engagement in their learning.</p> | <p>Yes</p> | <p>Attitudes to Schools Survey: By 2026, increased the positive endorsement by Years 4 -12 students combined for the factors of:</p> <ul style="list-style-type: none"> • Sense of confidence from 57 per cent in 2021 to 64 per cent • Student voice and agency from 50 per cent in 2021 to 55 per cent • Sense of connectedness from 60 per cent in 2021 to 65 per cent. | <p>2.1 Attitudes to Schools Survey: By 2026, increased the positive endorsement by Years 4 -12 students combined for the factors of:• Sense of confidence from 57 per cent in 2021 to 59 per cent by the end of 2023• Student voice and agency from 50 per cent in 2021 to 52 per cent by the end of 2023• Sense of connectedness from 60 per cent in 2021 to 62 per cent by the end of 2023</p> |
| | | <p>School Staff Survey: By 2026, increase the positive endorsement by all staff for the factors of:</p> <ul style="list-style-type: none"> • Instructional Leadership from 52 per cent in 2021 to 57 per cent • Academic emphasis from 40 per cent in 2021 to 45 per cent. • Monitoring effectiveness of using data from 50 per cent in 2021 to 58 per cent • Understanding formative assessment from 63 per cent in 2021 to 68 per cent. | <p>School Staff Survey: By 2026, increase the positive endorsement by all staff for the factors of:• Instructional Leadership from 52 per cent in 2021 to 54 per cent by the end of 2023• Academic emphasis from 40 per cent in 2021 to 42 per cent by the end of 2023• Monitoring effectiveness of using data from 50 per cent in 2021 to 53 per cent by the end of 2023• Understanding formative assessment from 63 per cent in 2021 to 65 per cent by the end of 2023</p> |

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| | | <p>Parent Opinion Survey: By 2026, increase the percentage of positive endorsement in the Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> • Student Motivation and support from 50 per cent 2021 to 60 per cent • Student agency and voice from 44 per cent in 2021 to 55 per cent. | <p>2.3 Parent Opinion Survey: By 2026, increase the percentage of positive endorsement in the Parent Opinion Survey for the factors of:• Student Motivation and support from 50 per cent 2021 to 53 per cent by the end of 2023• Student agency and voice from 44 per cent in 2021 to 47 per cent by the end of 2023</p> |
| <p>Improve the health and wellbeing of all students.</p> | <p>Yes</p> | <p>Attitudes to School's Survey - By 2026, the students' positive endorsement for the following factors to improve for:</p> <ul style="list-style-type: none"> • Respect for diversity from 49 per cent in 2021 to 58 per cent • Managing bullying from 61 per cent in 2021 to 66 per cent • Connectedness to school from 60 per cent in 2021 to 65 per cent. | <p>3.1 Attitudes to School's Survey - By 2026, the students' positive endorsement for the following factors to improve for:• Respect for diversity from 49 per cent in 2021 to 52 per cent by the end of 2023• Managing bullying from 61 per cent in 2021 to 63 per cent by the end of 2023• Connectedness to school from 60 per cent to 62 per cent by the end of 2023</p> |
| | | <p>School-based Wellbeing Survey - By 2026, the percentage of students in:</p> <ul style="list-style-type: none"> • Years 3 - 6 combined responses for 'I get worried or anxious all the time or some time' to decrease from 46 per cent to 30 per cent • Years 7- 12 combined responses for 'I can control how worried or anxious I get' to increase from 45 per cent to 60 per cent. | <p>3.2 School-based Wellbeing Survey - By 2026, the percentage of students in:• Years 3 - 6 combined responses for 'I get worried or anxious all the time or some time' to decrease from 46 per cent to below 42 per cent by the end of 2023• Years 7- 12 combined responses for 'I can control how worried or anxious I get' to increase from 45 per cent to above 50 per cent by the end of 2023</p> |
| | | <p>Parent Opinion Survey - By 2026, increase the percentage of positive endorsement for the factors of:</p> <ul style="list-style-type: none"> • Confidence and resiliency skills from 75 per cent in 2021 to 80 per cent • Parent participation and involvement from 69 per cent in 2021 to 74 per cent • Promoting positive behaviour from 67 percent in 2021 to 73 per cent. | <p>3.3 Parent Opinion Survey - By 2026, increase the percentage of positive endorsement for the factors of:• Confidence and resiliency skills from 75 per cent in 2021 to 77 per cent by the end of 2023• Parent participation and involvement from 69 per cent to 71 per cent by the end of 2023• Promoting positive behaviour from 67 percent to 70 per cent by the end of 2023</p> |

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| Goal 1 | 2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. | |
| 12 Month Target 1.1 | Support the 2023 Priorities | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1.a Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | Yes |
| KIS 1.b Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023. | |
| Goal 2 | Maximise learning growth for all students. | |
| 12 Month Target 2.1 | 1.1 NAPLAN Benchmark Growth - By 2026, the four-year average from 2022 to 2025 percentage of students making at or above benchmark growth to exceed the three-year average from 2018 to 2021 result for: Reading: <ul style="list-style-type: none"> • Year 5 from 78 per cent in 2021 to 83 per cent by the end of 2023 • Year 7 from 59 per cent in 2021 to 83 per cent by the end of 2023 • Year 9 from 79 per cent in 2021 to 83 per cent by the end of 2023 Numeracy: <ul style="list-style-type: none"> • Year 5 from 63 per cent in 2021 to 83 per cent by the end of 2023 • Year 7 from 74 per cent in 2021 to 83 per cent by the end of 2023 | |

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| | <ul style="list-style-type: none"> Year 9 from 72 per cent in 2021 to 83 per cent by the end of 2023 Clarifying example: Reading - Year 5 from 78 per cent (three-year average from 2018 to 2021 result) in 2021 to 85 per cent (four-year average from 2022 to 2025 target). | |
| 12 Month Target 2.2 | 1.2 Victorian Curriculum Teacher Judgements Growth - By 2026, the percentage students making at and above expected growth in Semester 2 for: Reading and Viewing: <ul style="list-style-type: none"> Years 1 to 6 average from 74 per cent to 77 per cent by the end of 2023 Year 7 to 10 average from 67 per cent to 69 per cent by the end of 2023 Number and Algebra: <ul style="list-style-type: none"> Years 1 to 6 average from 84 per cent to 85 per cent by the end of 2023 Year 7 to 10 average from 77 per cent to 79 per cent. | |
| 12 Month Target 2.3 | 1.3 In 2026, the VCE All Study Score mean to increase from 27 in 2021 to 28. | |
| Key Improvement Strategies | Is this KIS selected for focus this year? | |
| KIS 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Improved use of assessment to inform planning for differentiation. | No |
| KIS 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Review and embed the agreed instructional practices. | Yes |
| KIS 2.b | Strengthen and embed the PLC framework. | No |

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| <p>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p> | | |
| <p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p> | <p>Our self-evaluation of FISO 2.0 as part of our school review and the feedback from our classroom observations noted that we have significant work to do in the area of the instructional model across the school. This finding was consistent with our feedback given by staff around using and implementing the current model consistently across the school. Selection of this KIS enables the school to reflect on its current model, engage staff voice and through the use of HITS build on the effectiveness of our previous model.</p> <p>This will also allow for clear key areas to focus on through peer observations and walkthroughs and strengthen links between KLA areas building greater consistency in approaches to literacy and numeracy, and assessment. It also will allow for the school to embed student agency in the classroom through highlighting this in the review and development of the new model. Professional Development (and coaching), focusing on HITS to increase staff capacity to use data to improve practice and target learning will also be a part of our PLC inquiries.</p> | |
| <p>Goal 3</p> | <p>To enhance students' engagement in their learning.</p> | |
| <p>12 Month Target 3.1</p> | <p>2.1 Attitudes to Schools Survey: By 2026, increased the positive endorsement by Years 4 -12 students combined for the factors of:</p> <ul style="list-style-type: none"> • Sense of confidence from 57 per cent in 2021 to 59 per cent by the end of 2023 • Student voice and agency from 50 per cent in 2021 to 52 per cent by the end of 2023 • Sense of connectedness from 60 per cent in 2021 to 62 per cent by the end of 2023 | |
| <p>12 Month Target 3.2</p> | <p>School Staff Survey: By 2026, increase the positive endorsement by all staff for the factors of:</p> <ul style="list-style-type: none"> • Instructional Leadership from 52 per cent in 2021 to 54 per cent by the end of 2023 • Academic emphasis from 40 per cent in 2021 to 42 per cent by the end of 2023 • Monitoring effectiveness of using data from 50 per cent in 2021 to 53 per cent by the end of 2023 • Understanding formative assessment from 63 per cent in 2021 to 65 per cent by the end of 2023 | |
| <p>12 Month Target 3.3</p> | <p>2.3 Parent Opinion Survey: By 2026, increase the percentage of positive endorsement in the Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> • Student Motivation and support from 50 per cent 2021 to 53 per cent by the end of 2023 | |

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| | <ul style="list-style-type: none"> Student agency and voice from 44 per cent in 2021 to 47 per cent by the end of 2023 | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Build a shared understanding of learner agency. | Yes |
| KIS 3.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build teacher capability to differentiate their practice to cater for all learners. | No |
| KIS 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Develop responsive approaches to enhance learning pathways into, through and beyond the college. | No |
| 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. | Our self-evaluation against the FISO Continua noted that we have significant work to do in the area of student agency. This finding was consistent with our School Staff Survey results reflecting lack of teacher confidence in using data, feedback given by staff around moderation of student work samples, and our Panorama NAPLAN comparison to Teacher Judgement data. Selection of this KIS builds on our previous focus around developing and documenting a guaranteed and viable curriculum and assessment framework. | |
| Goal 4 | Improve the health and wellbeing of all students. | |

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| 12 Month Target 4.1 | 3.1 Attitudes to School's Survey - By 2026, the students' positive endorsement for the following factors to improve for: <ul style="list-style-type: none"> • Respect for diversity from 49 per cent in 2021 to 52 per cent by the end of 2023 • Managing bullying from 61 per cent in 2021 to 63 per cent by the end of 2023 • Connectedness to school from 60 per cent to 62 per cent by the end of 2023 | |
| 12 Month Target 4.2 | 3.2 School-based Wellbeing Survey - By 2026, the percentage of students in: <ul style="list-style-type: none"> • Years 3 - 6 combined responses for 'I get worried or anxious all the time or some time' to decrease from 46 per cent to below 42 per cent by the end of 2023 • Years 7- 12 combined responses for 'I can control how worried or anxious I get' to increase from 45 per cent to above 50 per cent by the end of 2023 | |
| 12 Month Target 4.3 | 3.3 Parent Opinion Survey - By 2026, increase the percentage of positive endorsement for the factors of: <ul style="list-style-type: none"> • Confidence and resiliency skills from 75 per cent in 2021 to 77 per cent by the end of 2023 • Parent participation and involvement from 69 per cent to 71 per cent by the end of 2023 • Promoting positive behaviour from 67 percent to 70 per cent by the end of 2023 | |
| Key Improvement Strategies | Is this KIS selected for focus this year? | |
| KIS 4.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Design and embed a whole school inclusion and wellbeing plan. | Yes |
| KIS 4.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Build teacher capability to understand and proactively respond to the wellbeing needs of students. | No |
| KIS 4.c Responsive, tiered and contextualised approaches and strong relationships to | Strengthen active partnerships with families and the broader school community. | No |

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| support student learning, wellbeing and inclusion | | |
| <p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p> | <p>Our self-evaluation of FISO 2.0 as part of our school review and the feedback from the Attitudes to School Survey and Parent opinion Survey showed that we have ongoing work in the area of Student Wellbeing. This finding highlighted to us the importance of bringing together the current wellbeing resources/tools/curriculum that we are using and prioritise creating a whole school scope and sequence and clear processes/policies and expectations as to how, why and what is taught and learned in regards to wellbeing, inclusion, diversity and respect across the school from Prep-year 12.</p> <p>One of the greatest concerns that has brought upon this goal was the feedback shared with us as part of the review discussions with students, from the female students in the secondary school and not feeling safe and able to learn without prejudice. We also had concern from data collected from a wellbeing survey the school created and had all students complete, highlighting inconsistencies and areas of concern around diversity, wellbeing, body image and safety.</p> | |

Define Actions, Outcomes and Activities

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| <p>Goal 1</p> | <p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p> |
| <p>12 Month Target 1.1</p> | <p>Support the 2023 Priorities</p> |
| <p>KIS 1.a Priority 2023 Dimension</p> | <p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p> |
| <p>Actions</p> | <p>As a whole school staff we will be reviewing and redesigning a new instructional model for the school prep-12. This will be aligned with the HITS and Pedagogical Practices and will guide staff and students through the instructional model for their learning at Lorne P-12 College.</p> <p>As part of this process we will also introduce peer observations, with the instructional model as the foci point for these observations. This will then assist in the structure, planning, development and implementation of our literacy and numeracy programs. Student agency will be at the forefront with this redesign and incorporating this through other teaching and learning documents. This journey will also require the need for retraining, professional development in HITS and time to assist staff in increasing staff capacity, especially in their ability and access to use data to improve practice and target learning.</p> |
| <p>Outcomes</p> | <p>Students will:</p> <ul style="list-style-type: none"> • Have a clear understanding of what they are learning and how they will know when they have learned it • Have continuity in their learning • Be familiar with the structure of the lesson and elements of learning • Have targeted academic support or intervention and will be identified and supported • Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs <p>Teachers will:</p> <ul style="list-style-type: none"> • Have a clear understanding of each section of the instructional model • Consistently follow and embed the instructional model • Have the learning intention and success criteria documented in planning and clearly visible to students in every class • Have weekly planning documentation always available online and accessible by all staff and up to date • Will plan for differentiation based on student learning data • Will implement differentiated teaching and learning to meet individual student needs • Will provide regular feedback and monitor student progress through learning conversations |

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| | <ul style="list-style-type: none"> • Will be supported to build instructional practices through clear processes, a revised Instructional Model, and professional learning <p>Leadership will:</p> <ul style="list-style-type: none"> • Support staff in embedding the instructional model • Support with documentation, providing templates, examples, and support completing these • Be a part of the peer observations • Meet regularly to discuss the implementation of the instructional model and problem solve/ celebrate • Regularly go into online planning documents and provide feedback • Provide professional learning for elements of the instructional model | | | |
| Success Indicators | <p>An agreed instructional model</p> <ul style="list-style-type: none"> • The instructional model will be displayed in all classrooms • A consistent planning template based on the instructional model • Completed planning documents available online and current • Student survey on instructional model and its use in their classes • Student feedback on differentiation, the instructional model, and use of common strategies • Teachers' formative assessment data and summative judgements against the curriculum • Teacher records and observations of student progress • Classroom observations and learning walks demonstrating use of strategies • NAPLAN results e.g. Numeracy benchmark growth • VCE and VCAL outcomes • Students, staff and parent perception survey results • Semester 2 teacher judgements • Post-test results from assessments from sources such as PAT or the F&P | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Create a new Lorne P-12 Instructional Model | <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| | | | | <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 1.b Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | <p>We will use allocated funding to purchase the following items from the Schools Mental Health Menu:</p> <ul style="list-style-type: none"> • Berry Street Training (Day 1 & 2 in 2023) (Day 3 & 4 in 2024) • Resilience Project • Blurred Minds <p>Along with these three initiatives, we will also increase our wellbeing team with the addition of a primary and secondary wellbeing member who will focus on early intervention with at risk students, IEPs, SSGs, DIP, parent connection and student wellbeing. These staff will also work with staff to target supports and programs to ensure all students achieve success in their learning both academically and socially/emotionally.</p> <p>The wellbeing team will also establish a multi-tiered response model to support students' positive mental health.</p> <p>We will refine and embed the whole school approach to wellbeing and clarify the roles, responsibilities and referral processes. Continuing to build staff and student capacity in inclusion from 2022 with the foci being on the development of a whole school wellbeing plan that is sustainable, student centered and research based.</p> | | | |
| Outcomes | <p>Students will:</p> <ul style="list-style-type: none"> • Attend and participate in school • Demonstrate inclusive behaviours both inside and outside the classroom • Use the resources provided to help support their wellbeing • Students will be able to explain what positive mental health means and where they can seek support at school (posters, mental health toolkit) • Student leaders will be able to recognise, respond to and refer mental health emergencies • Students will report improved mental health. <p>Teachers will:</p> | | | |

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| | <ul style="list-style-type: none"> Teachers will work with the wellbeing team to increase connections and partnerships with families Build their capacity to manage student wellbeing Be more aware of behaviour that is detrimental to others and take action towards unwanted behaviours Contribute to, implement, and review the wellbeing plan Plan for and implement social and emotional learning within their curriculum areas Be able to recognise, respond to and refer students' mental health needs <p>Wellbeing team will:</p> <ul style="list-style-type: none"> Build the capacity and awareness in the whole school community about having a deeper understanding of inclusion and what it looks like at Lorne P-12 College Co-create a wellbeing plan that encompasses SWPBS, RRRR, and elements of the Resilience Project, Agency, Applied learning and other research based student engagement strategies. Support the continuous development, documentation and revision of a multi-tiered response model to mental health Directly support students' mental health and/or provide referrals | | | |
| Success Indicators | <ul style="list-style-type: none"> Policies and programs will show documentation of our multi-tiered response model to early intervention and for those who would benefit from wellbeing or mental health support. Curriculum documentation will show plans for social and emotional learning Notes from learning walks and peer observation will show how staff are embedding social and emotional learning Student support resources displayed around the school will show how students can seek support Teacher Judgment - Victorian Curriculum: Personal and Social Capability Improved SSS factors: instructional leadership, collective efficacy, trust in colleagues Improved AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Develop and imbed an whole school wellbeing plan, incorporating all programs and policies | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$42,000.00 <input checked="" type="checkbox"/> Equity funding will be used |

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| | | | | <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Goal 2 | Maximise learning growth for all students. | | | |
| 12 Month Target 2.1 | 1.1 NAPLAN Benchmark Growth - By 2026, the four-year average from 2022 to 2025 percentage of students making at or above benchmark growth to exceed the three-year average from 2018 to 2021 result for: Reading: <ul style="list-style-type: none"> Year 5 from 78 per cent in 2021 to 83 per cent by the end of 2023 Year 7 from 59 per cent in 2021 to 83 per cent by the end of 2023 Year 9 from 79 per cent in 2021 to 83 per cent by the end of 2023 Numeracy: <ul style="list-style-type: none"> Year 5 from 63 per cent in 2021 to 83 per cent by the end of 2023 Year 7 from 74 per cent in 2021 to 83 per cent by the end of 2023 Year 9 from 72 per cent in 2021 to 83 per cent by the end of 2023 Clarifying example: Reading - Year 5 from 78 per cent (three-year average from 2018 to 2021 result) in 2021 to 85 per cent (four-year average from 2022 to 2025 target). | | | |
| 12 Month Target 2.2 | 1.2 Victorian Curriculum Teacher Judgements Growth - By 2026, the percentage students making at and above expected growth in Semester 2 for: Reading and Viewing: <ul style="list-style-type: none"> Years 1 to 6 average from 74 per cent to 77 per cent by the end of 2023 Year 7 to 10 average from 67 per cent to 69 per cent by the end of 2023 Number and Algebra: <ul style="list-style-type: none"> Years 1 to 6 average from 84 per cent to 85 per cent by the end of 2023 Year 7 to 10 average from 77 per cent to 79 per cent. | | | |
| 12 Month Target 2.3 | 1.3 In 2026, the VCE All Study Score mean to increase from 27 in 2021 to 28. | | | |

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| <p>KIS 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p> | <p>Review and embed the agreed instructional practices.</p> |
| <p>Actions</p> | <ul style="list-style-type: none"> • Review and agree on an instructional model • Implementation of the instructional model with peer observations • Strengthen links between Areas through the review of our Instructional Model, greater consistency in approaches to literacy and numeracy, and assessment • Embed student agency in the classroom through Professional Development (and coaching), focusing on HITS • Increase staff capacity to use data to improve practice and target learning. • Differentiate learning small group intervention, using MYLNS, TLI, VHAP and other enrichment programs • Improve consistency in the collection of data of students |
| <p>Outcomes</p> | <p>Students will:</p> <ul style="list-style-type: none"> • Have a clear understanding of what they are learning and how they will know when they have learned it • Have continuity in their learning • Be familiar with the structure of the lesson and elements of learning • Have targeted academic support or intervention and will be identified and supported • Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs <p>Teachers will:</p> <ul style="list-style-type: none"> • Have a clear understanding of each section of the instructional model • Consistently follow and embed the instructional model • Have the learning intention and success criteria documented in planning and clearly visible to students in every class • Have weekly planning documentation always available online and accessible by all staff and up to date • Will plan for differentiation based on student learning data • Will implement differentiated teaching and learning to meet individual student needs • Will provide regular feedback and monitor student progress through learning conversations • Will be supported to build instructional practices through clear processes, a revised Instructional Model, and professional learning |

| | <p>Leadership will:</p> <ul style="list-style-type: none"> • Support staff in embedding the instructional model • Support with documentation, providing templates, examples, and support completing these • Be a part of the peer observations • Meet regularly to discuss the implementation of the instructional model and problem solve/ celebrate • Regularly go into online planning documents and provide feedback • Provide professional learning for elements of the instructional model | | | |
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| <p>Success Indicators</p> | <ul style="list-style-type: none"> • An agreed instructional model • The instructional model will be displayed in all classrooms • A consistent planning template based on the instructional model • Completed planning documents available online and current • Student survey on instructional model and its use in their classes • Student feedback on differentiation, the instructional model, and use of common strategies • Teachers' formative assessment data and summative judgements against the curriculum • Teacher records and observations of student progress • Classroom observations and learning walks demonstrating use of strategies • NAPLAN results e.g. Numeracy benchmark growth • VCE and VCAL outcomes • Students, staff and parent perception survey results • Semester 2 teacher judgements • Post-test results from assessments from sources such as PAT or the F&P | | | |
| <p>Activities and Milestones</p> | <p>People Responsible</p> | <p>Is this a PL Priority</p> | <p>When</p> | <p>Funding Streams</p> |
| <p>Review the Instructional Model to establish how to effectively embed teaching and learning in the classroom</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority | <p>from: Term 1 to: Term 4</p> | <p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> |

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| | | | | <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Audit current curriculum documents across the school and develop a consistent approach to planning and documenting teaching and learning. | <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 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Develop an understanding, consistent approach and shared expectations of what learning walks are, the roles of participants and sharing feedback. | <input checked="" type="checkbox"/> Leading Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which |

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| Schedule learning walks to observe staff practice and collect data on student experiences of feedback, assessment, and differentiation. | <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 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Provide professional learning on assessment and data to better understand the use of data for differentiated teaching and learning. | <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Target and enrol staff in Victorian Academy Courses for 2023 | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 | \$5,000.00 |

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| | | | to: Term 4 | <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Re-align school staffing, resources and structures to deliver the SSP and AIP Learning priority in line with FISO 2.0 | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Develop consistent formative assessment tools to inform teacher's understanding of student's individual needs and identify students requiring additional support. | <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 | \$910.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |

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| | | | | <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Develop teacher's knowledge and data literacy to use Edapt & PAT, to identify and diagnose individual student's learning needs | <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 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Develop staff capacity to provide differentiated, responsive teaching and learning; including Education Support Staff. | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |

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| <p>Deliver and evaluate TLI against the TLI continua, in collaboration with PLTs.</p> | <input checked="" type="checkbox"/> Learning Specialist(s) | <input type="checkbox"/> PLP Priority | <p>from: Term 1 to: Term 4</p> | <p>\$0.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <p>Goal 3</p> | <p>To enhance students' engagement in their learning.</p> | | | |
| <p>12 Month Target 3.1</p> | <p>2.1 Attitudes to Schools Survey: By 2026, increased the positive endorsement by Years 4 -12 students combined for the factors of:</p> <ul style="list-style-type: none"> • Sense of confidence from 57 per cent in 2021 to 59 per cent by the end of 2023 • Student voice and agency from 50 per cent in 2021 to 52 per cent by the end of 2023 • Sense of connectedness from 60 per cent in 2021 to 62 per cent by the end of 2023 | | | |
| <p>12 Month Target 3.2</p> | <p>School Staff Survey: By 2026, increase the positive endorsement by all staff for the factors of:</p> <ul style="list-style-type: none"> • Instructional Leadership from 52 per cent in 2021 to 54 per cent by the end of 2023 • Academic emphasis from 40 per cent in 2021 to 42 per cent by the end of 2023 • Monitoring effectiveness of using data from 50 per cent in 2021 to 53 per cent by the end of 2023 • Understanding formative assessment from 63 per cent in 2021 to 65 per cent by the end of 2023 | | | |
| <p>12 Month Target 3.3</p> | <p>2.3 Parent Opinion Survey: By 2026, increase the percentage of positive endorsement in the Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> • Student Motivation and support from 50 per cent 2021 to 53 per cent by the end of 2023 • Student agency and voice from 44 per cent in 2021 to 47 per cent by the end of 2023 | | | |
| <p>KIS 3.a</p> | <p>Build a shared understanding of learner agency.</p> | | | |

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| <p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p> | |
| <p>Actions</p> | <p>Learner Agency Whole school level/leaders will:</p> <ul style="list-style-type: none"> • Ensure students have access to a wide range of student leadership opportunities including roles and forums that build their skills and capacity across the school community. • Enhance student leadership, self-efficacy and active engagement in their learning. • Use acquired funding to purchase items from the Schools Mental Health Menu. • Lead PL in the promotion of learner agency with teaching and learning. Using the Amplify Toolkit and Thrive work with Andrea. • Create & promote environments where agency is encouraged and respected, for both students and staff. <p>Classroom level/teachers and all staff will:</p> <ul style="list-style-type: none"> • Develop curriculum and lesson planning that enables students to further develop agency, assess their own work, identify future learning and track and celebrate their own learning growth. • Strengthen in-class relationships through peer and group learning experiences, rituals, etc. • Enhance opportunities for authentic student voice and agency in learning e.g., Applied Learning, passion projects, enrichment, and extension opportunities. |
| <p>Outcomes</p> | <p>Students will:</p> <ul style="list-style-type: none"> • Be agentic learners • Use cognitive skills such as creativity, problem-solving, divergent thinking, mathematics and oral language. social relationships, emotional regulation and learning to control their own behaviour • Be involved in their learning and assessments <p>Teachers will:</p> <ul style="list-style-type: none"> • Engage in PL to create a shared understanding of learner agency at Lorne P-12 College • Provides an environment that is conducive to learner agency • Be clear on the roles and responsibilities of learner agency, students, and teachers • Promote and support learner agency across the school |

| | <ul style="list-style-type: none"> Documenting opportunities for agency in planners <p>Leadership will:</p> <ul style="list-style-type: none"> Provide PL, support and resources to build understanding, knowledge and skills in learner agency Promote learner agency across the school and the community Support staff to create learning environments that support and encourage learner agency | | | |
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| Success Indicators | <ul style="list-style-type: none"> Improved Student Attitudes to School Survey data e.g., Student Voice and Agency, differentiated learning challenges, stimulated learning and motivation and interest. Improved student learning and wellbeing outcomes. Improved levels of student engagement. Improved Parent Opinion Survey Improved Staff survey | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Provide professional development on learner agency through Thrive and Andrea Downie | <input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$5,500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Create a definition of learner agency at the college, through staff, student and parent feedback and consultation. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 | \$0.00 |

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| | | | to: Term 4 | <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Whole school PLC focus on agency for term 1 | <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 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Deepen teacher understanding in using the Amplify practice guide as an opportunity to create conditions, employ the practices and develop the behaviours, attitudes and learning environments that are conducive to student voice, agency, and leadership. | <input checked="" type="checkbox"/> Leadership Team <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 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |

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| | | | | <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Develop and strengthen opportunities for students to be involved in authentic leadership roles through the a range of committees, House Captains and School Captains and other external leadership learning opportunities. | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Implement tools/surveys which provide information and feedback on student learning and attitudes to school. Including school developed surveys to gain student feedback from students on teaching practices. | <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |

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| <p>Implement tools/surveys which provide information and feedback on student learning and attitudes to school. Including school developed surveys to gain student feedback from students on teaching practices.</p> | <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | <p>from: Term 1 to: Term 4</p> | <p>\$0.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <p>Nominated Wellbeing coordinator to undertake evidence-based training in mental health literacy, supporting student need, and building school capacity, and will receive ongoing professional development through MHIPS and Melbourne University.</p> | <input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | <p>from: Term 1 to: Term 4</p> | <p>\$1,000.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <p>Goal 4</p> | <p>Improve the health and wellbeing of all students.</p> | | | |
| <p>12 Month Target 4.1</p> | <p>3.1 Attitudes to School's Survey - By 2026, the students' positive endorsement for the following factors to improve for:</p> <ul style="list-style-type: none"> • Respect for diversity from 49 per cent in 2021 to 52 per cent by the end of 2023 • Managing bullying from 61 per cent in 2021 to 63 per cent by the end of 2023 • Connectedness to school from 60 per cent to 62 per cent by the end of 2023 | | | |

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| 12 Month Target 4.2 | <p>3.2 School-based Wellbeing Survey - By 2026, the percentage of students in:</p> <ul style="list-style-type: none"> • Years 3 - 6 combined responses for 'I get worried or anxious all the time or some time' to decrease from 46 per cent to below 42 per cent by the end of 2023 • Years 7- 12 combined responses for 'I can control how worried or anxious I get' to increase from 45 per cent to above 50 per cent by the end of 2023 |
| 12 Month Target 4.3 | <p>3.3 Parent Opinion Survey - By 2026, increase the percentage of positive endorsement for the factors of:</p> <ul style="list-style-type: none"> • Confidence and resiliency skills from 75 per cent in 2021 to 77 per cent by the end of 2023 • Parent participation and involvement from 69 per cent to 71 per cent by the end of 2023 • Promoting positive behaviour from 67 percent to 70 per cent by the end of 2023 |
| KIS 4.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Design and embed a whole school inclusion and wellbeing plan. |
| Actions | <ul style="list-style-type: none"> • Use acquired funding to purchase items from the Schools Mental Health Menu. • Ensure the nominated Mental Health and Wellbeing Coordinator receives evidence-based training in mental health literacy, supporting student need, and building school capacity, and will receive ongoing professional development through communities of practice. • Establish a multi-tiered response model to support students' positive mental health • Refine and embed the whole school approach to wellbeing and clarify the roles, responsibilities and referral processes. • Continue to build capacity in inclusion • Develop a whole school wellbeing plan |
| Outcomes | Students will: <ul style="list-style-type: none"> • Attend and participate in school • Demonstrate inclusive behaviours both inside and outside the classroom • Use the resources provided to help support their wellbeing • Students will be able to explain what positive mental health means and where they can seek support at school (posters, mental health toolkit) • Student leaders will able to recognise, respond to and refer mental health emergencies |

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| | <ul style="list-style-type: none"> Students will report improved mental health. <p>Teachers will:</p> <ul style="list-style-type: none"> Teachers will work with families to increase connections and partnerships with families Be more aware of behaviour that is detrimental to others and take action towards unwanted behaviours Contribute to, implement, and review the wellbeing plan Plan for and implement social and emotional learning within their curriculum areas Be able to recognise, respond to and refer students' mental health needs <p>Leadership will:</p> <ul style="list-style-type: none"> Build the capacity and awareness in the whole school community about having a deeper understanding of inclusion and what it looks like at Lorne P-12 College Co-create a wellbeing plan that encompasses SWPBS, RRRR, and elements of the Resilience Project, Agency, Applied learning and other research based student engagement strategies. Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health Wellbeing team will directly support students' mental health and/or provide referrals | | | |
| Success Indicators | <ul style="list-style-type: none"> Policies and programs will show documentation of our multi-tiered response model to early intervention and for those who would benefit from wellbeing or mental health support. Curriculum documentation will show plans for social and emotional learning Notes from learning walks and peer observation will show how staff are embedding social and emotional learning Student support resources displayed around the school will show how students can seek support Teacher Judgment - Victorian Curriculum: Personal and Social Capability Improved SSS factors: instructional leadership, collective efficacy, trust in colleagues Improved AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Re-align school staffing, resources and structures to deliver the SSP and AIP Wellbeing priority in line with FSIO 2.0 | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 | \$5,929.00 |

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| | | | to: Term 4 | <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Review and update IEPs processes across the College | <input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Review and implement with fidelity School-wide Positive Behaviour Support (SWPBS) systems (Reinforcement, Expectations, Rewards) – golden tickets, etc. | <input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |

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| | | | | <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Implement school-wide Berry Street Education Model (BSEM) practices aligned to other whole-school (Tier 1) curriculum resources (RRRR, PBIS, Resilience Program) focused social and emotional learning. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$28,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Review and implement changes to the Child Safe Standards (CSS). | <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |

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|---|---|--|--|--|
| <p>Implement the Resilience program using allocated mental Health Funding</p> | <p><input checked="" type="checkbox"/> Wellbeing Team</p> | <p><input type="checkbox"/> PLP Priority</p> | <p>from: Term 1 to: Term 4</p> | <p>\$8,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p> |
| <p>Multi-tiered response to intervention for Wellbeing Tier 3: At Tier 3 (individualised), continue to develop staff capacity to meet the complex health needs of students in partnership with external services/agencies and internal mental and allied health, wellbeing, engagement and inclusion professionals.</p> | <p><input checked="" type="checkbox"/> Wellbeing Team</p> | <p><input type="checkbox"/> PLP Priority</p> | <p>from: Term 1 to: Term 4</p> | <p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p> |
| <p>Mental Health Practitioner to provide whole school (Tier 1) professional learning and support for staff, targeted (Tier 2) and individualised (Tier 3) support to students using the DET mental health toolkit/menu and refer to external counselling services as required.</p> | <p><input checked="" type="checkbox"/> Wellbeing Team</p> | <p><input type="checkbox"/> PLP Priority</p> | <p>from: Term 1 to: Term 4</p> | <p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> |

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|---|--|---------------------------------------|----------------------------------|--|
| | | | | <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Use the processes and templates to identify students at risk and discuss at wellbeing meeting, to identify students at risk of disengagement and respond by documenting levels of adjustments (LoA) in the student's Individual Education Plan (IEP). | <input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Review and refine compliance Individual Education Plans alongside other supporting evidence/documents, including: SSG Minutes, Behaviour Support Plans, Health Support Plans, Attendance Plans, Recess/Lunch Plans). | <input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which |

| | | | | |
|---|---|---------------------------------------|----------------------------------|--|
| | | | | may include DET funded or free items |
| Establish a Wellbeing team including roles, consisting of relevant leaders, well-being staff, other staff and parent representation. | <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Organise and schedule whole school professional learning to develop the knowledge and skills to implement SWPBS, RRRR, Resilience Program and life skills sessions. | <input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Schedule and run whole school information session to inform the design of the Expectations Matrix and expected behaviours in each school setting and appropriate reinforcements and consequences. | <input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | from: Term 1 | \$0.00 |

| | | | | |
|--|---|---------------------------------------|----------------------------------|--|
| | | | to: Term 4 | <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Commence consultation around a school-wide system to encourage expected behaviour. | <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input 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 | \$14,910.10 | \$0.00 | \$14,910.10 |
| Disability Inclusion Tier 2 Funding | \$71,500.94 | \$0.00 | \$71,500.94 |
| Schools Mental Health Fund and Menu | \$30,647.38 | \$0.00 | \$30,647.38 |
| Total | \$117,058.42 | \$0.00 | \$117,058.42 |

Activities and Milestones – Total Budget

| Activities and Milestones | Budget |
|---|--------------------|
| Develop and imbed an whole school wellbeing plan, incorporating all programs and policies | \$42,000.00 |
| Re-align school staffing, resources and structures to deliver the SSP and AIP Wellbeing priority in line with FSIO 2.0 | \$5,929.00 |
| Implement school-wide Berry Street Education Model (BSEM) practices aligned to other whole-school (Tier 1) curriculum resources (RRRR, PBIS, Resilience Program) focused social and emotional learning. | \$28,000.00 |
| Implement the Resilience program using allocated mental Health Funding | \$8,000.00 |
| Totals | \$83,929.00 |

Activities and Milestones - Equity Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|--|----------------------------------|------------------------|----------|
| Develop and imbed an whole school wellbeing plan, incorporating all programs and policies | from: Term 1 to: Term 4 | | |
| Re-align school staffing, resources and structures to deliver the SSP and AIP Wellbeing priority in line with FSIO 2.0 | from: Term 1 to: Term 4 | | |
| Totals | | \$0.00 | |

Activities and Milestones - Disability Inclusion Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---|----------------------------------|------------------------|----------|
| Develop and imbed an whole school wellbeing plan, incorporating all programs and policies | from: Term 1 to: Term 4 | | |
| Totals | | \$0.00 | |

Activities and Milestones - Schools Mental Health Fund and Menu

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---|-----------------|------------------------|----------|
| Develop and imbed an whole school wellbeing plan, | from: Term 1 | | |

| | | | |
|---|----------------------------------|--------|--|
| incorporating all programs and policies | to: Term 4 | | |
| Implement school-wide Berry Street Education Model (BSEM) practices aligned to other whole-school (Tier 1) curriculum resources (RRRR, PBIS, Resilience Program) focused social and emotional learning. | from: Term 1 to: Term 4 | | |
| Implement the Resilience program using allocated mental Health Funding | from: Term 1 to: Term 4 | | |
| Totals | | \$0.00 | |

Additional Funding Planner – Total Budget

| Activities and Milestones | Budget |
|---------------------------|--------|
| Totals | \$0.00 |

Additional Funding Planner – Equity Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals | | \$0.00 | |

Additional Funding Planner – Disability Inclusion Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals | | \$0.00 | |

Additional Funding Planner – Schools Mental Health Fund and Menu

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals | | \$0.00 | |

Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|---|--|----------------------------------|---|--|---|---|
| Create a new Lorne P-12 Instructional Model | <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| Develop and imbed an whole school wellbeing plan, incorporating all programs and policies | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team | from: Term 1 to: Term 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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> External consultants Berry Street Resilience Project Blurred Minds <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| Review the Instructional Model to establish how to effectively embed teaching and learning in the classroom | <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Departmental resources Peer Observations <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| Provide professional learning on assessment and data to better understand the use of | <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Pedagogical Model | <input checked="" type="checkbox"/> On-site |

| | | | | | | |
|---|---|----------------------------------|--|--|--|---|
| data for differentiated teaching and learning. | <input checked="" type="checkbox"/> School Improvement Team | | | | <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | |
| Provide professional development on learner agency through Thrive and Andrea Downie | <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 1 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> External consultants Andrea Downie <input checked="" type="checkbox"/> Departmental resources Amplify | <input checked="" type="checkbox"/> On-site |