

2023 Annual Implementation Plan

for improving student outcomes

Williamstown High School (8475)



Submitted for review by Giorgio Catalano (School Principal) on 19 December, 2022 at 08:31 AM
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 30 January, 2023 at 11:27 AM
Endorsed by Kane Harnden (School Council President) on 17 March, 2023 at 03:11 PM

Self-evaluation Summary - 2023

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

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
Enter your reflective comments		The self-evaluation process has enabled us to recognise and reaffirm that we are at the Embedding level for all of the areas of Leadership, Teaching and learning, Assessment, Engagement, and Support and resources. While much of our work and practice is at a high level, the Leadership Team recognises the need for further professional learning and growth to ensure that these practices are highly consistent. Our efforts in wellbeing, data analysis to inform practice, HITs and inclusivity are paying off, and there is still room to continue improving.

Considerations for 2023	With a new structure for our Student Engagement and Wellbeing program (6 x Year Level Coordinators with 2 at each year level from 7-12 along with 2 x APs dedicated to this area), there is a great opportunity to enhance our SWPBS program further. The work of the Data Dashboard Working Party in 2022 has resulted in recommendations that will come to fruition in 2023 to make data even more accessible to all staff. Our new Inclusive Education Leader, program and funding will also provide even greater opportunities to cater for the whole community.
Documents that support this plan	

SSP Goals Targets and KIS

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	Extend the achievement and learning growth of every student across the school.
Target 2.1	By 2025, improve the NAPLAN high relative growth percentages for Year 9 in numeracy from a four-year average of 22.5% to 28%, in writing from a four-year average of 25% to 27%, and in reading from a four-year average of 28% to 32%.
Target 2.2	By 2025, more than 40% of Year 9 students will be in the top two bands in reading and numeracy (from a four-year average of 36%), and more than 20% of Year 9 students will be in the top two bands in writing (from 12% in 2021).
Target 2.3	By 2025, improve the NAPLAN above benchmark growth for Year 9 students in writing from 19% in 2021 to 26%, and in reading from a three-year average (2018-19, 2021) of 28.6% to above 30%.

Target 2.4	By 2025, improve the percentages of students at Years 7-10 deemed above level by teacher judgements (semester 1) in writing from 14% in 2021 to 20%, and in number and algebra from 22% in 2021 to 25%
Target 2.5	<p>By 2025 improve the percentage of 37+ scores in VCE (based on 2021 figures) for:</p> <ul style="list-style-type: none"> • English from the three-year average of 21% (2019-2021) to 22% in 2024 • Business Management from the three-year average of 11% (2019-2021) to 14% in 2024 • Further Mathematics from the three-year average of 28% (2019-2021) to 29% in 2024 • Mathematical Methods from the three-year average of 12% (2019-2021) to 14% in 2024 • Biology from the three-year average of 29% (2019-2021) to 31% in 2024 • Psychology from the three-year average of 19% (2019-2021) to 21% in 2024 • Health & Human Development from the three-year average of 17% (2019-2021) to 20% in 2024 • Media from the three-year average of 26% (2019-2021) to 28% in 2024
Target 2.6	By 2025 100% of VCAL students to either complete Year 12 certificate or move to employment or external studies.
Target 2.7	<p>By 2025, increase the positive response percentages on the School Staff Survey for:</p> <ul style="list-style-type: none"> • Guaranteed and viable curriculum from 61% in 2021 to 65% • Academic emphasis from 53% in 2021 to 57% • Teacher collaboration from 66% in 2021 to 68% • Understand how to analyse data from 44% in 2021 to 50%

Key Improvement Strategy 2.a Instructional and shared leadership	Strengthen a whole school approach to the improvement of teaching and learning.
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Enhance the whole school approach to the effective teaching of literacy.
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Enhance the whole school approach to the effective teaching of mathematics
Goal 3	Enhance student engagement in their learning.
Target 3.1	<p>By 2025, the percentage of positive responses in the Attitudes to School Survey, to increase for:</p> <ul style="list-style-type: none"> • Student voice and agency from 39% in 2021 to 45% • Stimulated learning from 51% in 2021 to 56% • Self-regulation and goal setting from 57% in 2021 to 63% • Differentiated learning challenge from 54% to 58% • Motivation and interest from 54% in 2021 to 60%
Target 3.2	By 2025, decrease the percentage of students with 20+ absence days from 26% in 2019 to 17% in 2025.
Target 3.3	<p>By 2025, the percentage of positive responses in the School Staff Survey, to increase for:</p> <ul style="list-style-type: none"> • Believe evaluating impact improves practice from 59% in 2021 to 64% • Use student feedback to improve practice from 56% in 2021 to 61%

	<ul style="list-style-type: none"> Promote student ownership of learning goals from 64% in 2021 to 68%.
Key Improvement Strategy 3.a Empowering students and building school pride	Strengthen student voice and capabilities to be agents of their own learning.
Key Improvement Strategy 3.b Empowering students and building school pride	Enhance a culture of pride and achievement in learning.
Goal 4	Strengthen the social and emotional wellbeing of all students.
Target 4.1	By 2025, the percentage of positive responses in the Attitudes to School Survey to increase for: <ul style="list-style-type: none"> Advocate of school from 65% in 2021 to 68% Respect for diversity from 43% in 2021 to 50% Perceptions of LGBTIQ+ from 28% in 2021 to 38% Managing bullying from 47% in 2021 to 54% Teacher concern from 35% in 2021 to 40%
Target 4.2	By 2025, the percentage of positive responses in the Parent Opinion Survey to increase for: <ul style="list-style-type: none"> Stimulated learning from a three-year average 2018-2020 of 76% to 80% Student motivation from a three-year average 2018-2020 of 65% to 68% Parent community engagement - parent participation and involvement from a three-year average 2018-2020 of 66% to 70% Promoting positive behaviour from a three-year average 2018-2020 of 82% to 85%

	<ul style="list-style-type: none"> • Student voice and agency from a three-year average 2018-2020 of 75% to 78% • Teacher communication from a three-year average 2018-2020 of 65% to 68%
Target 4.3	<p>By 2025, increase the positive response percentages on the School Staff Survey for:</p> <ul style="list-style-type: none"> • Support growth and learning of whole students from 51% in 2021 to 60% • Believe student engagement is the key from 82% in 2021 to 85%
Key Improvement Strategy 4.a Health and wellbeing	Refine and embed effective structures and processes to support student wellbeing.
Key Improvement Strategy 4.b Building practice excellence	Develop and implement a strategy to embed the wellbeing capabilities across the school.
Key Improvement Strategy 4.c Health and wellbeing	Strengthen and embed the Respectful Relationships initiative.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
			The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	Yes	Support for the 2023 Priorities	GOAL 1, KIS 1A: Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy GOAL 1, KIS 1B: 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.
Extend the achievement and learning growth of every student across the school.	Yes	By 2025, improve the NAPLAN high relative growth percentages for Year 9 in numeracy from a four-year average of 22.5% to 28%, in writing from a four-year average of 25% to 27%, and in reading from a four-year average of 28% to 32%.	Goal 2: Extend the achievement and learning growth of every student across the school. Target 2.1: By end of 2023, improve the NAPLAN high relative growth percentages for: Year 9 in Numeracy to 26%, Writing to 26%, Reading to 30%.
		By 2025, more than 40% of Year 9 students will be in the top two bands in reading and numeracy (from a four-year average of 36%), and more than 20% of Year 9 students will be in the top two bands in writing (from 12% in 2021).	Goal 2: Extend the achievement and learning growth of every student across the school. Target 2.2: By end of 2023, 38% of Year 9 students will be in the top two bands in Reading and Numeracy and 16% of Year 9 students will be in the top two bands in Writing.

		By 2025, improve the NAPLAN above benchmark growth for Year 9 students in writing from 19% in 2021 to 26%, and in reading from a three-year average (2018-19, 2021) of 28.6% to above 30%.	Goal 2: Extend the achievement and learning growth of every student across the school.Target 2.3: By 2023, improve the NAPLAN above benchmark growth for Year 9 students in Writing to 22%, and achieve a three-year Reading average of 30%.
		By 2025, improve the percentages of students at Years 7-10 deemed above level by teacher judgements (semester 1) in writing from 14% in 2021 to 20%, and in number and algebra from 22% in 2021 to 25%	Goal 2: Extend the achievement and learning growth of every student across the school.Target 2.4: Improve the percentages of students at Years 7-10 deemed above level by teacher judgements (semester 1) in Writing to 16% and in Number and Algebra to 23%.
		By 2025 improve the percentage of 37+ scores in VCE (based on 2021 figures) for: <ul style="list-style-type: none"> English from the three-year average of 21% (2019-2021) to 22% in 2024 Business Management from the three-year average of 11% (2019-2021) to 14% in 2024 Further Mathematics from the three-year average of 28% (2019-2021) to 29% in 2024 Mathematical Methods from the three-year average of 12% (2019-2021) to 14% in 2024 Biology from the three-year average of 29% (2019-2021) to 31% in 2024 Psychology from the three-year average of 19% (2019-2021) to 21% in 2024 Health & Human Development from the three-year average of 17% (2019-2021) to 20% in 2024 Media from the three-year average of 26% (2019-2021) to 28% in 2024 	Goal 2: Extend the achievement and learning growth of every student across the school.Target 2.5: By 2023, improve the percentage of 37+ scores in VCE for: English to 22%, Business Management to 13.5%, Further Maths to 28.5%, Maths Methods to 13.5%, Biology to 30%, Psychology to 20.5%, Health and Human Development to 19%, Media to 27.5%
		By 2025 100% of VCAL students to either complete Year 12 certificate or move to employment or external studies.	Goal 2: Extend the achievement and learning growth of every student across the

			school.Target 2.6: By end of 2023, 100% of VCE-VM students to either complete Year 12 certificate or move to employment or external studies.
		By 2025, increase the positive response percentages on the School Staff Survey for: <ul style="list-style-type: none"> • Guaranteed and viable curriculum from 61% in 2021 to 65% • Academic emphasis from 53% in 2021 to 57% • Teacher collaboration from 66% in 2021 to 68% • Understand how to analyse data from 44% in 2021 to 50% 	Goal 2: Extend the achievement and learning growth of every student across the school.Target 2.7: By end of 2023, increase the positive response percentages on the School Staff Survey for: Guaranteed and viable curriculum to 63.5%, Academic emphasis to 55%, Teacher collaboration to 67%, Understand how to analyse data to 46.5%
Enhance student engagement in their learning.	Yes	By 2025, the percentage of positive responses in the Attitudes to School Survey, to increase for: <ul style="list-style-type: none"> • Student voice and agency from 39% in 2021 to 45% • Stimulated learning from 51% in 2021 to 56% • Self-regulation and goal setting from 57% in 2021 to 63% • Differentiated learning challenge from 54% to 58% • Motivation and interest from 54% in 2021 to 60% 	Goal 3: Enhance student engagement in their learning.Target 3.1: By 2023, the percentage of positive responses in the Attitudes to School Survey, to increase for: Student voice and agency to 42%, Stimulated learning to 53%, Self-regulation and goal setting to 60%, Differentiated learning challenge to 56%, Motivation and interest to 57%,
		By 2025, decrease the percentage of students with 20+ absence days from 26% in 2019 to 17% in 2025.	Goal 3: Enhance student engagement in their learning.Target 3.2: By 2023, decrease the percentage of students with 20+ absence days to 23% in 2023 (aside from mandated isolation reasons)
		By 2025, the percentage of positive responses in the School Staff Survey, to increase for: <ul style="list-style-type: none"> • Believe evaluating impact improves practice from 59% in 2021 to 64% • Use student feedback to improve practice from 56% in 2021 to 61% 	Goal 3: Enhance student engagement in their learning.Target 3.3: By 2023, the percentage of positive responses in the School Staff Survey, to increase for: Believe evaluating impact improves practice to 61%, Use student feedback to improve practice to 58%, Promote student ownership of learning goals 66%.

		<ul style="list-style-type: none"> Promote student ownership of learning goals from 64% in 2021 to 68%. 	
Strengthen the social and emotional wellbeing of all students.	Yes	<p>By 2025, the percentage of positive responses in the Attitudes to School Survey to increase for:</p> <ul style="list-style-type: none"> Advocate of school from 65% in 2021 to 68% Respect for diversity from 43% in 2021 to 50% Perceptions of LGBTIQ+ from 28% in 2021 to 38% Managing bullying from 47% in 2021 to 54% Teacher concern from 35% in 2021 to 40% 	Goal 4: Strengthen the social and emotional wellbeing of all students.Target 4.1: By 2023, the percentage of positive responses in the Attitudes to School Survey to increase for: Advocate of school to 66.5%, Respect for diversity to 46.5%, Perceptions of LGBTIQ+ to 33.5%, Managing bullying to 51%, Teacher concern to 38%.
		<p>By 2025, the percentage of positive responses in the Parent Opinion Survey to increase for:</p> <ul style="list-style-type: none"> Stimulated learning from a three-year average 2018-2020 of 76% to 80% Student motivation from a three-year average 2018-2020 of 65% to 68% Parent community engagement - parent participation and involvement from a three-year average 2018-2020 of 66% to 70% Promoting positive behaviour from a three-year average 2018-2020 of 82% to 85% Student voice and agency from a three-year average 2018-2020 of 75% to 78% Teacher communication from a three-year average 2018-2020 of 65% to 68% 	Goal 4: Strengthen the social and emotional wellbeing of all students.Target 4.2: By 2023, the percentage of positive responses in the Parent Opinion Survey to increase for: Stimulated learning to 78%, Student motivation to 67%, Parent community engagement - parent participation and involvement to 68%, Promoting positive behaviour to 84%, Student voice and agency to 77%, Teacher communication to 67%
		<p>By 2025, increase the positive response percentages on the School Staff Survey for:</p> <ul style="list-style-type: none"> Support growth and learning of whole students from 51% in 2021 to 60% Believe student engagement is the key from 82% in 2021 to 85% 	Goal 4: Strengthen the social and emotional wellbeing of all students.Target 4.3: By 2023, increase the positive response percentages on the School Staff Survey for: Support growth and learning of whole students to 55%, Believe student engagement is the key to 84%

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	GOAL 1, KIS 1A: Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy GOAL 1, KIS 1B: 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.	
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	Extend the achievement and learning growth of every student across the school.	
12 Month Target 2.1	Goal 2: Extend the achievement and learning growth of every student across the school. Target 2.1: By end of 2023, improve the NAPLAN high relative growth percentages for: Year 9 in Numeracy to 26%, Writing to 26%, Reading to 30%.	

12 Month Target 2.2	<p>Goal 2: Extend the achievement and learning growth of every student across the school.</p> <p>Target 2.2: By end of 2023, 38% of Year 9 students will be in the top two bands in Reading and Numeracy and 16% of Year 9 students will be in the top two bands in Writing.</p>
12 Month Target 2.3	<p>Goal 2: Extend the achievement and learning growth of every student across the school.</p> <p>Target 2.3: By 2023, improve the NAPLAN above benchmark growth for Year 9 students in Writing to 22%, and achieve a three-year Reading average of 30%.</p>
12 Month Target 2.4	<p>Goal 2: Extend the achievement and learning growth of every student across the school.</p> <p>Target 2.4: Improve the percentages of students at Years 7-10 deemed above level by teacher judgements (semester 1) in Writing to 16% and in Number and Algebra to 23%.</p>
12 Month Target 2.5	<p>Goal 2: Extend the achievement and learning growth of every student across the school.</p> <p>Target 2.5: By 2023, improve the percentage of 37+ scores in VCE for: English to 22%, Business Management to 13.5%, Further Maths to 28.5%, Maths Methods to 13.5%, Biology to 30%, Psychology to 20.5%, Health and Human Development to 19%, Media to 27.5%</p>
12 Month Target 2.6	<p>Goal 2: Extend the achievement and learning growth of every student across the school.</p> <p>Target 2.6: By end of 2023, 100% of VCE-VM students to either complete Year 12 certificate or move to employment or external studies.</p>
12 Month Target 2.7	<p>Goal 2: Extend the achievement and learning growth of every student across the school.</p> <p>Target 2.7: By end of 2023, increase the positive response percentages on the School Staff Survey for: Guaranteed and viable curriculum to 63.5%, Academic emphasis to 55%, Teacher collaboration to 67%, Understand how to analyse data to 46.5%</p>
Key Improvement Strategies	
KIS 2.a Instructional and shared leadership	<p>Strengthen a whole school approach to the improvement of teaching and learning.</p> <p>Is this KIS selected for focus this year?</p> <p>Yes</p>

KIS 2.b Evidence-based high-impact teaching strategies	Enhance the whole school approach to the effective teaching of literacy.	Yes
KIS 2.c Evidence-based high-impact teaching strategies	Enhance the whole school approach to the effective teaching of mathematics	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.	Following the School Review in 2021, the panel noted that NAPLAN growth was varied and identified Writing as an area of focus. Through the PRSE and the fieldwork, and given that very few staff operated across both campuses, the panel also determined that inconsistent practice across classrooms and between campuses, particularly in the variety of engagement strategies and differentiated approaches to teaching, impacted student progress. The school has adopted the panel's recommendation that the development of consistent high-quality practices and processes will be a focus for improving the learning growth of every student.	
Goal 3	Enhance student engagement in their learning.	
12 Month Target 3.1	<p>Goal 3: Enhance student engagement in their learning.</p> <p>Target 3.1: By 2023, the percentage of positive responses in the Attitudes to School Survey, to increase for: Student voice and agency to 42%, Stimulated learning to 53%, Self-regulation and goal setting to 60%, Differentiated learning challenge to 56%, Motivation and interest to 57%,</p>	
12 Month Target 3.2	<p>Goal 3: Enhance student engagement in their learning.</p> <p>Target 3.2: By 2023, decrease the percentage of students with 20+ absence days to 23% in 2023 (aside from mandated isolation reasons)</p>	
12 Month Target 3.3	<p>Goal 3: Enhance student engagement in their learning.</p> <p>Target 3.3: By 2023, the percentage of positive responses in the School Staff Survey, to increase for: Believe evaluating impact improves practice to 61%, Use student feedback to improve practice to 58%, Promote student ownership of learning goals 66%.</p>	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Empowering students and building school pride	Strengthen student voice and capabilities to be agents of their own learning.	Yes
KIS 3.b Empowering students and building school pride	Enhance a culture of pride and achievement in learning.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Following the School Review in 2021, the panel found there were limited opportunities for students to direct their own learning, which impacted upon student agency and for some students, taking responsibility for their own learning. The school has adopted the panel's recommendation that the development of student voice and agency across the school and developing the capabilities of all students to be confident, self-motivated learners will be a focus for maximising their engagement and the learning of every student.	
Goal 4	Strengthen the social and emotional wellbeing of all students.	
12 Month Target 4.1	<p>Goal 4: Strengthen the social and emotional wellbeing of all students.</p> <p>Target 4.1: By 2023, the percentage of positive responses in the Attitudes to School Survey to increase for: Advocate of school to 66.5%, Respect for diversity to 46.5%, Perceptions of LGBTIQ+ to 33.5%, Managing bullying to 51%, Teacher concern to 38%.</p>	
12 Month Target 4.2	<p>Goal 4: Strengthen the social and emotional wellbeing of all students.</p> <p>Target 4.2: By 2023, the percentage of positive responses in the Parent Opinion Survey to increase for: Stimulated learning to 78%, Student motivation to 67%, Parent community engagement - parent participation and involvement to 68%, Promoting positive behaviour to 84%, Student voice and agency to 77%, Teacher communication to 67%</p>	
12 Month Target 4.3	Goal 4: Strengthen the social and emotional wellbeing of all students.	

	Target 4.3: By 2023, increase the positive response percentages on the School Staff Survey for: Support growth and learning of whole students to 55%, Believe student engagement is the key to 84%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Health and wellbeing	Refine and embed effective structures and processes to support student wellbeing.	Yes
KIS 4.b Building practice excellence	Develop and implement a strategy to embed the wellbeing capabilities across the school.	Yes
KIS 4.c Health and wellbeing	Strengthen and embed the Respectful Relationships initiative.	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.	The impact of remote learning for our students, and the growing need to monitor and support the health and wellbeing of all students has meant this is a continued focus for our school. We need to know and support all students through positive relationships and strengthened integrated support structures.	

Define Actions, Outcomes and Activities

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	GOAL 1, KIS 1A: Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy GOAL 1, KIS 1B: 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.
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
Actions	i) Who: Literacy Learning Specialists - Support our vulnerable Year 10 literacy students through the English progress class ii) Who: AEN Leaders/Inclusive Education Leading Teacher - Continue to meet with parents and students to develop IEPs for students with learning needs and Koori students. iii) Who: Campus Principals, Strategic Assistant Principals, Literacy and Mathematics Learning Specialists - Enaction of Tutor Learning Initiative which will target students requiring Literacy and Numeracy support. iv) Who: Literacy Learning Specialists - Enriching writing opportunities for middle and high performing students. v) Who: Mathematics learning Specialist - Liaise with Academic Enhancement Coordinator and Mathematics staff to provide scaffolding and extension opportunities to promote student growth. vi) Who: Inclusive Education Leader - Schedule and organise professional learning for staff and offer workshops for parents/students on strategies to assist students who have specific diagnoses (ASD, APD, ADHD, SLD) in order to build each group's capacity and understanding of ALN students' learning needs and strategies that can assist students.

Outcomes	<ul style="list-style-type: none"> i) <ul style="list-style-type: none"> - Select students take part in the class - Deliver a modified and differentiated English curriculum and assessment to improve student outcomes ii) <ul style="list-style-type: none"> - Teachers will have a greater understanding of the needs of the students in their classes who have learning needs. Students will have strategies to help them with their learning listed on their IEPs that they can practice (use of assistive technology, timers, class passes, headphones (ASD/ADHD) to help them achieve. Assessment provisions will be practiced during CATS/SACs and exams to support learning needs and allow students to show their mastery/understanding. iii) <ul style="list-style-type: none"> - Students will be identified who are in need of Literacy and Numeracy support iv) <ul style="list-style-type: none"> - Promote, support and improve the Principal's Writing Competition - Facilitate writing workshops to develop strong and emerging writers v) <ul style="list-style-type: none"> - Students have several opportunities to extend their mathematical understanding beyond the classroom - Students have opportunities to access support and guidance to identify key mathematical misconceptions and appropriate steps to improve in these areas outside of the classroom vi) <ul style="list-style-type: none"> - Teachers and parents are informed and have specific strategies to support students with ALN. Students will have specific strategies to help them be engaged in their learning and to succeed.
Success Indicators	<ul style="list-style-type: none"> i) <ul style="list-style-type: none"> - Students demonstrate improved literacy skills - Attendance data improves for select students - Improved engagement and wellbeing at school ii) <ul style="list-style-type: none"> - Students are using their assessment provisions in CATs, SACs and exams. (ii) Teachers observe greater engagement in learning through the use of specific strategies. iii) <ul style="list-style-type: none"> - Selected students will show growth in smaller scale literacy and numeracy skills in diagnostic testing (Mathspace Skills & Essential

	<p>Assessment)</p> <p>iv)</p> <ul style="list-style-type: none"> - Increased participation in Principal Writing Competition - Increased student growth in writing <p>v)</p> <ul style="list-style-type: none"> - Students participating in mathematical sessions outside of the classroom aimed at either extending or identifying misconceptions across the year - Increased student growth in mathematics <p>vi)</p> <ul style="list-style-type: none"> - Improved ALN student engagement noted by teachers for each student. ALN student assessment results indicate improvement from previous 12 months. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>2023</p> <p>WHS will actively implement DET priorities, specifically the MYLNs project, the TLI and our own programs. Capacity building activities will be provided for teachers focused on;</p> <ul style="list-style-type: none"> - WHS Data Dashboard development and staff PL to access and use to inform teacher practice. - Student growth activities for extension, intervention and catch up due to RaFL. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$430,000.00</p> <ul style="list-style-type: none"> <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
<p>KIS 1.b</p> <p>Priority 2023 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			

Actions	i) Who: SEWT (Assistant Principals, Year Level Coordinators, Wellbeing staff) - Establish a whole school approach to physical/social/emotional/cultural/civic wellbeing ii) Who: SEWT (Assistant Principals, Year Level Coordinators, Wellbeing staff) - Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development iii) Who: SEWT (Assistant Principals, Year Level Coordinators, Wellbeing staff) - Students with emerging or acute wellbeing needs identified and referred appropriately			
Outcomes	i) - Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting physical, social, emotional, cultural and civic wellbeing ii) - Teachers will implement a range of interventions in their classroom to support student wellbeing iii) - Teachers and staff will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers			
Success Indicators	i) - AtoSS, Focus groups, student leadership, pulse surveys ii) - Wellbeing Observation Compass entries - SEWT Referral Compass entries iii) - Tier 3 meetings are occurring regularly with team leaders. Tier three students have relevant plans developed and are shared with staff.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
2023 Continue to develop school wide action plan on respectful	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

relationships and bullying, implement new wellbeing structure with clear role clarity for all members, communicate processes with staff in staff meetings and curriculum day	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Wellbeing Team		to: Term 2	<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
Goal 2	Extend the achievement and learning growth of every student across the school.			
12 Month Target 2.1	Goal 2: Extend the achievement and learning growth of every student across the school. Target 2.1: By end of 2023, improve the NAPLAN high relative growth percentages for: Year 9 in Numeracy to 26%, Writing to 26%, Reading to 30%.			
12 Month Target 2.2	Goal 2: Extend the achievement and learning growth of every student across the school. Target 2.2: By end of 2023, 38% of Year 9 students will be in the top two bands in Reading and Numeracy and 16% of Year 9 students will be in the top two bands in Writing.			
12 Month Target 2.3	Goal 2: Extend the achievement and learning growth of every student across the school. Target 2.3: By 2023, improve the NAPLAN above benchmark growth for Year 9 students in Writing to 22%, and achieve a three-year Reading average of 30%.			
12 Month Target 2.4	Goal 2: Extend the achievement and learning growth of every student across the school. Target 2.4: Improve the percentages of students at Years 7-10 deemed above level by teacher judgements (semester 1) in Writing to 16% and in Number and Algebra to 23%.			

12 Month Target 2.5	<p>Goal 2: Extend the achievement and learning growth of every student across the school.</p> <p>Target 2.5: By 2023, improve the percentage of 37+ scores in VCE for: English to 22%, Business Management to 13.5%, Further Maths to 28.5%, Maths Methods to 13.5%, Biology to 30%, Psychology to 20.5%, Health and Human Development to 19%, Media to 27.5%</p>
12 Month Target 2.6	<p>Goal 2: Extend the achievement and learning growth of every student across the school.</p> <p>Target 2.6: By end of 2023, 100% of VCE-VM students to either complete Year 12 certificate or move to employment or external studies.</p>
12 Month Target 2.7	<p>Goal 2: Extend the achievement and learning growth of every student across the school.</p> <p>Target 2.7: By end of 2023, increase the positive response percentages on the School Staff Survey for: Guaranteed and viable curriculum to 63.5%, Academic emphasis to 55%, Teacher collaboration to 67%, Understand how to analyse data to 46.5%</p>
KIS 2.a Instructional and shared leadership	Strengthen a whole school approach to the improvement of teaching and learning.
Actions	<p>i) Who: Curriculum Leaders</p> <ul style="list-style-type: none"> - Build guaranteed and viable year 7-12 curricula aligned with current Victorian Curriculum or VCAA study designs. <p>ii) Who: Teaching and Learning -Learning Specialists</p> <ul style="list-style-type: none"> - Develop whole-school shared understanding of Responsive Teaching - Teachers will utilise responsive teaching practices <p>iii) Who: Teaching and Learning -Learning Specialists</p> <ul style="list-style-type: none"> - Teachers will have collaborative time, twice per term to focus on the key T&L priority/ies that are applicable to their Team. - Peer observation within teams to occur - Individual teams to present and show evidence of improved outcomes for students as a result of this initiative
Outcomes	<p>i)</p> <ul style="list-style-type: none"> - Teachers will have the professional knowledge and skills to develop, document and implement the required curricula. <p>ii)</p> <ul style="list-style-type: none"> - Teachers will use tools such as VERSO to survey students and know how to respond to the data collected.

	iii) - Embedded teacher collaboration will enable planning, designing and implementing of team priorities.			
Success Indicators	i) - All staff are aware of and act on all current documentation and resources, relevant to their curriculum. - All courses are documented on Google Drive in the agreed manner. ii) - baseline VERSO class data (student feedback) and further collection of data after response. iii) - each PLT will be able to report upon the range of measures they implemented and how student opportunities for growth were increased.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
2023 PL to improve the quality of teaching at WHS and ensure a guaranteed and viable curriculum is in place focused on; - PL sessions & CAT sessions on peer observation. - Moderation. - HITS - The agreed Instructional Model. - Mechanisms to allow curriculum audits to occur - A whole-school curriculum day organised with a focus on Responsive Teaching.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <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
KIS 2.b Evidence-based high-impact teaching strategies	Enhance the whole school approach to the effective teaching of literacy.			

Actions	i) Who: Literacy Learning Specialists and 3L Team - Build capacity of staff to implement functional language strategies across CAT areas from the 3L program ii) Who: English Curriculum Area Team - Implement and use Essential Assessment as diagnostic tool to promote student growth & self-regulation.			
Outcomes	i) - Teachers adopt literacy strategies from 3L relevant to their discipline areas. - Teachers understand and use common language and concepts to discuss text comprehension and composition across discipline areas. ii) - Implement and use Essential Assessment as diagnostic tool to promote student growth & self-regulation.			
Success Indicators	i) - Strategies from 3L starting to be embedded in curriculum, assessment and teaching practices across discipline areas. ii) - Students complete Reading and Writing Essential Assessment as per the WHS testing schedule - Replace On Demand testing and access via data dashboard			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
2023 Develop and implement a whole school literacy plan with a particular emphasis on writing and vocabulary. - Continue providing 3L training to identified staff - Review and evaluate impactful literacy strategies to be presented to relevant learning areas - All English teachers have students complete testing for Reading and Writing data for data dashboard	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <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
KIS 2.c Evidence-based high-impact teaching strategies	Enhance the whole school approach to the effective teaching of mathematics			
Actions	<ul style="list-style-type: none"> i) Who: Mathematics Learning Specialist <ul style="list-style-type: none"> - Implementation of an updated numeracy program in all Y7-9 mathematics classrooms ii) Who: Mathematics Learning Specialist, Teaching and Learning -Learning Specialists <ul style="list-style-type: none"> - Creation of a structured system of learning walks in mathematics classrooms to promote teacher effectiveness (cross-campus) iii) Who: Mathematics Learning Specialist <ul style="list-style-type: none"> - Build the capacity of mathematics staff to differentiate effectively iv) Who: Mathematics Learning Specialist <ul style="list-style-type: none"> - Build the capacity of parents/guardians to support their children in their mathematics growth 			
Outcomes	<ul style="list-style-type: none"> i) <ul style="list-style-type: none"> - Structured numeracy program that is evident in curriculum documentation - Students are able to self-assess their mathematical understanding using a range of resources - Improved student capacity to engage with worded and unfamiliar problems ii) <ul style="list-style-type: none"> - Teachers value the learning walk process and are willing to make time to visit other classes and receive visits from their colleagues - Improved teacher capacity iii) <ul style="list-style-type: none"> - Teachers have a greater understanding of the mathematics L1-10A curriculum and the sequence of skills across these levels - Teachers have a greater capacity to differentiate at least one year level above and below the year level they teach iv) <ul style="list-style-type: none"> - Parents have a greater understanding of the mathematics procedures at WHS - Parents understand how Mathspace works and can use it to support their children in tracking their mathematics growth 			

Success Indicators	i) <ul style="list-style-type: none"> - Mathematics teachers consistently implementing the numeracy program across the year - Students regularly completing problem solving and application tasks - Students regularly using Mathspace Skills to self-assess their learning and to improve their mathematical understanding ii) <ul style="list-style-type: none"> - Teachers from both campuses engaging in learning walks based on a pre-designed focus iii) <ul style="list-style-type: none"> - Developmental rubrics for each mathematics strand have been created and disseminated to each mathematics staff member - PL has been provided on how to use developmental rubrics and engage with strategies to differentiate for these different levels - Y7-10 Mathematics staff are engaging with unit outlines of year levels above and below the year level they teach iv) <ul style="list-style-type: none"> - Parent/carers seminar has been run to provide teaching for parents in how to support their students mathematics' growth - Parent/Carer updates are regularly sent throughout the year to provide learning and guidance for mathematics support of their child 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
2023 Capacity building of all mathematics staff with PL focused on; <ul style="list-style-type: none"> - Team teaching. - Effective use of the numeracy period. - Peer observation - Whole school and teaching team's moderation of assessments. 	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <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
Goal 3	Enhance student engagement in their learning.			

12 Month Target 3.1	<p>Goal 3: Enhance student engagement in their learning.</p> <p>Target 3.1: By 2023, the percentage of positive responses in the Attitudes to School Survey, to increase for: Student voice and agency to 42%, Stimulated learning to 53%, Self-regulation and goal setting to 60%, Differentiated learning challenge to 56%, Motivation and interest to 57%,</p>
12 Month Target 3.2	<p>Goal 3: Enhance student engagement in their learning.</p> <p>Target 3.2: By 2023, decrease the percentage of students with 20+ absence days to 23% in 2023 (aside from mandated isolation reasons)</p>
12 Month Target 3.3	<p>Goal 3: Enhance student engagement in their learning.</p> <p>Target 3.3: By 2023, the percentage of positive responses in the School Staff Survey, to increase for: Believe evaluating impact improves practice to 61%, Use student feedback to improve practice to 58%, Promote student ownership of learning goals 66%.</p>
KIS 3.a Empowering students and building school pride	Strengthen student voice and capabilities to be agents of their own learning.
Actions	<p>i) Who: Pathways & Transition Leader and Careers Co-ordinator (Bayview Campus)</p> <ul style="list-style-type: none"> - Strengthen Career Education where Year 9-12 students engage in Careers Education and complete Career Action Plans embedded into the Home group Curriculum to ensure appropriate subject and course selection decisions are made at each year level. <p>ii) Who: Teaching and Learning -Learning Specialists</p> <ul style="list-style-type: none"> - Student feedback to inform practice
Outcomes	<p>i)</p> <ul style="list-style-type: none"> - Students will reflect on their strengths and abilities, subjects and future choices. Students will be better prepared for their course selection. Staff and leaders will be aware of the importance of CAP completion and Career Education via email and careers newsletters. <p>ii)</p> <ul style="list-style-type: none"> - VERSO tool purchased and Professional Learning provided

Success Indicators	i) - My Career Portfolio CAP completion data by Year level, by Home group and individual. ii) - Staff engaging in use of VERSO across classes.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
2023 - Information at Year level assemblies, Course Selection and Careers website information during Homegroup lessons. - Creating and implementing developmental assessments for students that allow ZPD starting points and extension for all students. - Increasing student agency and ensuring students can understand their role in self-regulation through the use of consistent language by teachers. - Fostering a growth mindset in WHS students. - Student learning goals.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Careers Leader/Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <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
KIS 3.b Empowering students and building school pride	Enhance a culture of pride and achievement in learning.			
Actions	i) Who: Team Leaders - Student achievement acknowledged and celebrated. Student voice obtained to inform how we celebrate student achievement. - Implementation of student attendance improvement plans. ii) Who: Inclusive Education Leader, Academic Enhancement Leaders - Alumni Mentors Program (Pasco) in place.			

	iii) Who: Assistant Principals - Establish attendance processes and protocols that ensure tier 2 and tier 3 attendance students receive support			
Outcomes	i) - Students recognise the success of others. Teachers acknowledging student success. ii) - Teachers recommending Alumni Mentors Program to students and their parents. More students staying back in the library after school to collaborate with other students and to seek help from the Mentors. iii) - The school community are aware of the impact of student absence on achievement. - Increase in attendance of tier 3 students			
Success Indicators	i) - Increased positive posts in relation to student achievement, awards issued at assemblies and graduation. ii) - Survey students and staff about the Alumni Mentors program. Weekly attendance figures for extended library hours are noted. Feedback from Alumni Mentors is gathered. iii) - Decrease in student absence.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
2023 Build the capacity of all teachers to adopt a culture of high expectations in every classroom, where teachers work collaboratively with students to ensure the pursuit of academic growth for students is a priority and academic excellence is acknowledged and celebrated. Specifically focused on; - Student feedback in selected groups to guide school strategies to recognise student excellence. - Celebration assemblies - year level and whole school. - Student achievement awards.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

- Student voice obtained to inform how best to celebrate student achievement - Re-engagement Coordinator taking an active approach in supporting Tier 3 attendance concerns					<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 4	Strengthen the social and emotional wellbeing of all students.				
12 Month Target 4.1	Goal 4: Strengthen the social and emotional wellbeing of all students. Target 4.1: By 2023, the percentage of positive responses in the Attitudes to School Survey to increase for: Advocate of school to 66.5%, Respect for diversity to 46.5%, Perceptions of LGBTIQ+ to 33.5%, Managing bullying to 51%, Teacher concern to 38%.				
12 Month Target 4.2	Goal 4: Strengthen the social and emotional wellbeing of all students. Target 4.2: By 2023, the percentage of positive responses in the Parent Opinion Survey to increase for: Stimulated learning to 78%, Student motivation to 67%, Parent community engagement - parent participation and involvement to 68%, Promoting positive behaviour to 84%, Student voice and agency to 77%, Teacher communication to 67%				
12 Month Target 4.3	Goal 4: Strengthen the social and emotional wellbeing of all students. Target 4.3: By 2023, increase the positive response percentages on the School Staff Survey for: Support growth and learning of whole students to 55%, Believe student engagement is the key to 84%				
KIS 4.a Health and wellbeing	Refine and embed effective structures and processes to support student wellbeing.				
Actions	i) Who: Assistant Principals, Team Leaders - Embed SWPBS processes and protocols to support all students and staff.				
Outcomes	i) - Staff are aware of processes and procedures at school and consistently follow them - Students are aware of the work and actions the school are taking to support wellbeing and schoolwide behaviour - Clearly defined Wellbeing Team that Tier 2 & 3 wellbeing matters are viewed and addressed by				

Success Indicators	i) - Increased responses on AtSS data for: Advocate of school, Perceptions of LGBTIQ+, Managing bullying, Teacher concern			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
2023 A range of initiatives will be explored to develop and implement an effective wellbeing program focused on; - PL for staff at a curriculum day. - Embedding SWPBS classroom observations - Running of focus group for students - PD on building positive relationships with students - Continued focus on Tiered Responses and SWPBS tools - Ensure WHS attendance processes are in line with DET policies and consistently followed across the school. Clear role clarity for all staff involved in attendance. Implementation of Re-Engagement Coordinator. Strengthening of school/community partnerships to improve attendance.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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
KIS 4.b Building practice excellence	Develop and implement a strategy to embed the wellbeing capabilities across the school.			
Actions	i) Who: Team Leaders, Assistant Principals - Embed a tiered social regulation / engagement model (Schoolwide Positive Behaviour Support SWPBS) framework ii) Who: Team Leaders, Assistant Principals - Further embed and refine the Resilience, Rights and Respectful Relationships curriculum			
Outcomes	i) - PL in staff meetings. Attitudes to school survey: teacher concern School staff survey: Student engagement is key ii)			

	<ul style="list-style-type: none">- Homegroup teacher survey.- Student pulse survey.- Feedback from student leaders and students after incursion				
Success Indicators	i) and ii) <ul style="list-style-type: none">- Student Engagement and Wellbeing processes are in place to support all students, with a specific focus on;<ul style="list-style-type: none">- SWPBS.- 4Rs,- Dynamic homegroup curriculum in place.				
Activities and Milestones		People Responsible	Is this a PL Priority	When	Funding Streams
2023 i) Explicit professional development of SWBPS in teacher staff meetings. Consistent implementation of classroom systems by teachers in their classrooms ii) 4Rs lesson imbedded across whole school HG curriculum. Incursions with Wellbeing focus specific to each cohort taking place across the whole school. Students feedback received via survey's to help improve HG curriculum content and experience. iii) WHS incursions map completed for 2023 iv) Role clarity for homegroup teachers		<ul style="list-style-type: none">✔ Assistant Principal✔ Learning Specialist(s)✔ Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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
KIS 4.c Health and wellbeing	Strengthen and embed the Respectful Relationships initiative.				
Actions	i) Who: Team Leaders <ul style="list-style-type: none">- Continue implementation of Resilience, Rights and Respectful Relationship (4Rs) ii) Who: Assistant Principals <ul style="list-style-type: none">- Further strengthen and embed the WHS 'Statement of inclusivity'.				

Outcomes	i) <ul style="list-style-type: none"> - Updated 4Rs action plan. - Refinement of 4Rs executive committee. - Increased parent involvement, education and understanding of the 4Rs framework and school programs. - Alignment of 4Rs with HG curriculum ii) <ul style="list-style-type: none"> - Increased school community awareness and understanding of statement of inclusivity and its purpose. - Support for students undergoing gender affirmation support plans. 			
Success Indicators	i) <ul style="list-style-type: none"> - Completion of actions from 4R's action plan. - 4Rs team has members from all areas of the school. - 4Rs parent communication/workshops occur. - Attendance at workshops ii) <ul style="list-style-type: none"> - Gender affirmation plans in place. - Improved whole school understanding. - Pronouns on compass. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
2023 Build the capacity of all staff to make WHS a safe space for students, families and teachers through the 4Rs initiative, with a specific focus on; <ul style="list-style-type: none"> - Increased understanding of inclusivity for the school community through homegroup curriculum - 4Rs parent workshops. - Curriculum day - Staff PL 	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$97,677.60	\$480,000.00	-\$382,322.40
Disability Inclusion Tier 2 Funding	\$226,654.13	\$218,000.00	\$8,654.13
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$324,331.73	\$698,000.00	-\$373,668.27

Activities and Milestones – Total Budget

Activities and Milestones	Budget
2023 WHS will actively implement DET priorities, specifically the MYLNs project, the TLI and our own programs. Capacity building activities will be provided for teachers focused on; - WHS Data Dashboard development and staff PL to access and use to inform teacher practice. - Student growth activities for extension, intervention and catch up due to RaFL.	\$430,000.00
2023 Develop and implement a whole school literacy plan with a particular emphasis on writing and vocabulary. - Continue providing 3L training to identified staff - Review and evaluate impactful literacy strategies to be presented to relevant learning areas - All English teachers have students complete testing for Reading and Writing data for data dashboard	\$30,000.00
2023 Capacity building of all mathematics staff with PL focused	\$20,000.00

on; - Team teaching. - Effective use of the numeracy period. - Peer observation - Whole school and teaching team's moderation of assessments.	
Totals	\$480,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
2023 WHS will actively implement DET priorities, specifically the MYLNs project, the TLI and our own programs. Capacity building activities will be provided for teachers focused on; - WHS Data Dashboard development and staff PL to access and use to inform teacher practice. - Student growth activities for extension, intervention and catch up due to RaFL.	from: Term 1 to: Term 4	\$430,000.00	<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)
2023 Develop and implement a whole school literacy plan with a particular emphasis on writing and vocabulary. - Continue providing 3L training to identified staff - Review and evaluate impactful literacy strategies to be presented	from: Term 1 to: Term 4	\$30,000.00	<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)

to relevant learning areas - All English teachers have students complete testing for Reading and Writing data for data dashboard			
2023 Capacity building of all mathematics staff with PL focused on; - Team teaching. - Effective use of the numeracy period. - Peer observation - Whole school and teaching team's moderation of assessments.	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)
Totals		\$480,000.00	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Inclusive Education	
Totals	\$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Inclusive Education			
Totals		\$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Inclusive Education		\$218,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Teachers <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Leading Teacher <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> Other

			Resources for students
Totals		\$218,000.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Inclusive Education			
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>2023</p> <p>PL to improve the quality of teaching at WHS and ensure a guaranteed and viable curriculum is in place focused on;</p> <ul style="list-style-type: none"> - PL sessions & CAT sessions on peer observation. - Moderation. - HITS - The agreed Instructional Model. - Mechanisms to allow curriculum audits to occur - A whole-school curriculum day organised with a focus on Responsive Teaching. 	<ul style="list-style-type: none"> ✓ Assistant Principal ✓ Curriculum Co-ordinator (s) ✓ Leadership Team ✓ Leading Teacher(s) ✓ Learning Specialist(s) ✓ Principal 	<p>from:</p> <p>Term 1</p> <p>to:</p> <p>Term 4</p>	<ul style="list-style-type: none"> ✓ Moderated assessment of student learning ✓ Peer observation including feedback and reflection ✓ Student voice, including input and feedback 	<ul style="list-style-type: none"> ✓ Whole School Pupil Free Day ✓ Professional Practice Day ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ Internal staff ✓ External consultants <p>Bronwyn Jones</p> <ul style="list-style-type: none"> ✓ Pedagogical Model ✓ High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> ✓ On-site
<p>2023</p> <p>Capacity building of all mathematics staff with PL focused on;</p> <ul style="list-style-type: none"> - Team teaching. - Effective use of the numeracy period. - Peer observation - Whole school and teaching team's moderation of assessments. 	<ul style="list-style-type: none"> ✓ Learning Specialist(s) ✓ Numeracy Leader 	<p>from:</p> <p>Term 1</p> <p>to:</p> <p>Term 4</p>	<ul style="list-style-type: none"> ✓ Planning ✓ Moderated assessment of student learning ✓ Peer observation including feedback and reflection 	<ul style="list-style-type: none"> ✓ Whole School Pupil Free Day ✓ Professional Practice Day ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ Internal staff ✓ Learning Specialist ✓ Pedagogical Model ✓ High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> ✓ On-site

<p>2023</p> <p>A range of initiatives will be explored to develop and implement an effective wellbeing program focused on;</p> <ul style="list-style-type: none"> - PL for staff at a curriculum day. - Embedding SWPBS classroom observations - Running of focus group for students - PD on building positive relationships with students - Continued focus on Tiered Responses and SWPBS tools - Ensure WHS attendance processes are in line with DET policies and consistently followed across the school. <p>Clear role clarity for all staff involved in attendance.</p> <p>Implementation of Re-Engagement Coordinator.</p> <p>Strengthening of school/community partnerships to improve attendance.</p>	<ul style="list-style-type: none"> ✓ Assistant Principal ✓ Learning Specialist(s) ✓ Wellbeing Team 	<p>from:</p> <p>Term 1</p> <p>to:</p> <p>Term 4</p>	<ul style="list-style-type: none"> ✓ Curriculum development ✓ Formalised PLC/PLTs ✓ Student voice, including input and feedback 	<ul style="list-style-type: none"> ✓ Whole School Pupil Free Day ✓ Professional Practice Day ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ Internal staff ✓ High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> ✓ On-site
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