

# 2022 Annual Implementation Plan

## for improving student outcomes

Baden Powell P-9 College (5315)



BADEN POWELL COLLEGE

Submitted for review by Vicki Minton (School Principal) on 16 March, 2022 at 09:33 AM  
Endorsed by Alex Artavilla (Senior Education Improvement Leader) on 29 March, 2022 at 07:58 AM  
Endorsed by Simone Lockwood (School Council President) on 29 March, 2022 at 10:51 PM

# Self-evaluation Summary - 2022

Baden Powell P-9 College (5315)

|                       | FISO 2.0 Dimensions  | Self-evaluation Level | Evidence and Analysis  |
|-----------------------|--|-----------------------|--|
| Teaching and Learning | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs   | Evolving              | We are evolving in this area. There have been some good structures and foundations in place but we need to continue to add rigour to these and embed our practices.<br>We have a documented College Instructional Model, Lessons Structures, PLT Cycle, Scope and sequence and GVC documentation in Literacy and Numeracy. |
|                       | 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 |                       |  |

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| <b>Assessment</b> | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Evolving | <p>As noted in previous section we have a college wide documented PLC cycle. Staff have had professional development on this and leaders are actively involved at PLT meetings to support staff and drive the work. The focus this year is on using data to inform planning and differentiation.</p> <p>We have a college wide assessment schedule and the PLT cycle outlines the use of pre and post assessment data analysis to drive the conversations and differentiation of the learning tasks. Staff are getting more consistent in administrating tasks, tracking and analysing the data. There are college wide processes for recording the data and uploading it in SPA.</p> <p>This year we are also implementing college wide visible student learning goal system. So students know the goal they are working on and strategies that will help them achieve this.</p> |
|                   | Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.                             |          |   |

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| <b>Leadership</b> | The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Evolving | There is work to be done at Baden Powell on a shared vision and goals. In 2021 we went through a college wide consultation process to define our values for the college. A Matrix of expectation was developed. This will be implemented this year in partnership with explicitly teaching our values to our students.<br>Generally speaking our students are compliant but further work needs to be done to build staff capacity with behaviour managements strategies, positive reinforcement/acknowledgement and a college wide reward system.<br>Our Individual Education Plan expectations have been documented for a college wide consistent approach and visible learning goals in all classrooms. |
|                   | 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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| <b>Engagement</b> | Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school                                    | Evolving | There are some practices in place in this area but more work needed. There have been student leadership systems in place previously but this has not been documented or reviewed. There needs to be a focus on what is in place and how well it is working rather than repeating this from year to year. The Early Act and Interact Programs have been impacted by COVID and remote learning in the last two years. They have led some work with students voice to make an impact to our school community and applied for grants but this has not been completed. This year the focus will be on reviewing the work that has been started and get actions completed before starting anything new. The current model also needs to be adjusted to better align with the DET amplify documentation.<br>The connection between the school and families has also been impacted in the last two years with parents not being able to attend onsite. We are hoping this year we can begin to enhance the communities connection to the college. One way to do this is celebrate our Derrimut Heath Campuses 30 birthday. |
|                   | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school |          |  |

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| <b>Support</b> | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion                                      | Evolving | The Tutor Learning Initiative has been successful at Baden Powell College. A large number of students have been included in and impacted by the program. Experienced staff have been placed in these roles to further add to the impact of the program. Baden Powell has a well regarded EAL program, with teaching and ES staff used to work with small groups of students to develop their language skills and support their academic success. Our wellbeing team this year will continue to focus on being more proactive than reactive. Identifying specific behaviour concerns and running social skills groups to support students social development. The college work closely with outside agencies and external providers. |
|                | 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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| <b>Enter your reflective comments</b> | <p>In 2021 the College Leadership team worked very hard to get consistent practices developed, documented and communicated to all key stakeholders. There has also been a focus on VRQA compliance as there was a significant deficit of policies and documentation in place at Baden Powell College.</p> <p>Now that this documentation had been developed with staff input the focus will shift to embed these practices and to continue to review and refine them moving forward.</p> |
| <b>Considerations for 2022</b>        | <p><b>Teaching and Learning:</b><br/>Continuing a focus on Reading and ensuring the work we started in 2021 is embedded in teacher practice. Implementing the PLC Cycle across all teams, ensuring teams are using data to drive their practice. Classroom Libraries and Independent reading embedded across the college.</p> <p><b>Assessment:</b><br/>Deeper focus on pre and post assessment practices and each PLT using this data to better drive differentiation in their</p>      |

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|   | <p>practice.</p> <p>Leadership:<br/>         College wide approach to positive reinforcement and reward system.<br/>         Building staff and ES capacity with behaviour management.<br/>         Values explicitly taught across the college in all classrooms.</p> <p>Engagement:<br/>         College practices with students leadership reviewed and updated in this area and better aligned with DET Amplify.<br/>         After two years of COVID begin to rebuild community consecutiveness with the college.<br/>         Proactive approach to students behaviour and engagement.</p> |
| <b>Documents that support this plan</b> |   |

## SSP Goals Targets and KIS

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| <b>Goal 1</b>  | <p><b>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;</b><br/>         Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p> |
| <b>Target 1.1</b>  | Support for the 2022 Priorities  |
| <b>Key Improvement Strategy 1.a</b><br>Priority 2022 Dimension | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy   |
| <b>Key Improvement Strategy 1.b</b><br>Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable  |
| <b>Goal 2</b>  | To maximise learning growth and achievement for all students   |
| <b>Target 2.1</b>  | <p>By 2023 increase the percentage of students above benchmark growth in NAPLAN.</p> <p>Year 5</p> <ul style="list-style-type: none"> <li>• Reading to increase from 18% (2019) to 30% or above</li> <li>• Writing to increase from 10% (2019) to 21% or above</li> </ul> <p>Year 9</p> <ul style="list-style-type: none"> <li>• Writing to increase from 12% (2019) to 20% or above</li> <li>• Numeracy to increase from 17% (2019) to 25% or above</li> </ul>  |



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| <p><b>Target 2.2</b></p>  | <p>By 2023 increase the percentage of students achieving in the top two bands in NAPLAN</p> <p>Year 5</p> <ul style="list-style-type: none"> <li>• Reading from 20% (2019) to 34% or above</li> <li>• Numeracy from 17% (2019) to 31% or above</li> </ul> <p>Year 9</p> <ul style="list-style-type: none"> <li>• Reading from 13% (2019) to 22% or above</li> <li>• Numeracy from 12% (2019) to 20% or above</li> </ul> |
| <p><b>Target 2.3</b></p>  | <p>By 2023 increase the percentage of students across the school (<b>Prep to Year 6</b>) achieving above level in teacher judgement.</p> <ul style="list-style-type: none"> <li>• Reading from 23% (2019) to 28% or above</li> <li>• Number and algebra 16% (2019) to 20% or above</li> <li>• Writing from 13% (2019) to 17% or above</li> </ul>  |
| <p><b>Key Improvement Strategy 2.a</b><br/>Building practice excellence</p>                   | <p>Develop collaborative practices between and across the college to build collective responsibility for improved student outcomes</p>  |
| <p><b>Key Improvement Strategy 2.b</b><br/>Evaluating impact on learning</p>                  | <p>Build the capacity of all leaders and teachers to hold themselves and others to account for improved student learning outcomes</p>   |
| <p><b>Key Improvement Strategy 2.c</b><br/>Evidence-based high-impact teaching strategies</p> | <p>Embed consistent instructional practices across the college</p>  |

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| <b>Goal 3</b>                       | To improve student engagement and learner agency   |
| <b>Target 3.1</b>                   | <p>By 2023 increase the percentage of positive endorsement in the student AToSS:</p> <ul style="list-style-type: none"> <li>• Student voice and agency (Years 4–6) 61% (2019) to 75% or above</li> <li>• Sense of confidence from (Years 4–6) 72% (2019) to 85% or above</li> <li>• Self–regulation and goal setting from 75% (2019) to 82% or above</li> </ul> <p>By 2023, reduce the percentage of students who are absent for more than 20 days:</p> <ul style="list-style-type: none"> <li>• 36% (2019) to 31% across the College</li> </ul> |
| <b>Target 3.2</b>                   | <p>By 2023 increase the percentage of positive endorsement in the POS</p> <ul style="list-style-type: none"> <li>• Teacher communication from 74% (2019) to 80% or above</li> <li>• Stimulating learning environment from 73% (2019) to 80% or above</li> </ul>  |
| <b>Target 3.3</b>                   | <p>By 2023 increase the percentage of positive endorsement in the SSS.</p> <ul style="list-style-type: none"> <li>• Collective efficacy from 51% (2019) to 75% or above</li> <li>• Academic emphasis from 49% (2019) to 75% or above</li> <li>• Teacher collaboration from 44% (2019) to 70% or above</li> </ul>   |
| <b>Key Improvement Strategy 3.a</b> | Build teacher capacity to activate student voice and learner agency  |

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| Building practice excellence   |  |
| <b>Key Improvement Strategy 3.b</b><br>Intellectual engagement and self-awareness    | Enhance learning partnerships so students become independent and self-regulating learners  |
| <b>Key Improvement Strategy 3.c</b><br>Empowering students and building school pride | Develop students as active and empowered learners  |
| <b>Goal 4</b>  | To improve social and emotional wellbeing for all students   |
| <b>Target 4.1</b>  | By 2023 increase the percentage of positive endorsement in the student AToSS. <ul style="list-style-type: none"> <li>• Managing bullying from 63% (2019) to 76% or above</li> <li>• Teacher concern from 63% (2019) to 72% or above</li> <li>• Resilience from 65% (2019) to 75% or above</li> </ul> |
| <b>Target 4.2</b>  | By 2023 increase the percentage of positive endorsement in the SSS. <ul style="list-style-type: none"> <li>• Parent and community involvement from 53% (2019) to 65% or above</li> <li>• Shielding and buffering from 31% (2019) to 60% or above</li> </ul>  |
| <b>Target 4.3</b>  | By 2023 increase the percentage of positive endorsement in the POS. <ul style="list-style-type: none"> <li>• Confidence and resiliency from 78% (2019) to 85% or above</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• Positive transitions from 77% (2019) to 85% or above</li> </ul> |
| <b>Key Improvement Strategy 4.a</b><br>Health and wellbeing               | Build staff capacity to support student social and emotional learning needs                              |
| <b>Key Improvement Strategy 4.b</b><br>Curriculum planning and assessment | Integrate social and emotional wellbeing into the college curriculum                                     |
| <b>Key Improvement Strategy 4.c</b><br>Parents and carers as partners     | Embed a culture of social and emotional wellbeing through the college community                          |

## Select Annual Goals and KIS

| Four Year Strategic Goals  | Is this selected for focus this year? | Four Year Strategic Targets  | 12 month target  |
|--|---------------------------------------|--|--|
| <p><b>2022 Priorities Goal</b></p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p> | Yes                                   | Support for the 2022 Priorities  | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>In 2021, the TLI data reflected:</p> <p>Semester 1 - 138 students who participated in the tutoring program all progressed on average 3 Fountas &amp; Pinell levels.</p> <p>Semester 2<br/>64 students who participated in the tutoring program all progressed on average 3 Fountas &amp; Pinell levels.</p> <p>2022 Target:<br/>For all students on the TLI program to progress at least two Fountas and Pinell reading levels.</p> <p>65% of Year 8 and 9 students in the MYLNS program will show 12 months of relative growth in 12 months.</p> |
| To maximise learning growth and achievement for all students   | Yes                                   | <p>By 2023 increase the percentage of students above benchmark growth in NAPLAN.</p> <p>Year 5</p> <ul style="list-style-type: none"> <li>Reading to increase from 18% (2019) to 30% or above</li> </ul> | <p>In 2022 increase the percentage of students above benchmark growth in NAPLAN.</p> <p>Year 5</p>   |

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|  |  | <ul style="list-style-type: none"> <li>• Writing to increase from 10% (2019) to 21% or above</li> </ul> <p>Year 9</p> <ul style="list-style-type: none"> <li>• Writing to increase from 12% (2019) to 20% or above</li> <li>• Numeracy to increase from 17% (2019) to 25% or above</li> </ul>   | <p>Reading to increase from 35% (2021) to 40% or above</p> <p>Writing to increase from 21% (2021) to 25% or above</p> <p>Year 9</p> <p>Writing to increase from 9% (2021) to 16% or above</p> <p>Numeracy to increase from 17% (2021) to 21% or above</p>   |
|  |  | <p>By 2023 increase the percentage of students achieving in the top two bands in NAPLAN</p> <p>Year 5</p> <ul style="list-style-type: none"> <li>• Reading from 20% (2019) to 34% or above</li> <li>• Numeracy from 17% (2019) to 31% or above</li> </ul> <p>Year 9</p> <ul style="list-style-type: none"> <li>• Reading from 13% (2019) to 22% or above</li> <li>• Numeracy from 12% (2019) to 20% or above</li> </ul> | <p>In 2022 increase the percentage of students achieving in the top two bands in NAPLAN</p> <p>Year 5</p> <p>Reading from 40% (2021) to 40% or above</p> <p>Numeracy from 28% (2021) to 31% or above</p> <p>Year 9</p> <p>Reading from 10% (2021) to 18% or above</p> <p>Numeracy from 11% (2021) to 18% or above</p> |
|  |  | <p>By 2023 increase the percentage of students across the school (<b>Prep to Year 6</b>) achieving above level in teacher judgement.</p> <ul style="list-style-type: none"> <li>• Reading from 23% (2019) to 28% or above</li> <li>• Number and algebra 16% (2019) to 20% or above</li> <li>• Writing from 13% (2019) to 17% or above</li> </ul>  | <p>In 2022 increase the percentage of students across the school (Prep to Year 6) achieving above level in teacher judgement.</p> <p>Reading from 25% (2021) to 28% or above</p> <p>Number and algebra 14% (2021) to 18% or above</p>   |

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|  |     |  | <p>Writing from 15% (2021) to 17% or above</p> <p>In Year 7 – 9 90% of students will show teacher judgement growth from Semester 1 to Semester 2.</p>  |
| To improve student engagement and learner agency | Yes | <p>By 2023 increase the percentage of positive endorsement in the student AToSS:</p> <ul style="list-style-type: none"> <li>• Student voice and agency (Years 4–6) 61% (2019) to 75% or above</li> <li>• Sense of confidence from (Years 4–6) 72% (2019) to 85% or above</li> <li>• Self–regulation and goal setting from 75% (2019) to 82% or above</li> </ul> <p>By 2023, reduce the percentage of students who are absent for more than 20 days:</p> <ul style="list-style-type: none"> <li>• 36% (2019) to 31% across the College</li> </ul> | <p>In 2022 increase the percentage of positive endorsement in the student AToSS:</p> <p>Student voice and agency (Years 4–6) 60% (2021) to 65% or above</p> <p>Sense of confidence from (Years 4–6) 72% (2021) to 75% or above</p> <p>Self–regulation and goal setting from 80% (2021) to 82% or above</p> <p>In 2022, reduce the percentage of students who are absent for more than 20 days:</p> <p>58% (2021) to 31% across the College</p> |
|  |     | <p>By 2023 increase the percentage of positive endorsement in the POS</p> <ul style="list-style-type: none"> <li>• Teacher communication from 74% (2019) to 80% or above</li> <li>• Stimulating learning environment from 73% (2019) to 80% or above</li> </ul>  | <p>In 2022 increase the percentage of positive endorsement in the POS</p> <p>Teacher communication from 68% (2021) to 75% or above</p> <p>Stimulating learning environment from 73% (2021) to 78% or above</p>   |
|  |     | <p>By 2023 increase the percentage of positive endorsement in the SSS.</p>   | <p>In 2022 increase the percentage of positive endorsement in the SSS.</p>   |

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|  |     | <ul style="list-style-type: none"> <li>• Collective efficacy from 51% (2019) to 75% or above</li> <li>• Academic emphasis from 49% (2019) to 75% or above</li> <li>• Teacher collaboration from 44% (2019) to 70% or above</li> </ul>   | <p>Collective efficacy from 58% (2021) to 65% or above</p> <p>Academic emphasis from 50% (2021) to 55% or above</p> <p>Teacher collaboration from 47% (2021) to 55% or above</p>   |
| To improve social and emotional wellbeing for all students | Yes | <p>By 2023 increase the percentage of positive endorsement in the student AToSS.</p> <ul style="list-style-type: none"> <li>• Managing bullying from 63% (2019) to 76% or above</li> <li>• Teacher concern from 63% (2019) to 72% or above</li> <li>• Resilience from 65% (2019) to 75% or above</li> </ul> | <p>In 2022 increase the percentage of positive endorsement in the student AToSS.</p> <p>Managing bullying from 65% (2021) to 70% or above</p> <p>Teacher concern from 68% (2021) to 70% or above</p> <p>Resilience from 64% (2021) to 70% or above</p> |
|  |     | <p>By 2023 increase the percentage of positive endorsement in the SSS.</p> <ul style="list-style-type: none"> <li>• Parent and community involvement from 53% (2019) to 65% or above</li> <li>• Shielding and buffering from 31% (2019) to 60% or above</li> </ul>  | <p>In 2022 increase the percentage of positive endorsement in the SSS.</p> <p>Parent and community involvement from 66% (2021) to 70% or above</p> <p>Shielding and buffering from 51% (2021) to 55% or above</p>                                      |
|  |     | <p>By 2023 increase the percentage of positive endorsement in the POS.</p> <ul style="list-style-type: none"> <li>• Confidence and resiliency from 78% (2019) to 85% or above</li> </ul>  | <p>In 2022 increase the percentage of positive endorsement in the POS.</p> <p>Confidence and resiliency from 79% (2021) to 82% or above</p>  |



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|  |  | <ul style="list-style-type: none"> <li>• Positive transitions from 77% (2019) to 85% or above</li> </ul> | Positive transitions from 81% (2021) to 85% or above |
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| <b>Goal 1</b>                           | <p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;<br/>         Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p> |   |
| <b>12 Month Target 1.1</b>              | <p>In 2021, the TLI data reflected:</p> <p>Semester 1 - 138 students who participated in the tutoring program all progressed on average 3 Fountas &amp; Pinell levels.</p> <p>Semester 2<br/>         64 students who participated in the tutoring program all progressed on average 3 Fountas &amp; Pinell levels.</p> <p>2022 Target:<br/>         For all students on the TLI program to progress at least two Fountas and Pinell reading levels.</p> <p>65% of Year 8 and 9 students in the MYLNS program will show 12 months of relative growth in 12 months.</p>  |   |
| <b>Key Improvement Strategies</b>       |   | Is this KIS selected for focus this year? |
| <b>KIS 1</b><br>Priority 2022 Dimension | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy  | Yes                                       |
| <b>KIS 2</b><br>Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable   | Yes                                       |

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| <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>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.</p>  |
| <p><b>Goal 2</b></p>   | <p>To maximise learning growth and achievement for all students</p>  |
| <p><b>12 Month Target 2.1</b></p>  | <p>In 2022 increase the percentage of students above benchmark growth in NAPLAN.</p> <p>Year 5<br/> Reading to increase from 35% (2021) to 40% or above<br/> Writing to increase from 21% (2021) to 25% or above</p> <p>Year 9<br/> Writing to increase from 9% (2021) to 16% or above<br/> Numeracy to increase from 17% (2021) to 21% or above</p> |
| <p><b>12 Month Target 2.2</b></p>  | <p>In 2022 increase the percentage of students achieving in the top two bands in NAPLAN</p> <p>Year 5<br/> Reading from 40% (2021) to 40% or above<br/> Numeracy from 28% (2021) to 31% or above</p> <p>Year 9<br/> Reading from 10% (2021) to 18% or above<br/> Numeracy from 11% (2021) to 18% or above</p>  |
| <p><b>12 Month Target 2.3</b></p>  | <p>In 2022 increase the percentage of students across the school (Prep to Year 6) achieving above level in teacher judgement.</p> <p>Reading from 25% (2021) to 28% or above</p> <p>Number and algebra 14% (2021) to 18% or above</p> <p>Writing from 15% (2021) to 17% or above</p>   |

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|   | In Year 7 – 9 90% of students will show teacher judgement growth from Semester 1 to Semester 2.  |   |
| <b>Key Improvement Strategies</b>   |  | Is this KIS selected for focus this year? |
| <b>KIS 1</b><br>Building practice excellence  | Develop collaborative practices between and across the college to build collective responsibility for improved student outcomes  | No  |
| <b>KIS 2</b><br>Evaluating impact on learning   | Build the capacity of all leaders and teachers to hold themselves and others to account for improved student learning outcomes   | Yes                                       |
| <b>KIS 3</b><br>Evidence-based high-impact teaching strategies  | Embed consistent instructional practices across the college  | 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. | <p>We have been working to document college wide consistent practices to improve student outcomes. The structures and documentation are in place for this. This includes an instructional model, GVC in Literacy and Numeracy, Lesson structures and a PLT cycle.</p> <p>As the last two years have been disrupted with COVID more time is required to embed this work before moving on to new priorities.</p> |   |
| <b>Goal 3</b>   | To improve student engagement and learner agency   |   |
| <b>12 Month Target 3.1</b>  | <p>In 2022 increase the percentage of positive endorsement in the student AToSS:</p> <p>Student voice and agency (Years 4–6) 60% (2021) to 65% or above</p> <p>Sense of confidence from (Years 4–6) 72% (2021) to 75% or above</p> <p>Self-regulation and goal setting from 80% (2021) to 82% or above</p> <p>In 2022, reduce the percentage of students who are absent for more than 20 days:</p>             |   |

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|   | 58% (2021) to 31% across the College   |   |
| <b>12 Month Target 3.2</b>                                    | In 2022 increase the percentage of positive endorsement in the POS<br>Teacher communication from 68% (2021) to 75% or above<br>Stimulating learning environment from 73% (2021) to 78% or above  |   |
| <b>12 Month Target 3.3</b>                                    | In 2022 increase the percentage of positive endorsement in the SSS.<br>Collective efficacy from 58% (2021) to 65% or above<br>Academic emphasis from 50% (2021) to 55% or above<br>Teacher collaboration from 47% (2021) to 55% or above |   |
| <b>Key Improvement Strategies</b>                             |  | Is this KIS selected for focus this year? |
| <b>KIS 1</b><br>Building practice excellence                  | Build teacher capacity to activate student voice and learner agency  | No  |
| <b>KIS 2</b><br>Intellectual engagement and self-awareness    | Enhance learning partnerships so students become independent and self-regulating learners  | No  |
| <b>KIS 3</b><br>Empowering students and building school pride | Develop students as active and empowered learners  | Yes                                       |

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| <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>Student engagement and learner agency needs to be more focussed at BPC. There are things in place but some student roles have no responsibilities. There needs to be a review of this to ensure that the work is targeted and purposeful.</p> <p>BPC has run an Early Act and Inter Act program for students nt voice and connections to community. They have started a number of actions and projects but have not been able to see these through due to periods of remote learning. We need to see competition of previous actions before new projects are commenced.</p> <p>The focus needs to shift to learner agency. This is a focus with a starting point of targeted conferences and visual learning goals for all students across the college.</p> |  |
| <p><b>Goal 4</b></p>   | <p>To improve social and emotional wellbeing for all students</p>  |  |
| <p><b>12 Month Target 4.1</b></p>  | <p>In 2022 increase the percentage of positive endorsement in the student AToSS.</p> <p>Managing bullying from 65% (2021) to 70% or above</p> <p>Teacher concern from 68% (2021) to 70% or above</p> <p>Resilience from 64% (2021) to 70% or above</p>   |  |
| <p><b>12 Month Target 4.2</b></p>  | <p>In 2022 increase the percentage of positive endorsement in the SSS.</p> <p>Parent and community involvement from 66% (2021) to 70% or above</p> <p>Shielding and buffering from 51% (2021) to 55% or above</p>  |  |
| <p><b>12 Month Target 4.3</b></p>  | <p>In 2022 increase the percentage of positive endorsement in the POS.</p> <p>Confidence and resiliency from 79% (2021) to 82% or above</p> <p>Positive transitions from 81% (2021) to 85% or above</p>  |  |
| <p><b>Key Improvement Strategies</b></p>   |  | <p>Is this KIS selected for focus this year?</p> |
| <p><b>KIS 1</b><br/>Health and wellbeing</p>   | <p>Build staff capacity to support student social and emotional learning needs</p>   | <p>Yes</p>                                       |

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| <b>KIS 2</b><br>Curriculum planning and assessment  | Integrate social and emotional wellbeing into the college curriculum  | Yes |
| <b>KIS 3</b><br>Parents and carers as partners  | Embed a culture of social and emotional wellbeing through the college community   | 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. | <p>In 2021 a college wide process took place to get community buy in from all stakeholders to define our values moving forward. A matrix of expectations has been completed. This now needs to come to life and be explicitly taught across the college.</p> <p>There needs to be continued focus to move from a reactive student wellbeing model to a pro-active one. One that builds the capacity of staff and students around issues and concerning behaviour before they become big. Giving staff the capacity to respond effectively to the behaviour before it escalates.</p> |     |

## Define Actions, Outcomes and Activities

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| <p><b>Goal 1</b></p>                            | <p><b>2022 Priorities Goal</b><br/>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>                                |
| <p><b>12 Month Target 1.1</b></p>               | <p>In 2021, the TLI data reflected:</p> <p>Semester 1 - 138 students who participated in the tutoring program all progressed on average 3 Fountas &amp; Pinell levels.</p> <p>Semester 2<br/>64 students who participated in the tutoring program all progressed on average 3 Fountas &amp; Pinell levels.</p> <p>2022 Target:<br/>For all students on the TLI program to progress at least two Fountas and Pinell reading levels.</p> <p>65% of Year 8 and 9 students in the MYLNS program will show 12 months of relative growth in 12 months.</p>   |
| <p><b>KIS 1</b><br/>Priority 2022 Dimension</p> | <p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>  |
| <p><b>Actions</b></p>                           | <p>Based on the data and identified need of our students our targeted intervention programs will continue to focus on Literacy development.</p> <ul style="list-style-type: none"> <li>- Tutors and Intervention staff work with small groups of students administering the LLI program.</li> <li>- the EAL team work with targeted small groups of students to develop their English language skills, vocabulary and language experiences.</li> <li>- MYLNS Improvement Teachers participate in Peer Observation and Feedback model with a focus on the BPC Instructional Model and High Impact Teaching Strategies.</li> </ul> |

|   | - Continue to implement the MYLNS initiative through the engagement of prioritised students in structured intervention.  |                                       |                                  |  |
|---|--|---------------------------------------|----------------------------------|--|
| <b>Outcomes</b>   | All students participating in targeted intervention programs make academic growth and develop increased self confidence.   |                                       |                                  |  |
| <b>Success Indicators</b>   | <ul style="list-style-type: none"> <li>- Tutoring students uploaded into cases.</li> <li>- Baden Powell ensures that the identified number of students are included in the programs.</li> <li>- Tutoring staff identified in Edupay.</li> <li>- EAL team timetables, planners and documented meetings.</li> <li>- MYLNs data submitted to DET and students data analysed and tracked at the school level.</li> </ul> |                                       |                                  |  |
| <b>Activities and Milestones</b>  | <b>People Responsible</b>  | <b>Is this a PL Priority</b>          | <b>When</b>                      | <b>Funding Streams</b>   |
| - Tutors and Intervention staff work with small groups of students administering the LLI program.   | <input checked="" type="checkbox"/> Student(s)<br><input checked="" type="checkbox"/> Teacher(s)   | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| - the EAL team work with targeted small groups of students to develop their English language skills, vocabulary and language experiences. | <input checked="" type="checkbox"/> Student(s)<br><input checked="" type="checkbox"/> Teacher(s)   | <input type="checkbox"/> PLP Priority | from:<br>Term 1                  | \$0.00   |



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|  |   |                                       | to:<br>Term 4                    | <input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items               |
| <p>- MYLNS Improvement Teachers participate in Peer Observation and Feedback model with a focus on the BPC Instructional Model and High Impact Teaching Strategies.</p> <p>- Continue to implement the MYLNS initiative through the engagement of prioritised students in structured intervention.</p> | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Leading Teacher(s)<br><input checked="" type="checkbox"/> Learning Specialist(s)<br><input checked="" type="checkbox"/> Student(s)<br><input checked="" type="checkbox"/> Teacher(s)                   | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <b>KIS 2</b><br>Priority 2022 Dimension  | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable   |                                       |                                  |  |
| <b>Actions</b>   | In 2022 BPC will effectively mobilize available resources to support student's wellbeing and mental health, especially the most vulnerable, by:<br><br>- School employed counsellor providing one on one student counselling and targeted small group programs based on identified needs of students. |                                       |                                  |  |

|   | <ul style="list-style-type: none"> <li>- Mental Health Practitioner employed through targeted funding to support complex cases across the college.</li> <li>- All members of the wellbeing team to support families and individual students through SSS case management meetings, social skills groups, welfare checks, safety plans, risk assessments and tapping families in to relevant supports and agencies.</li> <li>- Wellbeing Assistant Principal and College Principal to support students and families with complex cases and supports.</li> </ul> |                                       |                                  |   |
|---|---|---------------------------------------|----------------------------------|---|
| <b>Outcomes</b>   | Students and families experiencing wellbeing and mental health challenges to access support by the college and through targeted external agencies.  |                                       |                                  |   |
| <b>Success Indicators</b>   | <ul style="list-style-type: none"> <li>- Case notes added in to compass as a record of events and supports offered.</li> <li>- Employment of Wellbeing staff, Well-being and Engagement Assistant Principal evident in edupay and the SRP planner.</li> <li>- Meeting minutes form Well-being meetings and Key Contact meetings.</li> </ul>   |                                       |                                  |   |
| <b>Activities and Milestones</b>  | <b>People Responsible</b>   | <b>Is this a PL Priority</b>          | <b>When</b>                      | <b>Funding Streams</b>  |
| <ul style="list-style-type: none"> <li>- School employed counsellor providing one on one student counselling and targeted small group programs based on identified needs of students.</li> <li>- Mental Health Practitioner employed through targeted funding to support complex cases across the college.</li> <li>- All members of the wellbeing team to support families and individual students through SSS case management meetings, social skills groups, welfare checks, safety plans, risk assessments and tapping families in to relevant supports and agencies.</li> <li>- Wellbeing Assistant Principal and College Principal to support students and families with complex cases and supports.</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>  | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$538,495.25<br><br><input checked="" type="checkbox"/> Equity funding will be used<br><br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <b>Goal 2</b>   | To maximise learning growth and achievement for all students  |                                       |                                  |   |

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| <p><b>12 Month Target 2.1</b></p>                     | <p>In 2022 increase the percentage of students above benchmark growth in NAPLAN.</p> <p>Year 5<br/>Reading to increase from 35% (2021) to 40% or above<br/>Writing to increase from 21% (2021) to 25% or above</p> <p>Year 9<br/>Writing to increase from 9% (2021) to 16% or above<br/>Numeracy to increase from 17% (2021) to 21% or above</p>  |
| <p><b>12 Month Target 2.2</b></p>                     | <p>In 2022 increase the percentage of students achieving in the top two bands in NAPLAN</p> <p>Year 5<br/>Reading from 40% (2021) to 40% or above<br/>Numeracy from 28% (2021) to 31% or above</p> <p>Year 9<br/>Reading from 10% (2021) to 18% or above<br/>Numeracy from 11% (2021) to 18% or above</p>   |
| <p><b>12 Month Target 2.3</b></p>                     | <p>In 2022 increase the percentage of students across the school (Prep to Year 6) achieving above level in teacher judgement.</p> <p>Reading from 25% (2021) to 28% or above</p> <p>Number and algebra 14% (2021) to 18% or above</p> <p>Writing from 15% (2021) to 17% or above</p> <p>In Year 7 – 9 90% of students will show teacher judgement growth from Semester 1 to Semester 2.</p> |
| <p><b>KIS 1</b><br/>Evaluating impact on learning</p> | <p>Build the capacity of all leaders and teachers to hold themselves and others to account for improved student learning outcomes</p>   |
| <p><b>Actions</b></p>                                 | <p>In 2022 we will build the capacity of all leaders and teachers to hold themselves and others to account for improved student learning outcomes, by:</p> <ul style="list-style-type: none"> <li>- Leadership team to review Professional Learning through Harvard University on Data Wise and train middle leaders to embed a</li> </ul>  |

|                                  |   |
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|                                  | <p>consistent approach to PLT meetings.</p> <ul style="list-style-type: none"> <li>- Ensure all essential skills of summative assessments are placed into ZPD Data tracker and/or rubric.</li> <li>- Develop a shared understanding on what information should be included in a rubric.</li> <li>- Develop a whole college data wall for the effective tracking and monitoring of all students.</li> <li>- Establish processes/structures for collecting and monitoring school-wide data.</li> <li>- PLTs to develop work programs that reflect differentiated student learning needs based on improved data literacy capacity.</li> <li>- PLTs will use the ZPD data tracker to analyse the data of at least one pre-task (Step 3 of the PLT Cycle), and collaboratively plan activities that address misconceptions (Step 4 of the PLT Cycle).</li> <li>- Devise a BPC Moderation structure.</li> <li>- Embed the moderation process into the PLT meeting structure.</li> </ul> |
| <p><b>Outcomes</b></p>           | <p>For Baden Powell College staff to maximise learning growth and achievement for all students they need to know students current abilities and use this knowledge to tailor a teaching and learning program that builds upon this for students academic growth.</p> <p>There will be a focus on PLTs analysing and moderating data and assessments as part of the PLT cycle and planning differentiated units of work to build students knowledge and skills.</p>  |
| <p><b>Success Indicators</b></p> | <ul style="list-style-type: none"> <li>- Minutes of the Leadership team reviewing Professional Learning through Harvard University Data Wise course.</li> <li>- Professional Development of middle leaders on key aspects of data wise and to embed a consistent approach to data analysis at PLT meetings.</li> <li>- ZPD Data tracker and/or rubrics reflecting summative data sets.</li> <li>- Documentation on BPC rubrics.</li> <li>- Data wall visible in PLT spaces.</li> <li>- Documented processes/structures for collecting and monitoring school-wide data.</li> </ul>   |

|   | <ul style="list-style-type: none"> <li>- Evidence of documented work programs that reflect differentiated student learning needs based on improved data literacy capacity developed at PLT meetings.</li> <li>- Documented and embedded BPC Moderation structure</li> </ul>                |  |                                  |  |
|---|--|--|----------------------------------|--|
| Activities and Milestones   | People Responsible   | Is this a PL Priority                            | When                             | Funding Streams  |
| <p>PLTs using data:</p> <ul style="list-style-type: none"> <li>- Leadership team to review Professional Learning through Harvard University on Data Wise and train middle leaders to embed a consistent approach to PLT meetings.</li> <li>- Ensure all essential skills of summative assessments are placed into ZPD Data tracker and/or rubric.</li> <li>- Develop a shared understanding on what information should be included in a rubric.</li> <li>- Develop a whole college data wall for the effective tracking and monitoring of all students.</li> <li>- Establish processes/structures for collecting and monitoring school-wide data.</li> <li>- PLTs to develop work programs that reflect differentiated student learning needs based on improved data literacy capacity.</li> <li>- PLTs will use the ZPD data tracker to analyse the data of at least one pre-task (Step 3 of the PLT Cycle), and collaboratively plan activities that address misconceptions (Step 4 of the PLT Cycle).</li> <li>- Devise a BPC Moderation structure.</li> <li>- Embed the moderation process into the PLT meeting structure.</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> PLT Leaders</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul> | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |

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| <b>KIS 2</b><br>Evidence-based high-impact teaching strategies | Embed consistent instructional practices across the college   |
| <b>Actions</b>   | <p>Over the life of the Strategic Plan we have worked hard to document, implement and embed consistency of practice across the college. In 2022 we will continue this priority ensuring to review, refine and embed these practices as this work has been interrupted by COVID and periods of remote learning.</p> <p>We will:</p> <p>PLTs:</p> <ul style="list-style-type: none"> <li>- Continue to prioritise PLT meetings. Primary staff meeting for two hours within the school day together. Secondary staff working across curriculum areas will be assigned to 2 PLTs. Time will be provided for secondary PLTs to meet, one hour within the school day and additional time will be provided in the after school professional development schedule.</li> <li>- Having Leading Teachers and Assistant Principals present to support and build the capacity of all staff at PLT meetings.</li> <li>- Continuing to build the capacity of team/subject leaders to ensure PLT meetings are implementing the BPC PLT Cycle and using data to drive differentiated practice.</li> <li>- Leading Teachers will coach staff on the BPC Lesson Structures, Instructional models and other school based priorities such as reading practices and strategies and/or behaviour management practices.</li> <li>- Induction for new staff to the college, covering expectations in all areas and operational matters.</li> <li>- Teaching and Learning leaders will continue to build staff capacity through coaching.</li> <li>- Professional development for staff on the BPC PLT cycle. Leadership supporting teams to implement all elements of the cycle.</li> </ul> <p>GVC:</p> <ul style="list-style-type: none"> <li>- Literacy and Numeracy GVC utilised and units of work developed to capture all learning outcomes.</li> <li>- Primary CET staff to document the GVC in their subject areas.</li> <li>- Secondary teachers to document GVC in their subject areas.</li> </ul> <p>Literacy/Reading:</p> <ul style="list-style-type: none"> <li>- Classroom libraries evident in all primary classroom and secondary English spaces.</li> <li>- Leading Teachers and Learning Specialists coaching staff to build their capacity to implement and embed effective literacy practices.</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>- Learning walks implemented to determine which practices are embedded and where future focus and professional development is required.</li> </ul> |

| <b>Outcomes</b>   | <p>PLTs will be operating effectively throughout the college, using data to collaboratively plan differentiated units of work.</p> <p>Effective reading strategies and practices will be implemented consistently across the college. This will positively impact student literacy data.</p> <p>Leading teachers and Learning Specialists will coach staff to build their knowledge, skills and practices to enhance teaching and learning.</p>   |  |  |   |
|---|---|--|--|---|
| <b>Success Indicators</b>   | <p>PLTs:</p> <ul style="list-style-type: none"> <li>- Staff know the elements of the BPC PLT Cycle.</li> <li>- In observations there is consistency in the process PLTs follow and how they operate across the college.</li> <li>- Leaders are present and visible in PLTs.</li> <li>- PLTs analyse and use data to drive differentiation of practice.</li> </ul> <p>GVC:</p> <ul style="list-style-type: none"> <li>- Literacy and Numeracy GVC utilised and units of work developed to capture all learning outcomes.</li> <li>- Documented GVC in Primary CET subject areas.</li> <li>- Documented GVC in Secondary subject areas.</li> </ul> <p>Literacy/Reading:</p> <ul style="list-style-type: none"> <li>- Classroom libraries evident in all primary classroom and secondary English spaces.</li> <li>- Leading Teachers and Learning Specialists coaching staff to build their capacity to implement and embed effective literacy practices.</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>- Data from Learning walks used to identify professional development for staff.</li> </ul> |  |  |   |
| <b>Activities and Milestones</b>  | <b>People Responsible</b>   | <b>Is this a PL Priority</b>   | <b>When</b>                                | <b>Funding Streams</b>  |
| <p>PLTs:</p> <ul style="list-style-type: none"> <li>- Continue to prioritise PLT meetings. Primary staff meeting for two hours within the school day together. Secondary staff working across curriculum areas will be assigned to 2 PLTs. Time will be provided for secondary PLTs to meet, one hour within the school day and additional time will be provided in the after school</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul> | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <p>\$1,131,916.50</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> </ul> |

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| <p>professional development schedule.</p> <ul style="list-style-type: none"> <li>- Having Leading Teachers, Assistant Principals and MYLNs present to support and build the capacity of all staff at PLT meetings.</li> <li>- Continuing to build the capacity of team/subject leaders to ensure PLT meetings are implementing the BPC PLT Cycle and using data to drive differentiated practice.</li> <li>- Leading Teachers will coach staff on the BPC Lesson Structures, Instructional models and other school based priorities such as reading practices and strategies and/or behaviour management practices.</li> <li>- Induction for new staff to the college, covering expectations in all areas and operational matters.</li> <li>- Teaching and Learning leaders will continue to build staff capacity through</li> <li>- Professional development for staff on the BPC PLT cycle. Leadership supporting teams to implement all elements of the cycle.</li> </ul> | <input checked="" type="checkbox"/> Teaching and Learning Coordinator   |                                       |                                  | <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items                                      |
| <p>GVC:</p> <ul style="list-style-type: none"> <li>- Literacy and Numeracy GVC utilised and units of work developed to capture all learning outcomes.</li> <li>- Primary CET staff to document the GVC in their subject areas.</li> <li>- Secondary teachers to document GVC in their subject areas.</li> </ul>  | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Leading Teacher(s)<br><br><input checked="" type="checkbox"/> Learning Specialist(s)<br><input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input type="checkbox"/> Schools Mental Health Menu items will be used which |



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|   |   |   |                                  | may include DET funded or free items   |
| <p>Literacy/Reading:</p> <ul style="list-style-type: none"> <li>- Classroom libraries evident in all primary classroom and secondary English spaces.</li> <li>- Leading Teachers, Learning Specialists and MYLNs coaching staff to build their capacity to implement and embed effective literacy practices.</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul> | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | <p>\$80,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul> |
| <ul style="list-style-type: none"> <li>- Learning walks implemented to determine which practices are embedded and where future focus and professional development is required.</li> </ul>   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul> | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 2<br>to:<br>Term 4 | <p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>                 |
| <b>Goal 3</b>   | To improve student engagement and learner agency  |   |                                  |  |

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| <p><b>12 Month Target 3.1</b></p>                                     | <p>In 2022 increase the percentage of positive endorsement in the student AToSS:</p> <p>Student voice and agency (Years 4–6) 60% (2021) to 65% or above</p> <p>Sense of confidence from (Years 4–6) 72% (2021) to 75% or above</p> <p>Self–regulation and goal setting from 80% (2021) to 82% or above</p> <p>In 2022, reduce the percentage of students who are absent for more than 20 days:</p> <p>58% (2021) to 31% across the College</p>   |
| <p><b>12 Month Target 3.2</b></p>                                     | <p>In 2022 increase the percentage of positive endorsement in the POS</p> <p>Teacher communication from 68% (2021) to 75% or above</p> <p>Stimulating learning environment from 73% (2021) to 78% or above</p>   |
| <p><b>12 Month Target 3.3</b></p>                                     | <p>In 2022 increase the percentage of positive endorsement in the SSS.</p> <p>Collective efficacy from 58% (2021) to 65% or above</p> <p>Academic emphasis from 50% (2021) to 55% or above</p> <p>Teacher collaboration from 47% (2021) to 55% or above</p>  |
| <p><b>KIS 1</b><br/>Empowering students and building school pride</p> | <p>Develop students as active and empowered learners</p>   |
| <p><b>Actions</b></p>   | <p>We are in the beginning of developing students as active and empowered learners. In 2022:</p> <ul style="list-style-type: none"> <li>- Students in all grade levels across the college will know their learning goals and apply strategies to achieve them. Goals and progress will be discussed at individual student teacher conferences.</li> <li>- In Primary classrooms, students inquire into a big idea as a class and develop a big question as individual learners. They then investigate the answers to this question and determine their way of presenting the information they have learned.</li> </ul> |

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|                                  | <ul style="list-style-type: none"> <li>- Classroom libraries are developed in all classes across the college in partnership between the teacher and students. The aim is to build an engaging collection of high quality texts for students to access. They include high interest and just right books for every learner.</li> <li>- Writers Notebook, primary students have an opportunity to generate their own bank of ideas and then turn these ideas into published pieces following the writing process. Student's have ownership of the presentation style and genre.</li> <li>- Quality Beginning college wide approach, allows students buy in into class rules and expectations while connecting school wide values and expectations.</li> <li>- Year 9 students have choice of art and technology subject selection.</li> </ul> |                              |             |                        |
| <b>Outcomes</b>                  | <p>At BPC there has been some students voice but very minimal learner agency. We are starting to add students agency into areas we have focussed on in our 2021 school improvement plan. This is the areas of student goals, classroom libraries, big ideas, writers note book and the 'Quality Beginning' program.</p> <p>In 2022 we are advertising for a Wellbeing and Student Engagement Assistant Principal across the college. As they get established in their role students agency will be more evident across the college.</p>  |                              |             |                        |
| <b>Success Indicators</b>        | <ul style="list-style-type: none"> <li>- Learning goals will be visible in every classroom across the college.</li> <li>- Students will know their learning goal and be able to articulate what it is and strategies as to how they will achieve this.</li> <li>- Artefacts evident in primary classrooms of 'Big Idea' presentations.</li> <li>- Classroom libraries evident in all primary classrooms and secondary english classroom across the college.</li> <li>- Writers notebooks evident in primary classrooms.</li> <li>- Visuals and artefacts evident from 'Quality Beginning' classroom rules, expectations and consequences.</li> <li>- Year 9 students engaged in the art/technology subjects of their choice.</li> </ul>  |                              |             |                        |
| <b>Activities and Milestones</b> | <b>People Responsible</b>  | <b>Is this a PL Priority</b> | <b>When</b> | <b>Funding Streams</b> |

|   |   |   |                                  |  |
|---|---|---|----------------------------------|--|
| <p>- Students in all grade levels across the college will know their learning goals and apply strategies to achieve them. Goals and progress will be discussed at individual teacher conferences.</p>   | <input checked="" type="checkbox"/> Student(s)<br><input checked="" type="checkbox"/> Teacher(s)  | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <p>- In Primary classrooms, students inquire into a big idea as a class and develop a big question as individual learners. They then investigate the answers to this question and determine their way of presenting the information they have learned.</p>                                | <input checked="" type="checkbox"/> Student(s)<br><input checked="" type="checkbox"/> Teacher(s)  | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <p>- Classroom libraries are developed in all classes across the college in partnership between the teacher and students. The aim is to build an engaging collection of high quality texts for students to access. They include high interest and just right books for every learner.</p> | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Leading Teacher(s)<br><input checked="" type="checkbox"/> Learning Specialist(s)<br><input checked="" type="checkbox"/> Student(s) | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used   |

|  |  |  |                                  |  |
|--|--|--|----------------------------------|--|
|  | <input checked="" type="checkbox"/> Teacher(s)   |  |                                  | <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items   |
| <p>- Writers Notebook, primary students have an opportunity to generate their own bank of ideas and then turn these ideas into publish pieces following the writing process. Student have ownership of the presentation style and genre.</p> | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Leading Teacher(s)<br><input checked="" type="checkbox"/> Literacy Leader<br><input checked="" type="checkbox"/> Student(s)<br><input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <p>- Quality Beginning college wide approach, allows students buy in into class rules and expectations while connecting school wide values and expectations.</p>   | <input checked="" type="checkbox"/> Leading Teacher(s)<br><input checked="" type="checkbox"/> Student(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Wellbeing Team   | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which                                      |

|  |   |                                       |                            |  |
|--|---|---------------------------------------|----------------------------|--|
|  |   |                                       |                            | may include DET funded or free items   |
| - Year 9 students have choice of art and technology subject selection. | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Literacy Improvement Teacher   | <input type="checkbox"/> PLP Priority | from: Term 1<br>to: Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <b>Goal 4</b>  | To improve social and emotional wellbeing for all students  |                                       |                            |  |
| <b>12 Month Target 4.1</b>   | In 2022 increase the percentage of positive endorsement in the student AToSS.<br><br>Managing bullying from 65% (2021) to 70% or above<br><br>Teacher concern from 68% (2021) to 70% or above<br><br>Resilience from 64% (2021) to 70% or above |                                       |                            |  |
| <b>12 Month Target 4.2</b>   | In 2022 increase the percentage of positive endorsement in the SSS.<br><br>Parent and community involvement from 66% (2021) to 70% or above<br><br>Shielding and buffering from 51% (2021) to 55% or above                                      |                                       |                            |  |
| <b>12 Month Target 4.3</b>   | In 2022 increase the percentage of positive endorsement in the POS.   |                                       |                            |  |

|  |  |
|--|--|
|  | <p>Confidence and resiliency from 79% (2021) to 82% or above</p> <p>Positive transitions from 81% (2021) to 85% or above</p>   |
| <p><b>KIS 1</b><br/>Health and wellbeing</p> | <p>Build staff capacity to support student social and emotional learning needs</p>   |
| <p><b>Actions</b></p>                        | <p>To build staff capacity to support students social and emotional learning needs:</p> <ul style="list-style-type: none"> <li>- PLTs will focus on placing students on a behaviour diamond to identify students with challenging behaviours and what these behaviours are. These discussions will help staff address concerns and identify strategies to address these behaviours.</li> <li>- PLTs will focus on placing students on a behaviour pyramid to identify students with challenging behaviours and what these behaviours are. PLTs will plan their weekly values lessons to explicitly teach social and emotional learning needs of the cohort and explicitly teach expectations to address concerning behaviours.</li> <li>- Secondary classes to plan and teach school values in 'Personal Growth' sessions. Their weekly values lessons to explicitly teach social and emotional learning needs of the cohort and explicitly teach expectations to address concerning behaviours.</li> <li>- Wellbeing staff will work with teachers in classrooms to develop their approaches and behaviour management strategies to ensure a calm and orderly learning environment across the college.</li> <li>- Wellbeing staff will facilitate professional development for teaching staff to develop their approaches and behaviour management strategies to ensure a calm and orderly learning environment across the college</li> <li>- Wellbeing staff will facilitate professional development for ES staff to develop their approaches and behaviour management strategies to ensure a calm and orderly learning environment across the college.</li> <li>- Wellbeing staff will work with teachers to ensure BMP, IEP and Safety plans are in place where needed to support staff and students to develop their approaches and behaviour management strategies to ensure a calm and orderly learning environment across the college.</li> </ul> |
| <p><b>Outcomes</b></p>                       | <p>Currently at BPC some staff do not see it as their role to teach students social and emotional skills. They see non-preferred behaviours as an inconvenience and that addressing this gets in the way of them doing their job.</p> <p>We are working towards a cultural shift with staff explicitly teaching social and emotional curriculum to better support students skills and behaviours and impacting their resilience and ability to resolve conflict constructively.</p>  |

|  | The aim from this work is that our school values become living and breathing within our school culture and environment and not just nice words on a sign or poster. That all stakeholders know the values by name and refer to them frequently.  |                                       |                                  |  |
|--|--|---------------------------------------|----------------------------------|--|
| <b>Success Indicators</b>  | <ul style="list-style-type: none"> <li>- Behaviour pyramid evident in Wellbeing space.</li> <li>- Documented weekly values lessons and Personal Growth lessons and units of work.</li> <li>- Wellbeing Leading teachers in classrooms working to build staff capacity with behaviour management and specific behaviour issues of some students.</li> <li>- Documented Behaviour Management Plans, Safety Plans and Individual Education Plans for students across the college.</li> <li>- Professional Development sessions for teaching and Education Support staff.</li> </ul> |                                       |                                  |  |
| <b>Activities and Milestones</b>   | <b>People Responsible</b>  | <b>Is this a PL Priority</b>          | <b>When</b>                      | <b>Funding Streams</b>   |
| - PLTs will focus on placing students on a behaviour pyramid to identify students with challenging behaviours and what these behaviours are. | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> PLT Leaders</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>   | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| - PLTs will focus on placing students on a behaviour pyramid to identify students with challenging behaviours and what these behaviours are. | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Homegroup teachers</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> </ul>   | <input type="checkbox"/> PLP Priority | from:<br>Term 1                  | \$0.00   |



|   |   |   |                                  |  |
|---|---|---|----------------------------------|--|
| <ul style="list-style-type: none"> <li>- PLTs will plan their weekly values lessons to explicitly teach social and emotional learning needs and the school values.</li> <li>- All staff refer to and implement the Values Continuum.</li> <li>- Secondary classes to plan and teach school values in 'Personal Growth' sessions.</li> </ul>   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLT Leaders</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>       |   | to:<br>Term 4                    | <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>               |
| <p>Building staff Capacity:</p> <ul style="list-style-type: none"> <li>- Wellbeing staff will work with teachers in classrooms to develop their approaches and behaviour management strategies to ensure a calm and orderly learning environment across the college.</li> <li>- Wellbeing staff will facilitate professional development for teaching staff to develop their approaches and behaviour management strategies to ensure a calm and orderly learning environment across the college</li> <li>- Wellbeing staff will facilitate professional development for ES staff to develop their approaches and behaviour management strategies to ensure a calm and orderly learning environment across the college.</li> <li>- Wellbeing staff will work with teachers to ensure BMP, IEP and Safety plans are in place where needed to support staff and students to develop their approaches and behaviour management strategies to ensure a calm and orderly learning environment across the college.</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Education Support</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul> | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | <p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul> |
| <b>KIS 2</b>  | Integrate social and emotional wellbeing into the college curriculum  |   |                                  |  |

| Curriculum planning and assessment |   |
|------------------------------------|---|
| <b>Actions</b>                     | <p>To embed social and emotional wellbeing into the curriculum in 2022. We have developed a matrix of expectation across the school and now need to bring these values to life. The following actions will support this key improvement strategy:</p> <ul style="list-style-type: none"> <li>- The Respectful Relationships curriculum has been separated from composite grades to straight grades. Staff need professional learning becoming familiar with the content and resources.</li> <li>- P- 6 classrooms will implement a one hour values lesson each week connected to the RR curriculum and/or connected to a school values. They will also tailor lessons to address issues and key behaviours based on cohort need.</li> <li>- Secondary staff will also implement the Respectful Relationships curriculum and values lessons in 'Personal Growth' sessions.</li> <li>- Professional development for staff on SWPBS and RR.</li> <li>- SWPBS working party to create college wide positive acknowledgement system to be implemented consistently.</li> <li>- All staff refer to and implement the Values Continuum.</li> </ul> |
| <b>Outcomes</b>                    | <p>Currently at BPC some staff do not see it as their role to teach students social and emotional skills. They see non-preffered behaviours as an inconvenience and that addressing this gets in the way of them doing their job.</p> <p>We are working towards a cultural shift with staff explicitly teaching social and emotional curriculum to better support students skills and behaviours and impacting their resilience and ability to resolve conflict constructively.</p> <p>The aim from this work is that our school values become living and breathing within our school culture and environment and not just nice words on a sign or poster. That all stakeholders know the values by name and refer to them frequently.</p>  |
| <b>Success Indicators</b>          | <ul style="list-style-type: none"> <li>- Documented Respectful Relationships curriculum implemented across the college.</li> <li>- All staff has detailed knowledge of the Respectful Relationships curriculum and resources.</li> <li>- Respectful Relationships curriculum reviewed and refined from teacher feedback at the PLT meetings.</li> <li>- Documented SWPBS curriculum implemented across the college.</li> </ul>  |

|   | <ul style="list-style-type: none"> <li>- Weekly values lessons implemented in all P- 6 classrooms and units of work documented.</li> <li>- Values lessons implemented in 7-9 Personal Growth lessons and units of work documented.</li> <li>- SWPBS working party to create a college wide approach to positive reinforcement of values. This to be resources and implemented consistently across the college.</li> <li>- Professional development for staff on SWPBS and RR.</li> <li>- All staff refer to and implement the Values Continuum.</li> </ul> |  |                                  |  |  |
|---|--|--|----------------------------------|--|--|
| Activities and Milestones   | People Responsible   | Is this a PL Priority                            | When                             | Funding Streams  |  |
| <ul style="list-style-type: none"> <li>- Detailed Respectful Relationships curriculum implemented across the college.</li> <li>- Professional development for staff.</li> <li>- All staff familiar with the content and resources.</li> <li>- Documentation reviewed and refined on an ongoing basis throughout the year.</li> </ul>  | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Allied Health</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>   | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |  |
| <ul style="list-style-type: none"> <li>- Weekly values lessons implemented in all P- 6 classrooms and units of work documented.</li> <li>- Values lessons implemented in 7-9 Personal Growth lessons and units of work documented.</li> <li>- Professional development for staff.</li> <li>- College wide rewards program created and resourced.</li> <li>- All staff refer to and implement the Values Continuum.</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> <li><input checked="" type="checkbox"/> SWPBS Leader/Team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$20,000.00<br><br><input type="checkbox"/> Equity funding will be used  |  |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  | <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><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                      | \$485,002.60                | \$485,002.60                         | \$0.00                    |
| Disability Inclusion Tier 2 Funding | \$0.00                      | \$0.00                               | \$0.00                    |
| Schools Mental Health Fund and Menu | \$0.00                      | \$0.00                               | \$0.00                    |
| <b>Total</b>                        | <b>\$485,002.60</b>         | <b>\$485,002.60</b>                  | <b>\$0.00</b>             |

## Activities and Milestones – Total Budget

| Activities and Milestones   | Budget         |
|---|----------------|
| <ul style="list-style-type: none"> <li>- School employed counsellor providing one on one student counselling and targeted small group programs based on identified needs of students.</li> <li>- Mental Health Practitioner employed through targeted funding to support complex cases across the college.</li> <li>- All members of the wellbeing team to support families and individual students through SSS case management meetings, social skills groups, welfare checks, safety plans, risk assessments and tapping families in to relevant supports and agencies.</li> <li>- Wellbeing Assistant Principal and College Principal to support students and families with complex cases and supports.</li> </ul> | \$538,495.25   |
| PLTs:<br><ul style="list-style-type: none"> <li>- Continue to prioritise PLT meetings. Primary staff</li> </ul>   | \$1,131,916.50 |

|  |                       |
|--|-----------------------|
| <p>meeting for two hours within the school day together. Secondary staff working across curriculum areas will be assigned to 2 PLTs. Time will be provided for secondary PLTs to meet, one hour within the school day and additional time will be provided in the after school professional development schedule.</p> <ul style="list-style-type: none"> <li>- Having Leading Teachers, Assistant Principals and MYLNs present to support and build the capacity of all staff at PLT meetings.</li> <li>- Continuing to build the capacity of team/subject leaders to ensure PLT meetings are implementing the BPC PLT Cycle and using data to drive differentiated practice.</li> <li>- Leading Teachers will coach staff on the BPC Lesson Structures, Instructional models and other school based priorities such as reading practices and strategies and/or behaviour management practices.</li> <li>- Induction for new staff to the college, covering expectations in all areas and operational matters.</li> <li>- Teaching and Learning leaders will continue to build staff capacity through</li> <li>- Professional development for staff on the BPC PLT cycle. Leadership supporting teams to implement all elements of the cycle.</li> </ul> |                       |
| <p>Literacy/Reading:</p> <ul style="list-style-type: none"> <li>- Classroom libraries evident in all primary classroom and secondary English spaces.</li> <li>- Leading Teachers, Learning Specialists and MYLNs coaching staff to build their capacity to implement and embed effective literacy practices.</li> </ul>  | \$80,000.00           |
| <b>Totals</b>  | <b>\$1,750,411.75</b> |

## Activities and Milestones - Equity Funding

| Activities and Milestones  | When                                       | Funding allocated (\$) | Category   |
|--|--|------------------------|--|
| <p>- School employed counsellor providing one on one student counselling and targeted small group programs based on identified needs of students.</p> <p>- Mental Health Practitioner employed through targeted funding to support complex cases across the college.</p> <p>- All members of the wellbeing team to support families and individual students through SSS case management meetings, social skills groups, welfare checks, safety plans, risk assessments and tapping families in to relevant supports and agencies.</p> <p>- Wellbeing Assistant Principal and College Principal to support students and families with complex cases and supports.</p> | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <p>\$200,000.00</p>    | <p><input checked="" type="checkbox"/> School-based staffing</p> |
| <p>PLTs:</p> <p>- Continue to prioritise PLT meetings. Primary staff meeting for two hours within the school day together. Secondary staff working across curriculum areas will be assigned to 2 PLTs. Time will be provided for secondary PLTs to</p>   | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <p>\$205,002.60</p>    | <p><input checked="" type="checkbox"/> School-based staffing</p> |

|  |  |  |  |
|--|--|--|--|
| <p>meet, one hour within the school day and additional time will be provided in the after school professional development schedule.</p> <ul style="list-style-type: none"> <li>- Having Leading Teachers, Assistant Principals and MYLNs present to support and build the capacity of all staff at PLT meetings.</li> <li>- Continuing to build the capacity of team/subject leaders to ensure PLT meetings are implementing the BPC PLT Cycle and using data to drive differentiated practice.</li> <li>- Leading Teachers will coach staff on the BPC Lesson Structures, Instructional models and other school based priorities such as reading practices and strategies and/or behaviour management practices.</li> <li>- Induction for new staff to the college, covering expectations in all areas and operational matters.</li> <li>- Teaching and Learning leaders will continue to build staff capacity through</li> <li>- Professional development for staff on the BPC PLT cycle. Leadership supporting teams to implement all elements of the cycle.</li> </ul> |  |  |  |
|--|--|--|--|



|   |                                  |              |  |
|---|----------------------------------|--------------|--|
| Literacy/Reading:<br>- Classroom libraries evident in all primary classroom and secondary English spaces.<br>- Leading Teachers, Learning Specialists and MYLNs coaching staff to build their capacity to implement and embed effective literacy practices. | from:<br>Term 1<br>to:<br>Term 4 | \$80,000.00  | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) |
| <b>Totals</b>   |                                  | \$485,002.60 |  |

### Activities and Milestones - Disability Inclusion Funding

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

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

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

### Additional Funding Planner – Total Budget

| Activities and Milestones | Budget |
|---------------------------|--------|
| <b>Totals</b>             | \$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   |
|--|--|--|--|--|--|---|
| <p>PLTs using data:</p> <ul style="list-style-type: none"> <li>- Leadership team to review Professional Learning through Harvard University on Data Wise and train middle leaders to embed a consistent approach to PLT meetings.</li> <li>- Ensure all essential skills of summative assessments are placed into ZPD Data tracker and/or rubric.</li> <li>- Develop a shared understanding on what information should be included in a rubric.</li> <li>- Develop a whole college data wall for the effective tracking and monitoring of all students.</li> <li>- Establish processes/structures for collecting and monitoring school-wide data.</li> <li>- PLTs to develop work</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> PLT Leaders</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul> | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul> |

|   |  |  |  |  |  |   |
|---|--|--|--|--|--|---|
| <p>programs that reflect differentiated student learning needs based on improved data literacy capacity.</p> <p>- PLTs will use the ZPD data tracker to analyse the data of at least one pre-task (Step 3 of the PLT Cycle), and collaboratively plan activities that address misconceptions (Step 4 of the PLT Cycle).</p> <p>- Devise a BPC Moderation structure.</p> <p>- Embed the moderation process into the PLT meeting structure.</p> |  |  |  |  |  |   |
| <p>PLTs:</p> <p>- Continue to prioritise PLT meetings. Primary staff meeting for two hours within the school day together. Secondary staff working across curriculum areas will be assigned to 2 PLTs. Time will be provided for secondary PLTs to meet, one hour within the school day and additional time will be provided in the after school professional development schedule.</p>   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Teaching and Learning Coordinator</li> </ul> | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul> |

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| <ul style="list-style-type: none"> <li>- Having Leading Teachers, Assistant Principals and MYLNs present to support and build the capacity of all staff at PLT meetings.</li> <li>- Continuing to build the capacity of team/subject leaders to ensure PLT meetings are implementing the BPC PLT Cycle and using data to drive differentiated practice.</li> <li>- Leading Teachers will coach staff on the BPC Lesson Structures, Instructional models and other school based priorities such as reading practices and strategies and/or behaviour management practices.</li> <li>- Induction for new staff to the college, covering expectations in all areas and operational matters.</li> <li>- Teaching and Learning leaders will continue to build staff capacity through</li> <li>- Professional development for staff on the BPC PLT cycle. Leadership supporting teams to implement all elements of the cycle.</li> </ul> |  |  |  |  |  |  |
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| <p>Literacy/Reading:<br/>- Classroom libraries evident in all primary classroom and secondary English spaces.<br/>- Leading Teachers, Learning Specialists and MYLNs coaching staff to build their capacity to implement and embed effective literacy practices.</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>  | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Demonstration lessons</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> External consultants<br/>Bobbie Cameron</li> </ul>   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul> |
| <p>- Students in all grade levels across the college will know their learning goals and apply strategies to achieve them. Goals and progress will be discussed at individual teacher conferences.</p>  | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Student(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>   | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>  | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>  | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> <li><input checked="" type="checkbox"/> External consultants<br/>Bobbie Cameron</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul> |
| <p>- Writers Notebook, primary students have an opportunity to generate their own bank of ideas and then turn these ideas into publish pieces following the writing process. Student have ownership of the presentation style and genre.</p>                         | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> Student(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul> | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>  | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>  | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> <li><input checked="" type="checkbox"/> External consultants<br/>Bobbie Cameron</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul> |
| <p>Building staff Capacity:<br/>- Wellbeing staff will work</p>  | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Education Support</li> </ul>  | <p>from:<br/>Term 1</p>                    | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> </ul>   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>  | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>  | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul> |

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| <p>with teachers in classrooms to develop their approaches and behaviour management strategies to ensure a calm and orderly learning environment across the college.</p> <p>- Wellbeing staff will facilitate professional development for teaching staff to develop their approaches and behaviour management strategies to ensure a calm and orderly learning environment across the college</p> <p>- Wellbeing staff will facilitate professional development for ES staff to develop their approaches and behaviour management strategies to ensure a calm and orderly learning environment across the college.</p> <p>- Wellbeing staff will work with teachers to ensure BMP, IEP and Safety plans are in place where needed to support staff and students to develop their approaches and behaviour management strategies to ensure a calm and orderly learning environment across the college.</p> | <input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Wellbeing Team | to:<br>Term 4 | <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Timetabled Planning Day<br><input checked="" type="checkbox"/> PLC/PLT Meeting |  |  |
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| <ul style="list-style-type: none"> <li>- Weekly values lessons implemented in all P- 6 classrooms and units of work documented.</li> <li>- Values lessons implemented in 7-9 Personal Growth lessons and units of work documented.</li> <li>- Professional development for staff.</li> <li>- College wide rewards program created and resourced.</li> <li>- All staff refer to and implement the Values Continuum.</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> <li><input checked="" type="checkbox"/> SWPBS Leader/Team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul> | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul> |
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