

Annual Implementation Plan - 2023

Define Actions, Outcomes and Activities

Benalla P-12 College (8915)



Submitted for review by Kylie Cotter (School Principal) on 09 February, 2023 at 03:02 PM
Endorsed by Albert Freijah (Senior Education Improvement Leader) on 09 February, 2023 at 07:48 PM
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	Ensure growth for all students. Increasing the teacher judgements of students working at or above the expected level by 5% in Maths. Increasing the students in the top two band of NAPLAN by 5% in Numeracy. Increase in factors of staff opinion survey - Collective efficacy (34% in 2022), Guaranteed and viable curriculum (49% in 2022), Collective focus on student learning (63% in 2022), Instructional leadership (47% in 2022), Visibility (Leadership) (38% in 2021, no 2022 figure available),
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Strengthen staff understanding of, practice in relation to, supporting students with a disability Build staff data numeracy skills and whole school assessment and moderation practices (particularly formative assessment) Build staff capacity to plan for differentiation based on student need
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - provide professional development and support - provide suitable spaces and required resources - develop and provide a system for tracking students and sharing data <p>Teachers will:</p> <ul style="list-style-type: none"> - select and employ appropriate strategies to support students' learning based on their point of need - will be able to identify students point of need and be able to provide a differentiated curriculum - will regularly use data to plan for differentiated opportunities as evident in collaborative curriculum planners - will regularly moderate assessment tasks, both formative and summative, to inform curriculum planning and reporting - will have a greater understanding of students Individual Education Plan through regular review <p>Students will:</p>

	<ul style="list-style-type: none"> - receive support at their point of need - will be able to identify whether tasks are at point of need and what they need to do in order to be successful - with an Individual Education Plan will be able to articulate their goals 			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> - NAPLAN data - increase in percentage of students working at or above expected level and increase in percentage of students in the top two bands - Learning walks show staff implementing effective differentiation - Mid-year staff survey shows increased confidence in differentiation <p>Late Indicators</p> <ul style="list-style-type: none"> - Attitudes to School Survey - increased positive endorsement in percentage of sense of confidence, student voice and agency, motivation and interest and stimulated learning - School Staff Survey - increased positive endorsement in percentage of collective efficacy, guaranteed and viable curriculum, collective focus on student learning and instructional leadership - Increased consistency of teacher judgements against NAPLAN 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop a professional learning plan that supports staff to develop data literacy skills and strategies for differentiation	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Plan for and schedule opportunities for Leading Teachers/Learning Specialists modelling of the instructional model with emphases in differentiation	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) 	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule learning walks to observe staff practice and collect data on differentiation across the school and students perception of tasks being at point of need	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Seek student feedback in relation to differentiation practice through anonymous surveys	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Build staff understanding of effective formative assessment practices	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop staff skills and capabilities in relation to moderation against the curriculum and provide scheduled opportunities for staff to moderate samples of work	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Build staff understanding of elements of high quality Individual Education Plans through professional learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review the whole school approach to Individual Education Plans allocation, communication and use	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Incorporate a numeracy focus in the tutor learning approach	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Release for disability inclusion leaders (Assistant Principal 0.2, LS 0.6 - secondary, LS 0.6 - primary) to support staff in best meeting students' needs in the classroom and supporting the development of high quality Individual Education Plans	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$201,990.10 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Develop and implement a consistent whole school approach to the teaching of social and emotional skills			
Outcomes	Leaders will: - provide professional development and support - provide suitable spaces and required resources Teachers will: - collaboratively develop social skills lessons			

	<ul style="list-style-type: none"> - collect and collaboratively analyse student data <p>Students will:</p> <ul style="list-style-type: none"> - identify and display appropriate behaviours in different settings 			
Success Indicators	<p>Early Indictors</p> <ul style="list-style-type: none"> - lesson plans demonstrate consideration of development of social skills <p>Late Indicators</p> <ul style="list-style-type: none"> - Absence rates will decrease 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Allocate specific time in the meeting schedule and within curriculum for the teaching of social and emotional skills including Respectful Relationships	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a scope and sequence for the teaching of social and emotional skills across the College (P-12)	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Appoint and release a Mental Health Practitioner to develop and support the implementation of social and emotional curriculum across the school	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$73,344.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Strengthen the school wide Dogs in School program	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,850.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

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Goal 2	Maximise the wellbeing and engagement of all students.			
12 Month Target 2.1	Improve student attendance across all years levels - 80% students in year 7-12 have less than 20 days absence; 90% of P-6 students have less than 20 days absence.			
12 Month Target 2.2	Increase in factors of students attitudes to school survey - Effective teaching time (53% in 2022), classroom behaviour (49% in 2022), stimulated learning (44% in 2022), motivation and interest (50% in 2022), sense of confidence (52% in 2022) and student voice and agency (39% in 2022).			
12 Month Target 2.3	Improve the positive endorsement in the Parent Opinion Survey by 5% in teacher communication (60% in 2022) and school pride and confidence (62% in 2022).			
KIS 1 Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed tiered, responsive practices to promote positive behaviours, inclusion and participation in school.			
Actions	Develop a shared vision to develop and embed a consistent whole school approach to behaviour support and management			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - provide professional development and support - provide suitable spaces and required resources - frequently monitor SWPBS behaviour data <p>Teachers will:</p> <ul style="list-style-type: none"> - understand the SWPBS philosophy and articulate the desired behaviours, and major and minor behaviours - collaboratively develop social skills lessons to teach SWPBS expected behaviours - implement the behaviour support and management process, including restorative conversations - model consistent language to discuss positive behaviours - collect and collaboratively analyse students behaviour data 			

	<p>Students will:</p> <ul style="list-style-type: none"> - articulate the positive behaviours, and major and minor behaviours, outline in the SWPBS framework - identify and display appropriate behaviours in different settings <p>Community will:</p> <ul style="list-style-type: none"> - understand the desired school behaviours and the procedures for responding to minor and major behaviours 			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> - expected behaviours are displayed prominently throughout the school - behavioural records in learning management system (Compass) - reduction in major and minor behaviours recorded in Compass - successful completion of SWPBS professional development by SWPBS team - Panorama Adjustable Threshold data to show improvements in student attendance at various key times across the year <p>Late Indicators</p> <ul style="list-style-type: none"> - Attitudes to School Survey - increased positive endorsement in percentage of effective teaching time and effective classroom behaviour - School Staff Survey - increased positive endorsement in percentage of collective efficacy and visibility (leadership) 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish a SWPBS team comprising relevant leaders, wellbeing staff and other teaching staff	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

SWPBS team complete the SWPBS professional development	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule and run whole school consultation to inform the review of the Expectations Matrix of expected behaviours in each school setting and appropriate reinforcements and consequences	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish processes and procedures for recording and reviewing SWPBS data, monitoring on Compass	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Staff to complete the Inclusive Classroom professional development	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review and refine the whole school attendance plan and communicate this to the the school community	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
School Attendance Team to meet regularly and review attendance data in order to take proactive steps and encourage school attendance by those showing signs of disengaging	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items