

2023 Annual Implementation Plan

for improving student outcomes

Baimbridge College (8814)



Submitted for review by Yvette Colquhoun (School Principal) on 28 April, 2023 at 04:31 PM
Endorsed by Lindy Sharp (Senior Education Improvement Leader) on 28 April, 2023 at 04:35 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

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

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

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

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

Enter your reflective comments	There is a clear direction to focus on the junior years as a priority to lift overall student outcomes with targeted evidence based teaching practices. Wellbeing and capability building are also areas where resources are being allocated.
Considerations for 2023	The need for training and support of new staff being inducted into the Year 7 & 8 Hub programs. Identification and deployment of TLI/MYLNLS staff and resources to support effective small group differentiation.

Documents that support this plan	
---	--

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To maximise learning growth and achievement for all students
Target 2.1	By 2024 increase the percentage of students ‘meeting’ or ‘above’ benchmark growth in NAPLAN: <ul style="list-style-type: none"> • Year 7–9 Reading to increase from 74% (2019) to 80% or above • Year 7–9 Writing to increase from 83% (2019) to 85% or above • Year 7–9 Numeracy to increase from 68% (2019) to 75% or above
Target 2.2	Up to Year 10 students demonstrate ‘above’ or ‘at’ expected level in teacher judgement: <ul style="list-style-type: none"> • Reading & Viewing from 50% (2019) to 60% or above • Writing from 45% (2019) to 55% or above • Number and Algebra from 24% (2019) to 50% or above

	using data that has been triangulated with reference to agreed norm–referenced/standards–based data
Target 2.3	By 2024 increase the percentage of positive endorsement in the SSS: <ul style="list-style-type: none"> • Academic emphasis from 38% (2020) to 80% or above • Collective efficacy from 45% (2020) to 80% or above • Teacher collaboration from 60% (2020) to 80% or above
Target 2.4	By 2024 increase mean VCE all study score from 24.11 (2020) to 28 (2024)
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Build the capacity of teachers to utilise data and differentiate learning.
Key Improvement Strategy 2.b Evaluating impact on learning	Develop teachers and leaders' capacity to monitor and evaluate the impact of teaching on student learning outcomes.
Key Improvement Strategy 2.c Building practice excellence	Enhance teacher collaboration within and beyond the college
Goal 3	To improve engagement in learning.
Target 3.1	By 2024 increase the percentage of positive endorsement in the student AToSS (benchmark based on All students' data)

	<ul style="list-style-type: none"> • Student voice and agency from 40% (2019) to 60% or above • Self-regulation and goal setting from 54% (2019) to 74% or above • Differentiated learning challenge from 52% (2019) to 72% or above • High expectations for success 68% (2019) to 80% or above
Target 3.2	<p>By 2024 increase the percentage of positive endorsement in the POS:</p> <ul style="list-style-type: none"> • Teacher communication from 52% (2019) to 60% or above • High expectations for success from 76% (2019) to 84% or above
Target 3.3	<p>By 2024 increase the percentage of positive endorsement in the SSS:</p> <ul style="list-style-type: none"> • Parent and community involvement from 58% (2020) to 70% or above
Key Improvement Strategy 3.a Building practice excellence	Build student and teacher capacity to activate learner agency
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Develop a college wide strategy for students to set and monitor their own learning goals and progress.
Key Improvement Strategy 3.c Parents and carers as partners	Develop opportunities for authentic learning partnerships between students, teachers, parents and the community.
Goal 4	To enhance the social and emotional development of all students

Target 4.1	<p>By 2024 increase the percentage of positive endorsement in the student AToSS:</p> <ul style="list-style-type: none"> • Sense of confidence from 54% (2019) to 74% or above • Resilience from 54% (2019) to 74% or above • Sense of connectedness from 49% (2019) to 69% or above
Target 4.2	<p>By 2024 the school mean (Years 7–12) unexplained absence (days per full time equivalent) to reduce from 11.3 days (2019) to nine days (2024)</p>
Target 4.3	<p>Across 2021–24, at least 90 per cent of Years 10–12 students will exit the college with a positive pathway into further education and training or employment.</p>
Key Improvement Strategy 4.a Building practice excellence	Develop staff capacity to support complex social, emotional and wellbeing needs
Key Improvement Strategy 4.b Health and wellbeing	Enhance strategies to support student wellbeing.
Key Improvement Strategy 4.c Empowering students and building school pride	Build student efficacy and motivation for personal success

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>2023 Targets Students meeting or above Benchmark growth in Naplan:- Year 7–9 Writing to increase from 33% to 40% or above By the end of 2023, up to Year 10 students demonstrate ‘above’ or ‘at’ expected level in teacher judgement for:- Writing from 42% (2021) to 45% or above using data that has been triangulated with reference to agreed norm–referenced/standards–based data By the end of 2023 increase the percentage of positive endorsement in the SSS (Staff Survey):- Teacher collaboration from 30% (2020) to 35% or above By the end of 2023, increase the percentage of positive endorsement in the student AToSS (benchmark based on All students’ data): - Differentiated learning challenge from 57% (2022) to 60% or above By the end of 2023 increase the percentage of positive endorsement in the student AToSS:- Sense of connectedness from 45% (2022) to 50% or above By the end of 2023 increase mean VCE all study score from 23.37 (2021) to 25 By the end of 2023, the school mean (Years 7–12) unexplained absence (days per full time equivalent) to reduce from 20 days (2022) to 15 days By the end of 2023 at least 90% of</p>

			Years 10–12 students will exit the college with a positive pathway into further education and training or employment.
To maximise learning growth and achievement for all students	No	By 2024 increase the percentage of students 'meeting' or 'above' benchmark growth in NAPLAN: <ul style="list-style-type: none"> • Year 7–9 Reading to increase from 74% (2019) to 80% or above • Year 7–9 Writing to increase from 83% (2019) to 85% or above • Year 7–9 Numeracy to increase from 68% (2019) to 75% or above 	
		Up to Year 10 students demonstrate 'above' or 'at' expected level in teacher judgement: <ul style="list-style-type: none"> • Reading & Viewing from 50% (2019) to 60% or above • Writing from 45% (2019) to 55% or above • Number and Algebra from 24% (2019) to 50% or above using data that has been triangulated with reference to agreed norm-referenced/standards-based data	
		By 2024 increase the percentage of positive endorsement in the SSS: <ul style="list-style-type: none"> • Academic emphasis from 38% (2020) to 80% or above • Collective efficacy from 45% (2020) to 80% or above • Teacher collaboration from 60% (2020) to 80% or above 	
		By 2024 increase mean VCE all study score from 24.11 (2020) to 28 (2024)	
To improve engagement in learning.	No	By 2024 increase the percentage of positive endorsement in the student AToSS (benchmark based on All students' data) <ul style="list-style-type: none"> • Student voice and agency from 40% (2019) to 60% or above • Self-regulation and goal setting from 54% (2019) to 74% or above 	

		<ul style="list-style-type: none"> • Differentiated learning challenge from 52% (2019) to 72% or above • High expectations for success 68% (2019) to 80% or above 	
		<p>By 2024 increase the percentage of positive endorsement in the POS:</p> <ul style="list-style-type: none"> • Teacher communication from 52% (2019) to 60% or above • High expectations for success from 76% (2019) to 84% or above 	
		<p>By 2024 increase the percentage of positive endorsement in the SSS:</p> <ul style="list-style-type: none"> • Parent and community involvement from 58% (2020) to 70% or above 	
To enhance the social and emotional development of all students	No	<p>By 2024 increase the percentage of positive endorsement in the student AToSS:</p> <ul style="list-style-type: none"> • Sense of confidence from 54% (2019) to 74% or above • Resilience from 54% (2019) to 74% or above • Sense of connectedness from 49% (2019) to 69% or above 	
		<p>By 2024 the school mean (Years 7–12) unexplained absence (days per full time equivalent) to reduce from 11.3 days (2019) to nine days (2024)</p>	
		<p>Across 2021–24, at least 90 per cent of Years 10–12 students will exit the college with a positive pathway into further education and training or employment.</p>	

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.
---------------	---

<p>12 Month Target 1.1</p>	<p>2023 Targets</p> <p>Students meeting or above Benchmark growth in Naplan: - Year 7–9 Writing to increase from 33% to 40% or above</p> <p>By the end of 2023, up to Year 10 students demonstrate ‘above’ or ‘at’ expected level in teacher judgement for: - Writing from 42% (2021) to 45% or above using data that has been triangulated with reference to agreed norm–referenced/standards–based data</p> <p>By the end of 2023 increase the percentage of positive endorsement in the SSS (Staff Survey): - Teacher collaboration from 30% (2020) to 35% or above</p> <p>By the end of 2023, increase the percentage of positive endorsement in the student AToSS (benchmark based on All students’ data): - Differentiated learning challenge from 57% (2022) to 60% or above</p> <p>By the end of 2023 increase the percentage of positive endorsement in the student AToSS: - Sense of connectedness from 45% (2022) to 50% or above</p> <p>By the end of 2023 increase mean VCE all study score from 23.37 (2021) to 25</p> <p>By the end of 2023, the school mean (Years 7–12) unexplained absence (days per full time equivalent) to reduce from 20 days (2022) to 15 days</p> <p>By the end of 2023 at least 90% of Years 10–12 students will exit the college with a positive pathway into further education and training or employment.</p>	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	
<p>KIS 1.a Priority 2023 Dimension</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>	
<p>KIS 1.b Priority 2023 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</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.

Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.

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	<p>2023 Targets</p> <p>Students meeting or above Benchmark growth in Naplan: - Year 7–9 Writing to increase from 33% to 40% or above</p> <p>By the end of 2023, up to Year 10 students demonstrate ‘above’ or ‘at’ expected level in teacher judgement for: - Writing from 42% (2021) to 45% or above using data that has been triangulated with reference to agreed norm–referenced/standards–based data</p> <p>By the end of 2023 increase the percentage of positive endorsement in the SSS (Staff Survey): - Teacher collaboration from 30% (2020) to 35% or above</p> <p>By the end of 2023, increase the percentage of positive endorsement in the student AToSS (benchmark based on All students’ data): - Differentiated learning challenge from 57% (2022) to 60% or above</p> <p>By the end of 2023 increase the percentage of positive endorsement in the student AToSS: - Sense of connectedness from 45% (2022) to 50% or above</p> <p>By the end of 2023 increase mean VCE all study score from 23.37 (2021) to 25</p> <p>By the end of 2023, the school mean (Years 7–12) unexplained absence (days per full time equivalent) to reduce from 20 days (2022) to 15 days</p> <p>By the end of 2023 at least 90% of Years 10–12 students will exit the college with a positive pathway into further education and training or employment.</p>
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

Actions	<p>To develop consistent high-quality differentiated instructional practice (EDI) across Baimbridge College.</p> <p>To model a positive learning culture throughout the school focusing on building staff collaboration in regular PLC inquiry cycles to improve teacher practice and student outcomes.</p>
Outcomes	<p>ES Staff will:</p> <ul style="list-style-type: none"> - [Learning Support] build collaborative partnerships with classroom teacher to work with identified students in point of need groups - [non-teaching staff] will develop systems to inquire and collect feedback to support collaboration and school improvement <p>Teachers will:</p> <ul style="list-style-type: none"> - demonstrate an understanding of the key components of EDI and provide examples of their teaching practice aligned with the instructional model - be confident to instruct using a consistent approach to EDI and enabling differentiation in their classrooms - actively engage in regular inquiry cycles via PLC in response to student data/problems of practice - build their capacity to engage effectively in collaborative teams through clear meeting norms and processes - collect, access and analyse student data including student voice to evaluate and improve teacher practice and student outcomes within PLC inquiries <p>Students will:</p> <ul style="list-style-type: none"> - articulate key components of the instructional model (EDI) across the College e.g. learning intentions (outcomes), checking for understanding (CFU) and what it looks like in the classroom - be able to identify how their work is differentiated (personalised) to support their learning - be confident to seek resources/personnel when they need support for their learning <p>Leadership will:</p> <ul style="list-style-type: none"> - facilitate regular classroom walkthroughs for leadership, teachers, and students to identify success and provide positive feedback of engagement and impact of instructional model - regularly monitor PLC inquiry cycles and provide interventions, supports and resources as required to build teacher capacity
Success Indicators	<p>Short term indicators:</p> <ul style="list-style-type: none"> - artifacts from unit planning and lesson resources show evidence of EDI structure across KLA's - walkthroughs demonstrate elements of the instructional model across year levels

	<ul style="list-style-type: none"> - targeted small group instruction is observed in English and Maths classes - all equity students have been identified and monitored for learning gains on a regular basis through regular data wall monitoring and reporting to SIT - observations from PLC meetings reflects the collection and analysis of data and evidence to inform planning and assessment of student learning/wellbeing growth - PLC Teams show evidence of the 'Spiral of Inquiry' structure (Scan - Focus - Develop a hunch - Learn - Take action - Check) in their inquiry - termly monitoring against 10 Principles of Effective PLC's shows improvement Long term indicators: <ul style="list-style-type: none"> - walkthroughs demonstrate consistent application of most elements of the instructional model (EDI) - student feedback collected via Pivot (teacher practice) surveys indicates improved connectedness and engagement - PLC Matrix assessment by teaching staff shows improvement - SSS positive increase in responses for factor, 'Staff collaboration' 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Release time for staff re:</p> <ul style="list-style-type: none"> - induction and mentoring of new staff to embed consistent high quality teaching practices using instructional model (EDI) - moderation practices (Literacy/Numeracy) where required to identify differentiation needs and responsive teaching practices - participation in classroom walkthroughs and debriefs - facilitation of Pivot surveys (teacher practice surveys) - inducting and training students for classroom walkthroughs - transitioning of student and program information with equity funded students clearly identified and monitored - monitoring of equity funded students across school to provide intervention supports and student advocacy where required 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$40,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Professional Learning to build capacity of new staff in the teaching of literacy and numeracy including:</p> <ul style="list-style-type: none"> - VCOP and Dibels training to build capacity of new staff and consistent moderation practices teams - training of staff in use of data literacy (pre-and post- assessments, data wall and differentiation practices) with a key focus on literacy and numeracy - development of teacher literacy skills via The Writing Revolution strategies 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$45,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Additional Staffing</p> <ul style="list-style-type: none"> - additional teaching staff member for literacy and Numeracy and increased time allocation for literacy and numeracy classes across the week - staffing of intervention programs (Macqlit & Quicksmart) with priority given to equity funded students - Capacity Building role to observe and develop teachers' skills in instructional model, facilitate and upskill staff and students in walkthroughs - additional Education Support Staff (Learning Support) to support small collaborative group work within identified cohorts - additional teaching staff (TLI) to support differentiation within classes (7&8) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$50,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Additional resources e.g:</p> <ul style="list-style-type: none"> - readers and comprehension boxes to support differentiation for literacy classes - staff professional learning resources (EDI and PLC) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 2</p>	<p>\$10,000.00</p> <ul style="list-style-type: none"> <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 and refine a cyclical survey for non-teaching-based staff to evaluate systems and build collaboration within these teams.	<input checked="" type="checkbox"/> Administration 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
PLC Inquiry cycles, resources, and attendance are documented on MS Teams	<input checked="" type="checkbox"/> Assistant 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
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Engage in a whole school inquiry to inform development of a whole school wellbeing model for Baimbridge College.			
Outcomes	<p>All staff (Teaching and ES) will:</p> <ul style="list-style-type: none"> - identify personal and professional goals to enhance their wellbeing and the wellbeing of their teams and students - be confident to seek support from a colleague, buddy, middle/senior management when needed - actively support colleagues through regular Buddy check-ins, KLA Team collaborative capacity building and Staff wellbeing activities (i.e. active listening, authentic inquiry into wellbeing and forming positive relationships) - access opportunities during the year to engage socially with colleagues during and outside the school day - report improved wellbeing, connectedness to colleagues and positive relationships with students <p>Teachers will:</p> <ul style="list-style-type: none"> - model positive wellbeing strategies (BSEM) in their classroom practice and interactions with students on a daily basis - be confident to support and refer students with wellbeing concerns including mental health issues - confidently liaise with Wellbeing Team and YLCs as required to effectively monitor and support at risk students and equity funded students - effectively utilise Learning Support staff in the classroom to develop learner confidence and engagement <p>Students will:</p> <ul style="list-style-type: none"> - be confident to seek help from a peer or staff member - actively participate in The Resilience Project (TRP) sessions during Community Time, explain GEM and articulate how each element impacts on their wellbeing - be positive advocates for their school and utilise student agency through student representative structures to provide feedback on their learning and wellbeing - participate in regular classroom walkthroughs to identify GEM in practice - report improved wellbeing, engagement and positive relationships with staff and peers - [student leaders and YMHFA trained students] recognise, respond to and refer mental health emergencies appropriately <p>Leadership will:</p> <ul style="list-style-type: none"> - embed positive wellbeing approaches in regular staff professional practice (PLC, KLA meetings, and workplace) - provide opportunities for staff to enhance their own and collective wellbeing derived from evidence-based practice and consultation 			

	<p>with staff</p> <ul style="list-style-type: none"> - establish a Student Services Model to support students' wellbeing and learning through effective triage, monitoring and programs based on needs - [Wellbeing Team] will directly support students and refer mental health cases for appropriate support - develop structures to monitor and meet regularly to analyse and respond to changes in wellbeing data - [each member of the leadership team] will support a small team (PDP focus group) of staff with regular check-ins and personal goal planning to support their wellbeing practice - model positive wellbeing in the school and wider community
<p>Success Indicators</p>	<p>Short term indicators:</p> <ul style="list-style-type: none"> - a role description formulated for a Leading Teacher (Inclusion and Wellbeing) to lead, develop and implement a documented Student Services model for Baimbridge has been published - Meeting minutes show evidence of staff and student consultation into the development of wellbeing structures - Wellbeing models and strategies developed are clearly referenced to evidence-based best practice strategies - School communication (via Compass/MS Teams) are used effectively to document confidential information to ensure students are well supported and supports are coordinated - Student Services team liaise regularly with Wellbeing Team to identify students at risk to provide appropriate supports for students and upskilling for staff in strategies to support the wellbeing needs of identified students. - Audit of staff training shows increased accreditation in BSEM and MHFA <p>Long term indicators:</p> <ul style="list-style-type: none"> - a documented Baimbridge Wellbeing model developed with guidance from SSS team and consultation with staff and students which integrates current initiatives (SWPBs, TRP, RRRR, BSEM, MHFA) to provide a tiered model of support for all students - identification of appropriate measurements to monitor new wellbeing model in 2024 - Student Services model clearly defines processes for highly trained staff to triage and refer students to external support services through contact with families - Student Services model provides cyclical monitoring systems to ensure all students in 'at risk' categories have SSG's as required with updated and well communicated IEP's - New Student Services space is working effectively to support students as reported by staff and students - The percentage of positive endorsement in AtoSS, Sense of Confidence, Resilience, and Senses of connectedness data shows improvement - A reduction in unexplained absences is recorded - an increase in positive post-school destinations

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Additional Student Support Services Staff including:</p> <ul style="list-style-type: none"> - triage staff (x2) - mental health practitioner - new Wellbeing Coordinator (Leading Teacher) role to support mental health and wellbeing of students as well as upskilling staff and conduct a review of existing systems - Building Capacity Leader to support new YLC induction and build capacity of YLC team - admin staff to support student attendance, follow-up, and referrals - Leading Teacher to lead build capacity in SWPBS strategies across whole school and in classrooms. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$95,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Consultation, review and documentation for wellbeing (incl. teacher release and resourcing) - synthesise existing documentation to create a more comprehensive and contemporary document of 'Wellbeing @ Baimbridge' to align best practice processes to create a cohesive and inclusive approach to supporting students' at risk.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Staff Professional Learning - Berry Street Training New staff to complete Berry Street training Existing staff to complete refresher Berry Street Training</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Wellbeing Team 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 2</p>	<p>\$14,000.00</p>

			to: Term 4	<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
Staff Professional Learning - Understanding Poverty Training Whole school training in understanding social concerns, priorities and best-practice supports for families experiencing poverty.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$14,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Staff Professional Learning - The Resilience Project (TRP) - staff release for planning units of work and class walkthroughs - completion of online modules	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Staff Professional Learning - Staff Wellbeing with Adrienne Hornby - further training and development of a staff wellbeing action plan	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$32,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Formulate RRRR Implementation Team to monitor adjustments to curriculum to measure engagement of RRRR delivery in Health and audit school-wide practice	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Staff and student professional learning - MHFA and YMHA training</p>	<p><input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Student Program - I CAN Autism Support Mentoring Program 2 programs running in 2023 to support the educational, engagement and wellbeing needs of at-risk students (predominately those with ASD and ADHD diagnoses).</p>	<p><input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$10,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$380,894.99	\$375,000.00	\$5,894.99
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$44,881.49	\$26,000.00	\$18,881.49
Total	\$425,776.48	\$401,000.00	\$24,776.48

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Release time for staff re: - induction and mentoring of new staff to embed consistent high quality teaching practices using instructional model (EDI) - moderation practices (Literacy/Numeracy) where required to identify differentiation needs and responsive teaching practices - participation in classroom walkthroughs and debriefs - facilitation of Pivot surveys (teacher practice surveys) - inducting and training students for classroom walkthroughs - transitioning of student and program information with equity funded students clearly identified and monitored - monitoring of equity funded students across school to provide intervention supports and student advocacy where required	\$40,000.00
Professional Learning to build capacity of new staff in the teaching of literacy and numeracy including:	\$45,000.00

<ul style="list-style-type: none"> - VCOP and Dibels training to build capacity of new staff and consistent moderation practices teams - training of staff in use of data literacy (pre-and post-assessments, data wall and differentiation practices) with a key focus on literacy and numeracy - development of teacher literacy skills via The Writing Revolution strategies 	
<p>Additional Staffing</p> <ul style="list-style-type: none"> - additional teaching staff member for literacy and Numeracy and increased time allocation for literacy and numeracy classes across the week - staffing of intervention programs (Macqlit & Quicksmart) with priority given to equity funded students - Capacity Building role to observe and develop teachers' skills in instructional model, facilitate and upskill staff and students in walkthroughs - additional Education Support Staff (Learning Support) to support small collaborative group work within identified cohorts - additional teaching staff (TLI) to support differentiation within classes (7&8) 	\$50,000.00
<p>Additional Student Support Services Staff including:</p> <ul style="list-style-type: none"> - triage staff (x2) - mental health practitioner - new Wellbeing Coordinator (Leading Teacher) role to support mental health and wellbeing of students as well as upskilling staff and conduct a review of existing systems - Building Capacity Leader to support new YLC induction and build capacity of YLC team - admin staff to support student attendance, follow-up, and referrals - Leading Teacher to lead build capacity in SWPBS strategies across whole school and in classrooms. 	\$95,000.00
<p>Consultation, review and documentation for wellbeing (incl. teacher release and resourcing) - synthesise existing documentation to create a more comprehensive and contemporary document of 'Wellbeing @ Baimbridge' to</p>	\$5,000.00

align best practice processes to create a cohesive and inclusive approach to supporting students' at risk.	
Staff Professional Learning - Berry Street Training New staff to complete Berry Street training Existing staff to complete refresher Berry Street Training	\$14,000.00
Staff Professional Learning - Understanding Poverty Training Whole school training in understanding social concerns, priorities and best-practice supports for families experiencing poverty.	\$14,000.00
Formulate RRRR Implementation Team to monitor adjustments to curriculum to measure engagement of RRRR delivery in Health and audit school-wide practice	\$5,000.00
Staff and student professional learning - MHFA and YMHA training	\$5,000.00
Student Program - I CAN Autism Support Mentoring Program 2 programs running in 2023 to support the educational, engagement and wellbeing needs of at-risk students (predominately those with ASD and ADHD diagnoses).	\$10,000.00
Totals	\$283,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Release time for staff re: - induction and mentoring of new staff to embed consistent high quality teaching practices using instructional model (EDI) - moderation practices	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> School-based staffing

<p>(Literacy/Numeracy) where required to identify differentiation needs and responsive teaching practices</p> <ul style="list-style-type: none"> - participation in classroom walkthroughs and debriefs - facilitation of Pivot surveys (teacher practice surveys) - inducting and training students for classroom walkthroughs - transitioning of student and program information with equity funded students clearly identified and monitored - monitoring of equity funded students across school to provide intervention supports and student advocacy where required 			
<p>Professional Learning to build capacity of new staff in the teaching of literacy and numeracy including:</p> <ul style="list-style-type: none"> - VCOP and Dibels training to build capacity of new staff and consistent moderation practices teams - training of staff in use of data literacy (pre-and post-assessments, data wall and differentiation practices) with a key focus on literacy and numeracy - development of teacher literacy skills via The Writing Revolution strategies 	<p>from: Term 1 to: Term 4</p>	<p>\$45,000.00</p>	<p><input checked="" type="checkbox"/> School-based staffing</p>
<p>Additional Staffing</p> <ul style="list-style-type: none"> - additional teaching staff member for literacy and Numeracy and increased time allocation for 	<p>from: Term 1 to: Term 4</p>	<p>\$50,000.00</p>	<p><input checked="" type="checkbox"/> School-based staffing</p>

<p>literacy and numeracy classes across the week</p> <ul style="list-style-type: none"> - staffing of intervention programs (Macqlit & Quicksmart) with priority given to equity funded students - Capacity Building role to observe and develop teachers' skills in instructional model, facilitate and upskill staff and students in walkthroughs - additional Education Support Staff (Learning Support) to support small collaborative group work within identified cohorts - additional teaching staff (TLI) to support differentiation within classes (7&8) 			
<p>Additional Student Support Services Staff including:</p> <ul style="list-style-type: none"> - triage staff (x2) - mental health practitioner - new Wellbeing Coordinator (Leading Teacher) role to support mental health and wellbeing of students as well as upskilling staff and conduct a review of existing systems - Building Capacity Leader to support new YLC induction and build capacity of YLC team - admin staff to support student attendance, follow-up, and referrals - Leading Teacher to lead build capacity in SWPBS strategies across whole school and in classrooms. 	<p>from: Term 1 to: Term 4</p>	<p>\$95,000.00</p>	<p><input checked="" type="checkbox"/> School-based staffing</p>
<p>Consultation, review and documentation for wellbeing (incl.</p>	<p>from: Term 1</p>		

teacher release and resourcing) - synthesise existing documentation to create a more comprehensive and contemporary document of 'Wellbeing @ Baimbridge' to align best practice processes to create a cohesive and inclusive approach to supporting students' at risk.	to: Term 4		
Formulate RRRR Implementation Team to monitor adjustments to curriculum to measure engagement of RRRR delivery in Health and audit school-wide practice	from: Term 1 to: Term 4	\$0.00	
Totals		\$230,000.00	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Staff Professional Learning - Berry Street Training New staff to complete Berry Street training Existing staff to complete refresher Berry Street Training	from: Term 2 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM)

Staff Professional Learning - Understanding Poverty Training Whole school training in understanding social concerns, priorities and best-practice supports for families experiencing poverty.	from: Term 2 to: Term 4	\$14,000.00	
Staff and student professional learning - MHFA and YMHFA training	from: Term 1 to: Term 4	\$0.00	
Student Program - I CAN Autism Support Mentoring Program 2 programs running in 2023 to support the educational, engagement and wellbeing needs of at-risk students (predominately those with ASD and ADHD diagnoses).	from: Term 2 to: Term 4	\$0.00	
Totals		\$26,000.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Capacity building coordinator working to support pedagogical improvement across year 9/10 Staff and support student management practices.	\$50,000.00
Capacity building through PLC. Move from KLA only focus to Cycle of Inquiry with clear data improvement intent.	\$25,000.00
Additional Berry street spend	\$20,000.00

Additional Tutor Learning support for students identified	\$50,000.00
Totals	\$145,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Capacity building coordinator working to support pedagogical improvement across year 9/10 Staff and support student management practices.	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing
Capacity building through PLC. Move from KLA only focus to Cycle of Inquiry with clear data improvement intent.	from: Term 1 to: Term 4	\$25,000.00	
Additional Berry street spend	from: Term 1 to: Term 1	\$20,000.00	
Additional Tutor Learning support for students identified	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$145,000.00	

Additional Funding Planner – Disability Inclusion Funding

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

Capacity building coordinator working to support pedagogical improvement across year 9/10 Staff and support student management practices.	from: Term 1 to: Term 4		
Capacity building through PLC. Move from KLA only focus to Cycle of Inquiry with clear data improvement intent.	from: Term 1 to: Term 4		
Additional Berry street spend	from: Term 1 to: Term 1		
Additional Tutor Learning support for students identified	from: Term 1 to: Term 4		
Totals			\$0.00

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Capacity building coordinator working to support pedagogical improvement across year 9/10 Staff and support student management practices.	from: Term 1 to: Term 4	\$0.00	
Capacity building through PLC. Move from KLA only focus to Cycle of Inquiry with clear data improvement intent.	from: Term 1 to: Term 4	\$0.00	

Additional Berry street spend	from: Term 1 to: Term 1	\$0.00	
Additional Tutor Learning support for students identified	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Release time for staff re:</p> <ul style="list-style-type: none"> - induction and mentoring of new staff to embed consistent high quality teaching practices using instructional model (EDI) - moderation practices (Literacy/Numeracy) where required to identify differentiation needs and responsive teaching practices - participation in classroom walkthroughs and debriefs - facilitation of Pivot surveys (teacher practice surveys) - inducting and training students for classroom walkthroughs - transitioning of student and program information with equity funded students clearly identified and monitored - monitoring of equity funded students across school to provide intervention supports and student advocacy where required 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>Professional Learning to build capacity of new staff in the teaching of literacy and numeracy including:</p> <ul style="list-style-type: none"> - VCOP and Dibels training to build capacity of new staff and consistent moderation practices teams - training of staff in use of data literacy (pre-and post-assessments, data wall and differentiation practices) with a key focus on literacy and numeracy - development of teacher literacy skills via The Writing Revolution strategies 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
--	--	--	--	--	--	---