

# 2022 Annual Implementation Plan

## for improving student outcomes

Hopetoun P-12 College (8904)



HOPETOUN  
P-12 COLLEGE

Submitted for review by Graeme Holmes (School Principal) on 13 December, 2021 at 05:30 PM  
Endorsed by Christopher Walter (Senior Education Improvement Leader) on 17 December, 2021 at 02:36 PM  
Endorsed by Tash Anderson (School Council President) on 23 February, 2022 at 04:40 PM

# Self-evaluation Summary - 2022

Hopetoun P-12 College (8904)

	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	Embedding	
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships		
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Emerging	
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.		

<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	Embedding	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core		

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

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

<b>Enter your reflective comments</b>	<p>Hopetoun P-12 College has a strong and positive record in the provision of professional learning. There is growth and commitment amongst the staff and this has shown positively in results in the secondary section of the school.</p> <p>We need to continue to build capacity and implementation at the mid-primary level and we need to focus on improving our assessment and moderation practices.</p> <p>We also need to work on improving the wellbeing and mental health of our students.</p>
<b>Considerations for 2022</b>	<p>Student achievement as measured by NAPLAN.</p> <p>Focus on the students entering the school with low attainment in the low and middle primary setting.</p> <p>Develop a structured and detailed student wellbeing program across the College to complement the SWPBS program.</p> <p>Focus on the low socio-economic cluster of students entering the school and be aware of the growing cohort of Koorie and out-of-home care students.</p>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;          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> 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> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To improve literacy and numeracy outcomes for all students.
<b>Target 2.1</b>	<p><b>NAPLAN – Benchmark growth</b>          By 2024, the percentage of students meeting or above NAPLAN benchmark growth in the two-year moving average will increase;</p> <ul style="list-style-type: none"> <li>● Year 5 Reading from 93.3 (2019) to 95</li> <li>● Year 7 Reading from 61.2 (2019) to 80</li> <li>● Year 9 Reading from 69.4 (2019) to 85</li> <li>● Year 5 Writing from 80.0 (2019) to 95</li> <li>● Year 7 Writing from 84.9 (2019) to 95</li> <li>● Year 9 Writing from 72.2 (2019) to 85</li> <li>● Year 5 Numeracy from 86.7 (2019) to 95</li> <li>● Year 7 Numeracy from 74.6 (2019) to 85</li> <li>● Year 9 Numeracy from 69.4 (2019) to 85.</li> </ul>

<b>Target 2.2</b>	<p><b>VCE - Mean study score</b></p> <p>By 2024, increase the VCE School – Study Score Mean from 21.05 (2019) to 29 (28.82 State – Study Score Mean 2019)</p> <ul style="list-style-type: none"> <li>• VCE English Mean study score from 18.75 (2019) to 29</li> <li>• VCE Further Mathematics from 32 for &gt; 5 students (2019) [26.50 (2018)] to 29</li> </ul>
<b>Target 2.3</b>	<p><b>VCAL - Completion</b></p> <p>Throughout the 2021 - 2024 maintain the VCAL completion rate of 90 percent (2019) or greater.</p>
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Embed a whole school guaranteed and viable curriculum
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Develop and implement a whole school approach to student goals setting that empowers high expectation, high aspirations and student agency
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Implement an inquiry cycle to further build practice excellence and collaboration
<b>Goal 3</b>	To improve the engagement of all students in their learning.
<b>Target 3.1</b>	<p><b>Attendance</b></p> <p>By 2024, reduce unapproved absences from an average of 10.5 days (2019) to an average of 5 days.</p>

<p><b>Target 3.2</b></p>	<p><b>Attitudes to School Survey (AToSS)</b>  By 2024, the positive percentage endorsement rate will improve in the Attitudes to School Survey factors</p> <ul style="list-style-type: none"> <li>• Sense of connectedness from 47 (2019) to 65</li> <li>• Student Voice and Agency from 58 (2019) to 65</li> <li>• Motivation and interest from 61 (2019) to 70</li> <li>• Self-regulation and goal setting from 67 (2019) to 70</li> <li>• Differentiated learning challenge from 72 (2019) to 80.</li> </ul>
<p><b>Target 3.3</b></p>	<p><b>Staff Opinion Survey (POS)</b>  By 2024, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors;</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 74 (2019) to 80</li> <li>• Collective efficacy from 85 (2019) to 90</li> <li>• Trust in students and parents from 78 (2019) to 85</li> <li>• Guaranteed and viable curriculum from 88 (2019) to 95.</li> </ul>
<p><b>Target 3.4</b></p>	<p><b>Parent Opinion Survey (POS)</b>  By 2024, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors;</p> <ul style="list-style-type: none"> <li>• Student connectedness from 80 (2019) to 90</li> <li>• High expectations for success 80 (2019) to 90</li> <li>• Student motivation and support 60 (2019) to 75.</li> </ul>
<p><b>Key Improvement Strategy 3.a</b></p>	<p>Develop a culture of high expectations and excellence through the school community</p>

Setting expectations and promoting inclusion	
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	Develop, document and implement a whole school strategy to improve student voice, learner agency and student leadership
<b>Key Improvement Strategy 3.c</b> Parents and carers as partners	Strengthen the school engagement with parents and the wider community to improve student learning outcomes
<b>Key Improvement Strategy 3.d</b> Health and wellbeing	Embed a consistent wellbeing strategy across the school that improves the engagement of all students in their learning



## 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>	<p>Yes</p>	<p>Support for the 2022 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>NAPLAN – Benchmark growth The percentage of students in all year levels and in Reading, Writing and Numeracy be 85% or more meeting or above benchmark growth.</p> <p>VCE - Mean study score VCE Study score = 30 or more. English 30 or more. Further Maths 30 or more.</p> <p>VCAL - Completion 90% or more.</p> <p>Attendance - an average of 8 days absence.</p> <p>Attitudes to School Survey (AToSS) Sense of connectedness, teacher concern, perseverance and student voice and agency all 75% or better.</p> <p>Staff Opinion Survey (POS)</p>

			<p>Academic emphasis, collective efficacy and trust in students and parents all 85% or better.</p> <p>Parent Opinion Survey (POS) High expectations for success 90% or better.</p>
To improve literacy and numeracy outcomes for all students.	No	<p><b>NAPLAN – Benchmark growth</b></p> <p>By 2024, the percentage of students meeting or above NAPLAN benchmark growth in the two-year moving average will increase;</p> <ul style="list-style-type: none"> <li>• Year 5 Reading from 93.3 (2019) to 95</li> <li>• Year 7 Reading from 61.2 (2019) to 80</li> <li>• Year 9 Reading from 69.4 (2019) to 85</li> <li>• Year 5 Writing from 80.0 (2019) to 95</li> <li>• Year 7 Writing from 84.9 (2019) to 95</li> <li>• Year 9 Writing from 72.2 (2019) to 85</li> <li>• Year 5 Numeracy from 86.7 (2019) to 95</li> <li>• Year 7 Numeracy from 74.6 (2019) to 85</li> <li>• Year 9 Numeracy from 69.4 (2019) to 85.</li> </ul>	
		<p><b>VCE - Mean study score</b></p> <p>By 2024, increase the VCE School – Study Score Mean from 21.05 (2019) to 29 (28.82 State – Study Score Mean 2019)</p> <ul style="list-style-type: none"> <li>• VCE English Mean study score from 18.75 (2019) to 29</li> <li>• VCE Further Mathematics from 32 for &gt; 5 students (2019) [26.50 (2018)] to 29</li> </ul>	

		<p><b>VCAL - Completion</b></p> <p>Throughout the 2021 - 2024 maintain the VCAL completion rate of 90 percent (2019) or greater.</p>	
To improve the engagement of all students in their learning.	No	<p><b>Attendance</b></p> <p>By 2024, reduce unapproved absences from an average of 10.5 days (2019) to an average of 5 days.</p>	
		<p><b>Attitudes to School Survey (AToSS)</b></p> <p>By 2024, the positive percentage endorsement rate will improve in the Attitudes to School Survey factors</p> <ul style="list-style-type: none"> <li>• Sense of connectedness from 47 (2019) to 65</li> <li>• Student Voice and Agency from 58 (2019) to 65</li> <li>• Motivation and interest from 61 (2019) to 70</li> <li>• Self-regulation and goal setting from 67 (2019) to 70</li> <li>• Differentiated learning challenge from 72 (2019) to 80.</li> </ul>	
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		<ul style="list-style-type: none"> <li>• Trust in students and parents from 78 (2019) to 85</li> <li>• Guaranteed and viable curriculum from 88 (2019) to 95.</li> </ul>	
		<p><b>Parent Opinion Survey (POS)</b> By 2024, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors;</p> <ul style="list-style-type: none"> <li>• Student connectedness from 80 (2019) to 90</li> <li>• High expectations for success 80 (2019) to 90</li> <li>• Student motivation and support 60 (2019) to 75.</li> </ul>	

<b>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt; 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>NAPLAN – Benchmark growth The percentage of students in all year levels and in Reading, Writing and Numeracy be 85% or more meeting or above benchmark growth.</p> <p>VCE - Mean study score VCE Study score = 30 or more. English 30 or more. Further Maths 30 or more.</p>

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<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?
<b>KIS 1</b> Priority 2022 Dimension	<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>Yes</p>
<b>KIS 2</b> Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p> <p>Yes</p>
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.</p>

# Define Actions, Outcomes and Activities

<p><b>Goal 1</b></p>	<p><b>2022 Priorities Goal</b>          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>NAPLAN – Benchmark growth          The percentage of students in all year levels and in Reading, Writing and Numeracy be 85% or more meeting or above benchmark growth.</p> <p>VCE - Mean study score          VCE Study score = 30 or more.          English 30 or more.          Further Maths 30 or more.</p> <p>VCAL - Completion 90% or more.</p> <p>Attendance - an average of 8 days absence.</p> <p>Attitudes to School Survey (AToSS)          Sense of connectedness, teacher concern, perseverance and student voice and agency all 75% or better.</p> <p>Staff Opinion Survey (POS)          Academic emphasis, collective efficacy and trust in students and parents all 85% or better.</p>

	Parent Opinion Survey (POS) High expectations for success 90% or better.			
<b>KIS 1</b> 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>Actions</b>	<p>[1] Build staff capacity in assessment, including moderation and reporting, to identify and meet student learning needs.</p> <p>[2] Further implement the Hopetoun P-12 College Teaching and Learning Instructional Model incorporating high impact teaching strategies.</p>			
<b>Outcomes</b>	<p>Leadership will: Build capacity of staff in assessment, moderation and reporting. Review and refine the assessment schedule. Deliver Professional Learning on HITS and the College's Instructional Model.</p> <p>Teachers will: Use HITS to plan lessons and units of work. Use differentiation confidently and consistently in their lessons. Consistently and explicitly implement the school's instructional model. Designated teachers will implement the Tutoring and MYLNS intervention programs. Collaborate and communicate with Tutors and MYLNS support teachers.</p> <p>Students will; Know how lessons are structured and how this supports their learning. Improve learning through targeted support.</p>			
<b>Success Indicators</b>	<p>Data Sources NAPLAN results, PAT data, tutoring and MYLNS reports, Teacher Judgements. Record of Professional Learning delivered by Leadership and others with expertise. Implementation measured through Peer Learning Walks. Program reviews. PIVOT surveys.</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>

<p>[1] Assessment Policy - Review assessment policy, including developing knowledge of FISO 2.0 on Assessment and incorporating the elements into Hopetoun P-12 College assessment processes.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 2</p>	<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>
<p>[2] Assessment Moderation - Develop a process for moderating assessment tasks and results within and across Domains.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 1</p>	<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>
<p>[3] Assessment Capability - Build staff capacity in assessment strategies including formative and summative assessment, and embed using learning sprints and Peer Learning Walks.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> <li><input checked="" type="checkbox"/> School Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> </ul>



				<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
[4] Assessment Rubrics - Revisit the use of rubrics as an assessment tool.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
[5] Understanding, analysing and using student achievement data.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
[6] Develop a deep understanding of all elements of FISO 2.0	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(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
[7] Effective differentiation of instruction, with a focus on other Domains such as Health and Physical Education, The Arts, Technology, Humanities and Science; professional learning and implementation in classrooms.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(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
[8] Maintain focus on HITS and where they relate to our Instructional Model (Explicit Teaching HIT No. 3) e.g. feedback, collaborative learning, metacognition, questioning, differentiation.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<p>Continue to develop staff capability in cognitive load, self-regulation and setting high expectations.</p>			<p>to: Term 4</p>	<p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>[9] Curriculum Continue to align curriculum P-10. Review and renew the middle years curriculum (Years 7-9 and Year 6 into 7). Prepare to align VCAL with the new VCE model.</p>	<p><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</p> <p><input checked="" type="checkbox"/> KLA Leader</p> <p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>[10] Support students who require scaffolding in their learning; employment of tutors and support staff . Employment of tutors = \$50,000 Employment of classroom support = \$40,000</p>	<p><input checked="" type="checkbox"/> Leadership Team</p> <p><input checked="" type="checkbox"/> Leading Teacher(s)</p> <p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$90,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>[11] MYLNS Focus for 2022</p> <p>a) English  Explicit teaching of spelling and grammar.  Formative assessment of writing  Differentiation strategies</p> <p>b) Maths  Development of challenging maths tasks that are accessible to all students within the class.  Understand how to differentiate to include low and high ability students.</p>	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<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
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<p>[1] Embed positive wellbeing and mental health approaches in staff professional practice.</p> <p>[2] Activate student voice, agency and leadership to strengthen student participation and engagement in learning.</p>			
<b>Outcomes</b>	<p>Leadership will:  Develop and refine a whole school approach to student wellbeing and mental health.  provide Professional Learning on student wellbeing in classrooms</p> <p>Teachers will:  Share a common understanding of the whole school approach to student wellbeing.  Implement Professional Learning on wellbeing in classroom.</p>			

	Students will: Actively participate in a cohesive program which is designed to increase awareness of student wellbeing and mental health.			
<b>Success Indicators</b>	Data Sources Student Attitudes to School Survey, Bully Audits, Year Level Coordinator meeting minutes, Compass behaviour reports. Reviews of various programs and special events. Data collated by Wellbeing Coordinator and Mental Health support.			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
[12] Embed current wellbeing and student support programs.  a) Emotional intelligence b) Zones of Regulation c) Growth Mindset d) RRRR e) School values of respect, responsibility and team work	<input checked="" type="checkbox"/> Leadership 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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
[13] Positive Mental Health Research, identify and implement wellbeing programs to create classroom environments that promote positive mental health. (Mental Health Fund Menu)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$18,000.00  <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
<p>[14] Staffing          Appoint qualified and proactive members to the school's Wellbeing and Mental Health Team          a) Appoint a Mental Health Support Practitioner.          b) Partner with other secondary schools to appoint a Mental Health Practitioner.          c) Appoint a School Chaplain</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<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
<p>[15] Wellbeing &amp; Mental Health Team          Establish a strong, proactive Student Wellbeing team with clear goals, roles and responsibilities.</p>	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<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

<p>[16] Ensure the school's emphasis on and approaches to student mental health and wellbeing are disseminated within and beyond the school setting.</p> <p>a) Emphasise wellbeing in homegroups and pastoral care sessions.</p> <p>b) Inform parents about and promote student wellbeing and mental health amongst parents and the wider school community.</p>	<p><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</p> <p><input checked="" type="checkbox"/> Wellbeing Team</p> <p><input checked="" type="checkbox"/> Year Level Co-ordinator(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>[17] Student Agency</p> <p>Build staff capacity in student voice and agency (DE&amp;T Amplify), with a focus on how these fit within our instructional model.</p>	<p><input checked="" type="checkbox"/> Leading Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>[18] Goal Setting</p> <p>Research, identify and implement a positive and effective student goal setting program.</p> <p>Develop knowledge and skills of staff in goal setting and implementation across the school.</p>	<p><input checked="" type="checkbox"/> Leading Teacher(s)</p> <p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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
[19] Student Representative Council Restructure the SRC with clear purpose and goals.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student Leadership Coordinator	<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
[20] Policy Review and update the College's Student Engagement Policy to ensure student mental health and wellbeing initiatives are included in the policy.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<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
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# Funding Planner

## Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$45,786.00	\$45,786.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$15,299.00	\$15,299.00	\$0.00
<b>Total</b>	<b>\$61,085.00</b>	<b>\$61,085.00</b>	<b>\$0.00</b>

## Activities and Milestones – Total Budget

Activities and Milestones	Budget
[10] Support students who require scaffolding in their learning; employment of tutors and support staff . Employment of tutors = \$50,000 Employment of classroom support = \$40,000	\$90,000.00
[12] Embed current wellbeing and student support programs.  a) Emotional intelligence b) Zones of Regulation c) Growth Mindset d) RRRR e) School values of respect, responsibility and team work	\$0.00
[13] Positive Mental Health Research, identify and implement wellbeing programs to create classroom environments that promote positive mental health. (Mental Health Fund Menu)	\$18,000.00

<b>Totals</b>	\$108,000.00
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### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
[10] Support students who require scaffolding in their learning; employment of tutors and support staff . Employment of tutors = \$50,000 Employment of classroom support = \$40,000	from: Term 1 to: Term 4	\$45,786.00	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$45,786.00	

### 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
[12] Embed current wellbeing and student support programs.  a) Emotional intelligence	from: Term 1	\$0.00	

b) Zones of Regulation c) Growth Mindset d) RRRR e) School values of respect, responsibility and team work	to: Term 2		
[13] Positive Mental Health Research, identify and implement wellbeing programs to create classroom environments that promote positive mental health. (Mental Health Fund Menu)	from: Term 1 to: Term 2	\$15,299.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health
<b>Totals</b>		\$15,299.00	

### 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
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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<b>Totals</b>		\$0.00	
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**Additional Funding Planner – Schools Mental Health Fund and Menu**

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
[1] Assessment Policy - Review assessment policy, including developing knowledge of FISO 2.0 on Assessment and incorporating the elements into Hopetoun P-12 College assessment processes.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
[2] Assessment Moderation - Develop a process for moderating assessment tasks and results within and across Domains.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
[3] Assessment Capability - Build staff capacity in assessment strategies including formative and summative assessment, and embed using learning sprints and Peer Learning Walks.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site

[4] Assessment Rubrics - Revisit the use of rubrics as an assessment tool.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
[5] Understanding, analysing and using student achievement data.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
[6] Develop a deep understanding of all elements of FISO 2.0	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> MYLYNS Improvement teacher <input checked="" type="checkbox"/> MYLYNS Network teacher	<input checked="" type="checkbox"/> On-site
[7] Effective differentiation of instruction, with a focus on other Domains such as Health and Physical Education, The Arts, Technology, Humanities and Science; professional learning and implementation in classrooms.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site

<p>[8] Maintain focus on HITS and where they relate to our Instructional Model (Explicit Teaching HIT No. 3) e.g. feedback, collaborative learning, metacognition, questioning, differentiation.</p> <p>Continue to develop staff capability in cognitive load, self-regulation and setting high expectations.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</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"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>[9] Curriculum Continue to align curriculum P-10. Review and renew the middle years curriculum (Years 7-9 and Year 6 into 7). Prepare to align VCAL with the new VCE model.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> <li><input checked="" type="checkbox"/> KLA Leader</li> <li><input checked="" type="checkbox"/> Leadership Team</li> </ul>	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Curriculum development</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> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Leaders</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> <li><input checked="" type="checkbox"/> MYLYNS Improvement teacher</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>[18] Goal Setting Research, identify and implement a positive and effective student goal setting program. Develop knowledge and skills of staff in goal setting and implementation across the school.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</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> </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>