

# 2024 Annual Implementation Plan

## for improving student outcomes

Wheelers Hill Secondary College (8474)



Submitted for review by Fern Brisbane (School Principal) on 25 January, 2024 at 03:49 PM  
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 25 January, 2024 at 04:17 PM  
Awaiting endorsement by School Council President

## Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
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	
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	

<b>Assessment</b>	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	

<b>Engagement</b>	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	

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

<b>Future planning</b>	<p>Making Progress has been our common theme for the year and indeed we have had numerous significant milestones that show we are on target, including the following:</p> <ul style="list-style-type: none"> <li>-positive trend for Student Concern</li> <li>- meeting most targets in relation to our AToSS and Staff Opinion Survey</li> <li>-Refocused Student Voice, Agency and Leadership with LT to lead student and community connectedness</li> <li>- Introduction of new Assessment and Reporting protocols to support maximising student learning, including huge improvements in our formal testing culture with excellent participation rates in NAPLAN and excellent feedback from VCAA</li> </ul>
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	<p>on our exam processes.</p> <p>-The shift from a LT for Professional Practice to LT for Learning and Teaching has also resulted in a shift away from a process driven and compliance role to one which is far more focused on the HITS and consistency in teacher pedagogy. We will continue to focus on Student Wellbeing and maximising student learning because they are at the centre of FISO 2.0 and the journey our school is on to be the school of choice for the families of our enrolment zone.</p>
<b>Documents that support this plan</b>	

## 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>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	Yes	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.  To further improve our key data sets in 2024
Maximise learning growth and achievement for all students	Yes	<p>By 2026, increase the percentage of students assessed as meeting or above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> <li>• Reading from 79 % in 2021 to 85%</li> <li>• Writing from 82% in 2021 to 85%</li> <li>• Numeracy from 75% in 2021 to 80%</li> </ul>	Increase the percentatge of students in NAPLAN at Year 9 in the strong and the exceeding category
		<p>By 2026, increase the percentage of students in the top two NAPLAN bands: Year 7</p> <ul style="list-style-type: none"> <li>• Reading from 25% to 29%</li> <li>• Writing from 26% to 29%</li> <li>• Numeracy from 34% to 38%</li> </ul> <p>By 2026, increase the percentage of students in the top two NAPLAN bands: Year 9</p> <ul style="list-style-type: none"> <li>• Reading from 15% to 20%</li> <li>• Writing from 19% to 24%</li> <li>• Numeracy from 10% to 15%</li> </ul>	Increase the percentages of Year 7 students in the exceeding category for: Reading, Writing and Numeracy

		<p>By 2026, decrease the percentage of students in the bottom two NAPLAN bands: Year 7</p> <ul style="list-style-type: none"> <li>• Reading from 13% to 9%</li> <li>• Writing from 15% to 11%</li> <li>• Numeracy from 16% to 12%</li> </ul> <p>By 2026, decrease the percentage of students in the bottom two NAPLAN bands: Year 9</p> <ul style="list-style-type: none"> <li>• Reading from 23% to 19%</li> <li>• Writing from 15% to 11%</li> <li>• Numeracy from 25% to 20%</li> </ul>	Decrease the percentatge of students in the developing and need support categories
		<p>By 2026, increase the VCE all study score mean from 27.65 in 2021 to 28.75.</p> <p>By 2026, increase the percentage of 37+ study scores from 5.85% in 2021 to 7.5% in 2026</p>	By 2024, increase the VCE all study score mean to 27 based on the 2023 data.By 2024, increase the percentage of 37+ study scores to 5.5% based on 2023 data.
		<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> <li>• From 36% in 2021 to 42% for academic emphasis</li> <li>• From 40% in 2021 to 50% for collective efficacy</li> <li>• From 34% in 2021 to 44% for teacher collaboration</li> <li>• From 19% in 2021 to 25% for understand how to analyse data</li> </ul>	Improve positive endorsement in 2024 for:Academic Emphasis to 38%Collective Efficacy to 48%Teacher Collaboration to 42%Understand how to analyse data maintain at 32% or above
Build a stimulating environment where students are agents of their own learning	Yes	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> <li>• 30% to 40% for student voice and agency</li> <li>• 39% to 48% for stimulated learning</li> <li>• 50% to 57% for self-regulation and goal setting</li> <li>• 24% to 34% for teacher concern</li> <li>• 47% to 55% for motivation and interest</li> </ul>	Student Voice and Agency to 36%Stimulated Learning to 47%Self Regulation and Goal Setting 54%Teacher Concern to 32%Motivation and Interest to 50%Attitudes to attendance 78%

		<ul style="list-style-type: none"> <li>• 76% to 80% for attitudes to attendance</li> </ul>	
		By 2026, decrease the percentage of students with 20 or more absence days from 31% in 2022 to 28% or lower.	Decrease percentage of students with 20 or more absence days to 38%.(Incorrect % used last year)
		<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures, based on 2021 data:</p> <ul style="list-style-type: none"> <li>• 42% to 48% for use student feedback to improve practice,</li> <li>• 37% to 46% for promote student ownership of learning</li> <li>• 35% to 44% believe peer feedback improves practice</li> <li>• 37% to 46% plan for differentiated learning</li> </ul>	<p>Use student feedback to improve practice to 52%</p> <p>Promote student ownership of learning to 46%</p> <p>Believe peer feedback improves practice to 48%</p> <p>Plan for differentiated learning to 40%</p>
Improve mental health and wellbeing for all students	Yes	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> <li>• 61% to 65% for emotional awareness and self-regulation</li> <li>• 51% to 57% for resilience</li> <li>• 40% to 49% for sense of inclusion</li> <li>• 48% to 54% for effective classroom behaviour</li> <li>•</li> <li>•</li> </ul>	<p>Emotional awareness and self-regulation to 68%</p> <p>Normal and High Resilience to 72%</p> <p>Sense of connectedness to 43%</p> <p>Effective classroom behaviour to 53%</p>
		<p>By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for the following measures, based on 2021 data:</p> <ul style="list-style-type: none"> <li>• 45% to 54% for teacher communication</li> <li>• 81% to 86% for promoting positive behaviours</li> <li>• 81% to 86% for student connectedness</li> </ul>	<p>Teacher communication to 40%</p> <p>Promoting positive behaviours to 65%</p> <p>Student connectedness to 77%</p>

		<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures, based on 2021 data:</p> <ul style="list-style-type: none"> <li>• 37% to 46% for support growth and learning of the whole student</li> <li>• 37% to 46% for trust in students and parents</li> </ul>	<p>Support growth and learning of the whole student to 48% Trust in students and parents to 44%</p>
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<b>Goal 1</b>	<b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	
<b>12-month target 1.1-month target</b>	To further improve our key data sets in 2024	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b>	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</b>	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.		
<b>Goal 2</b>	<b>Maximise learning growth and achievement for all students</b>	
<b>12-month target 2.1-month target</b>	Increase the percentage of students in NAPLAN at Year 9 in the strong and the exceeding category	



<b>12-month target 2.2-month target</b>	Increase the percentages of Year 7 students in the exceeding category for: Reading, Writing and Numeracy
<b>12-month target 2.3-month target</b>	Decrease the percentatge of students in the developing and need support categories
<b>12-month target 2.4-month target</b>	By 2024, increase the VCE all study score mean to 27 based on the 2023 data. By 2024, increase the percentage of 37+ study scores to 5.5% based on 2023 data.
<b>12-month target 2.5-month target</b>	Improve positive endorsement in 2024 for: Academic Emphasis to 38% Collective Efficacy to 48% Teacher Collaboration to 42% Understand how to analyse data maintain at 32% or above
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?
<b>KIS 2.a</b> Leadership	Build collective ownership for student outcomes Yes
<b>KIS 2.b</b> Assessment	Build school capabilities to provide point of need teaching Yes
<b>KIS 2.c</b> Teaching and learning	Build consistency in high quality teaching practice Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	We want to build on 2023 improvement to consolidate the progress that has been made in relation to learning outcomes, especially Numeracy. We also want to continue to build collective ownership of outcomes across the community including educational support staff, carers and parents. We also want to continue the journey in consistency in building high quality teaching practice. This is evident in our AIP 2023 FISO 2.0 self-evaluation, where we still have areas we need to embed. Significant work has been done, we just need to consolidate and make further growth.
<b>Goal 3</b>	<b>Build a stimulating environment where students are agents of their own learning</b>

<b>12-month target 3.1-month target</b>	Student Voice and Agency to 36% Stimulated Learning to 47% Self Regulation and Goal Setting 54% Teacher Concern to 32% Motivation and Interest to 50% Attitudes to attendance 78%	
<b>12-month target 3.2-month target</b>	Decrease percentage of students with 20 or more absence days to 38%. (Incorrect % used last year)	
<b>12-month target 3.3-month target</b>	Use student feedback to improve practice to 52% Promote student ownership of learning to 46% Believe peer feedback improves practice to 48% Plan for differentiated learning to 40%	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 3.a</b> Leadership	Build school capabilities to be curious, creative and collaborative learners	Yes
<b>KIS 3.b</b> Engagement	Develop student capabilities to create personal learning and pathways goals	Yes
<b>KIS 3.c</b> Engagement	Activate student voice, agency, and leadership in learning	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	We want to build on 2023 improvement to consolidate the progress that has been made in build school capabilities to be curious, creative and collaborative learners. We also want to develop student capabilities to create personal learning and pathways goals. We also want to continue the journey to activate student voice, agency, and leadership in learning. This is evident in our AIP 2023 FISO 2.0 self-evaluation, where we still have areas we need to embed. Significant work has been done, we just need to consolidate and make further growth.	

<b>Goal 4</b>	<b>Improve mental health and wellbeing for all students</b>	
<b>12-month target 4.1-month target</b>	Emotional awareness and self-regulation to 68% Normal and High Resilience to 72% Sense of connectedness to 43% Effective classroom behaviour to 53%	
<b>12-month target 4.2-month target</b>	Teacher communication to 40% Promoting positive behaviours to 65% Student connectedness to 77%	
<b>12-month target 4.3-month target</b>	Support growth and learning of the whole student to 48% Trust in students and parents to 44%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 4.a</b> Support and resources	Build a whole school framework to enhance student health and wellbeing, in partnership with parents, carers, students and staff	Yes
<b>KIS 4.b</b> Support and resources	Strengthen partnerships within and beyond the school to support individual and cohort student health and wellbeing	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Significant work has been done, we just need to consolidate and make further growth. Our evidence is based on AtoSS POS and FISO 2.0 Self-evaluation.	

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	<b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
<b>12-month target 1.1 target</b>	To further improve our key data sets in 2024
<b>KIS 1.a</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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	WHSC will take the following actions: Participate in the Numeracy CoP. Embed and improve current whole school practices with a greater focus on the use of HITS to build teacher capacity particularly with respect to stimulating learning and differentiation. This will also be strengthened by the new Teaching and Learning Model. Create a process for consistent curriculum documentation Years 7-10, including scope and sequence documents and unit planners. Use the WHSC DESMOS Club to provide specialised support for high-achieving students interested in Mathematics.
<b>Outcomes</b>	We will see the following at WHSC: For Students: Greater empowerment and agency in their learning Improved collaboration amongst students in the classroom Improved engagement in learning For Teachers: Greater collaboration with students in the classroom More transparent and consistent pedagogical approaches to teaching and learning For Community: Greater communication of and endorsement for our pedagogical practices
<b>Success Indicators</b>	Locally generated data to track and monitor; creation of Numeracy data walls; student survey/focus group data. More students achieving a Study Score 37+ in General Mathematics and Maths Methods.

	<p>Increase the percentage of Year 9 students in 'strong' and 'exceeding' for NAPLAN Mathematics.  Reduction in the percentage of Year 9 students in the 'needs additional support' for NAPLAN Mathematics.  Evidence of Scope and Sequence documentation from Year 7-10 across all Learning Areas.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Participate in the Numeracy CoP.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teaching and learning coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Embed and improve current whole school practices with a greater focus on the use of HITS.	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Other funding will be used
Create a process for consistent curriculum documentation Years 7-10, including scope and sequence documents and unit planners.	<input checked="" type="checkbox"/> Information Technology leader/team <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and learning coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Use the WHSC DESMOS Club to provide specialised support for high-achieving students interested in Mathematics	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<b>KIS 1.b</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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	WHSC will: Redesign Middle School precinct to improve accessibility and connectedness for students. Redesign International Student Centre to improve accessibility and connectedness for International students. Further develop communication of wellbeing processes and protocols by upgrading the WHSC Wellbeing handbook and flow chart. Create Learning and Wellbeing Mentors for students at risk and vulnerable cohorts. Create and implement the Student Progress PLC. Create and implement new Student Leadership Model.			
<b>Outcomes</b>	For Students: Increased access to learning spaces within E Block and International Student Centre. Improved tracking of students at risk, by utilising the Staying In Education dashboard. For Teachers: Improved perception of teacher concern in the AtoSS 2024. Creation of Staff Handbook; inclusion of all College processes and protocols.			
<b>Success Indicators</b>	Staff Handbook New Middle School precinct New International Student precinct Updated Wellbeing Handbook Documentation of student attendance with College actions to support improved attendance Professional Learning for staff			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Redesign Middle School precinct to improve accessibility and connectedness for students.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1	\$30,000.00

	<input checked="" type="checkbox"/> Leading teacher(s)		to: Term 1	<input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
Redesign International Student Centre to improve accessibility and connectedness for International students.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$8,000.00  <input checked="" type="checkbox"/> Other funding will be used
Further develop communication of wellbeing processes and protocols by upgrading the WHSC Wellbeing handbook and flow chart.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Create Learning and Wellbeing Mentors for students at risk and vulnerable cohorts	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Create and implement the Student Progress PLC.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Create and implement new Student Leadership Model.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Sub school leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
<b>Goal 2</b>	Maximise learning growth and achievement for all students			
<b>12-month target 2.1 target</b>	Increase the percentatge of students in NAPLAN at Year 9 in the strong and the exceeding category			
<b>12-month target 2.2 target</b>	Increase the percentages of Year 7 students in the exceeding category for: Reading, Writing and Numeracy			
<b>12-month target 2.3 target</b>	Decrease the percentatge of students in the developing and need support categories			
<b>12-month target 2.4 target</b>	By 2024, increase the VCE all study score mean to 27 based on the 2023 data. By 2024, increase the percentage of 37+ study scores to 5.5% based on 2023 data.			
<b>12-month target 2.5 target</b>	Improve positive endorsement in 2024 for: Academic Emphasis to 38% Collective Efficacy to 48% Teacher Collaboration to 42% Understand how to analyse data maintain at 32% or above			
<b>KIS 2.a</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	Build collective ownership for student outcomes			
<b>Actions</b>	In partnership with Monash Tech School, build teacher capacity to deliver consistent and transparent pedagogical practices that improve student outcomes, particularly in STEM-based learning. Review and refine the curriculum plan to identify and implement authentic opportunities for students to co-design their learning. Develop a whole-school understanding of what student voice, agency and leadership in what learning looks like at WHSC.			



<b>Outcomes</b>	<p>For Students:  Greater collaboration with all stakeholders in their learning  Improved engagement in their learning  Greater ownership of their learning</p> <p>For Teachers:  Greater mastery, autonomy and purpose in learning Years 7-12  Greater differentiation of curriculum content to cater for high ability, diverse, and high need learners</p> <p>For Community:  Greater parent endorsement of the WHSC teaching and learning culture</p>			
<b>Success Indicators</b>	<p>Percentage increase in the following AtoSS data:  Student Voice and Agency to 36%  Stimulated Learning to 47%  Self Regulation and Goal Setting 54%  Teacher Concern to 32%  Motivation and Interest to 50%  Attitudes to attendance 78%</p> <p>Percentage increase in the following SSS data:  Use student feedback to improve practice to 52%  Promote student ownership of learning to 46%  Believe peer feedback improves practice to 48%  Plan for differentiated learning to 40%</p> <p>Percentage increase in the following POS data:  Teacher communication to 40%  Promoting positive behaviours to 65%  Student connectedness to 77%</p> <p>Teachers consistently use the design thinking process as part of their pedagogy; ie units of work; lesson plans.</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
<p>In partnership with Monash Tech School, build teacher capacity to deliver consistent and transparent pedagogical practices that improve student outcomes, particularly in STEM-based learning. Establish a formal partnership (Memorandum of Understanding) with the Monash Tech School to deliver professional learning and mentoring for teachers.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> KLA leader</li> <li><input checked="" type="checkbox"/> STEM coordinator</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> </ul>

	<input checked="" type="checkbox"/> Teaching and learning coordinator			
Review and refine the curriculum plan to identify and implement authentic opportunities for students to co-design their learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> STEM coordinator <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Develop a whole-school understanding of what student voice, agency and leadership in learning looks like at WHSC.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build school capabilities to provide point of need teaching			
<b>Actions</b>	Review moderation processes for VCE and establish clear protocols for teachers and Learning Areas. Implementation of Positive Behaviour Agreements for Year 7-12. Establish Teaching and Learning surveys to collect student feedback on individual subjects in real time. Upskill Learning Specialists on mentoring and coaching skills to support teachers on differentiated teaching and learning.			
<b>Outcomes</b>	For Students: Greater ownership about the work students do and how they are assessed.			

	<p>Opportunity for students to provide timely feedback to teachers.  For Teachers:  Greater understanding of how to use the Vic teacher judgments 7-10 effectively.  Greater focus on moderation, benchmarking and collaborative assessment of student work in VCE.  Greater capacity of teachers to deliver feedback on student learning in a variety of ways.  Greater understanding of the purpose of assessment by all stakeholders.</p>			
<b>Success Indicators</b>	<p>Documented moderation and assessment protocols and policies for staff and students.  Documented and enhanced use of Compass for providing feedback to students and parents in real time.  The use of Grade Point Averages - collated from Progress Report data - to inform students about their progress and clear points for improvement.  Greater correlation of teacher judgement with NAPLAN and end-of-year VCAA data.</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Review moderation processes for VCE and establish clear protocols for teachers and learning areas.	<input checked="" type="checkbox"/> Assessment & reporting coordinator <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Implementation of Positive Behaviour Agreements for Year 7-12.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Sub school leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Establish Teaching and Learning surveys to collect student feedback on individual subjects in real time.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Sub school leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Upskill Learning Specialists on mentoring and coaching skills to support teachers on differentiated teaching and learning.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build consistency in high quality teaching practice			
<b>Actions</b>	Embed and improve current whole school practices with a greater focus on the use of HITS to build teacher capacity particularly with respect to stimulating learning and differentiation. Develop Staff Handbook of policies, processes and pedagogy to improve teacher practice consistency across the College.			
<b>Outcomes</b>	For Students: Greater consistency in high quality teaching practice across the College More opportunities for collaborative learning. For Teachers: Greater consistency in high quality teaching practice across the College. Increase staff efficacy and collaboration.			
<b>Success Indicators</b>	Revised professional learning protocols. Establishment of the Middle School Precinct. Memorandum of Understanding with the Monash Tech School. Development of CUST team and implementation of indigenous education across the curriculum. Data, by the end of 2024: Academic Emphasis to 38% Collective Efficacy to 48% Teacher Collaboration to 42% Understand how to analyse data maintain at 32% or above			

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Embed and improve current whole school practices with a greater focus on the use of HITS to build teacher capacity particularly with respect to stimulating learning and differentiation.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop Staff Handbook of policies, processes and pedagogy to improve teacher practice consistency across the College.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teaching and learning coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
<b>Goal 3</b>	Build a stimulating environment where students are agents of their own learning			
<b>12-month target 3.1 target</b>	Student Voice and Agency to 36% Stimulated Learning to 47% Self Regulation and Goal Setting 54% Teacher Concern to 32% Motivation and Interest to 50% Attitudes to attendance 78%			
<b>12-month target 3.2 target</b>	Decrease percentage of students with 20 or more absence days to 38%. (Incorrect % used last year)			
<b>12-month target 3.3 target</b>	Use student feedback to improve practice to 52% Promote student ownership of learning to 46% Believe peer feedback improves practice to 48% Plan for differentiated learning to 40%			
<b>KIS 3.a</b> The strategic direction and deployment of resources to create and reflect shared goals	Build school capabilities to be curious, creative and collaborative learners			

and values; high expectations; and a positive, safe and orderly learning environment					
<b>Actions</b>	Implementation of Memorandum of Understanding with the Monash Tech School.				
<b>Outcomes</b>	Greater understanding of the design thinking process in creating student voice, agency and leadership. Building a positive learning culture underpinned by College values.				
<b>Success Indicators</b>	Increased percentage in 2024 indicator of positive endorsement for student connectedness and engagement. Increase in percentage for teacher concern. Consistently improve Teaching and Learning survey data across subjects areas by students. Improved positive endorsement of teacher communication in the POS.				
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>	
Implementation of Memorandum of Understanding with the Monash Tech School.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and learning coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00	
<b>KIS 3.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop student capabilities to create personal learning and pathways goals				

<b>Actions</b>	Document and revise all Vocational Major curriculum so it aligns with pathways education. Document and implement changes to the Structured Workplace Learning units for Vocational Major. Create focus groups for implementation of Individual Learning Plans for high-achieving student cohorts. Revise the process for student VET subject selections.			
<b>Outcomes</b>	Better alignment of student pathways with VET offerings. Implementation of Structured Workplace Learning unit changes. Creation of student pathways data wall from Year 9.			
<b>Success Indicators</b>	Vocational Major students successfully complete the SWLR unit. Improvement in On-Track data . Reduction in VET costing due to improved student course selections. Creation of the pathways data wall accessible to all stakeholders, as the basis for course counselling.			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Document and revise all Vocational Major curriculum so it aligns with pathways education.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Sub school leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Document and implement changes to the Structured Workplace Learning units for Vocational Major.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Sub school leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Create focus groups for implementation of Individual Learning Plans for high-achieving student cohorts.	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Revise the process for student VET subject selections.	<input checked="" type="checkbox"/> Careers leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> VCAL leader/team		to: Term 2	<input checked="" type="checkbox"/> Other funding will be used
<b>KIS 3.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Activate student voice, agency, and leadership in learning			
<b>Actions</b>	Creation of College Culture PLC. Implementation of the new WHSC Student Leadership Model. Building of a student-centred pedagogy based on the new Teaching and Learning Model.			
<b>Outcomes</b>	Students taking an active role, ownership and participation in classroom learning. Teachers providing consistent opportunities for students to activate their agency in relation to their learning.			
<b>Success Indicators</b>	Increase in positive endorement for 2024 AtoSS data: Student Voice and Agency to 36% Stimulated Learning to 47% Self Regulation and Goal Setting 54% Teacher Concern to 32% Motivation and Interest to 50% Attitudes to attendance 78% Improvement in locally generated data; ie student feedback in Teaching and Learning surveys.			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Creation of College Culture PLC.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00



	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	
Implementation of the new WHSC Student Leadership Model.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Building of a student-centred pedagogy based on the new Teaching and Learning Model.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and learning coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>Goal 4</b>	Improve mental health and wellbeing for all students			
<b>12-month target 4.1 target</b>	Emotional awareness and self-regulation to 68% Normal and High Resilience to 72% Sense of connectedness to 43% Effective classroom behaviour to 53%			
<b>12-month target 4.2 target</b>	Teacher communication to 40% Promoting positive behaviours to 65% Student connectedness to 77%			
<b>12-month target 4.3 target</b>	Support growth and learning of the whole student to 48% Trust in students and parents to 44%			
<b>KIS 4.a</b>	Build a whole school framework to enhance student health and wellbeing, in partnership with parents, carers, students and staff			

<p>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>				
<p><b>Actions</b></p>	<p>Review and redevelop College Wellbeing processes.  Implementation of Mental Health Fund and Menu to building capacity of staff in the mental health and wellbeing space for improved student outcomes.  Creation of a College Wellbeing mission statement as a basis for the actions and work of Wellbeing at WHSC.  Continued participation and involvement in Monash Network Wellbeing meetings.  Continued embedding of Respectful Relationships resources in the College curriculum across all subjects.</p>			
<p><b>Outcomes</b></p>	<p>Updated College Wellbeing Handbook and promotion within the College community.  Progress in the building of a College Wellbeing framework that encompasses current College processes, Department policies/programs, peer-reviewed wellbeing system and all stakeholders.</p>			
<p><b>Success Indicators</b></p>	<p>Updated College Wellbeing Handbook.  Implementation of program and staff professional learning via support from the Mental Health Menu and Fund.  Improved data in AtoSS for:  Emotional awareness and self-regulation to 68%  Normal and High Resilience to 72%  Sense of connectedness to 43%  Effective classroom behaviour to 53%  Improved data in SSS for:  Teacher communication to 40%  Promoting positive behaviours to 65%  Student connectedness to 77%  Improved data in POS for:  Support growth and learning of the whole student to 48%  Trust in students and parents to 44%</p>			
<p><b>Activities</b></p>	<p><b>People responsible</b></p>	<p><b>Is this a PL priority</b></p>	<p><b>When</b></p>	<p><b>Activity cost and funding streams</b></p>

Review and redevelop College wellbeing processes.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Implementation of Mental Health Fund and Menu to building capacity of staff in the mental health and wellbeing space for improved student outcomes.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$74,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Creation of a College Wellbeing mission statement as a basis for the actions and work of Wellbeing at WHSC.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Continued participation and involvement in Monash Network Wellbeing meetings.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Continued embedding of Respectful Relationships resources in the College curriculum across all subjects.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	
<b>KIS 4.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen partnerships within and beyond the school to support individual and cohort student health and wellbeing			
<b>Actions</b>	Inclusion of partnerships in building the College Wellbeing framework. Parent/carer presentations by partnering agencies for promotion of mental health and wellbeing resources and strategies for students. Promotion of WHSC Diversity Club and other opportunities for supporting and promotion student inclusion and diversity. Use of Mental Health Menu and Fund including boys education programs regarding self-regulation and positive relationships.			
<b>Outcomes</b>	Improvement in student outcome for Years 9 & 10 girls AtoSS data. Improved attendance data Years 7-12. Progress in the creation of a College Wellbeing framework - aligning to the College Strategic Plan. Improvement in locally generated College data.			
<b>Success Indicators</b>	Improvement in girls' Year 9 & 10 AtoSS data for student connectedness, managing bullying, teacher concern, respect for diversity and student voice and agency. Locally collected student data.			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Inclusion of partnerships in building the College Wellbeing framework.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Wellbeing team			
Parent/carer presentations by partnering agencies for promotion of mental health and wellbeing resources and strategies for students.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items  <input checked="" type="checkbox"/> Other funding will be used
Promotion of WHSC Diversity Club and other opportunities for supporting and promotion student inclusion and diversity.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Use of Mental Health Menu and Fund including boys education programs regarding self-regulation and positive relationships.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items



## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$108,795.90	\$108,795.90	\$0.00
Disability Inclusion Tier 2 Funding	\$102,663.32	\$102,663.32	\$0.00
Schools Mental Health Fund and Menu	\$74,852.29	\$74,852.29	\$0.00
<b>Total</b>	<b>\$286,311.51</b>	<b>\$286,311.51</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Redesign Middle School precinct to improve accessibility and connectedness for students.	\$30,000.00
In partnership with Monash Tech School, build teacher capacity to deliver consistent and transparent pedagogical practices that improve student outcomes, particularly in STEM-based learning. Establish a formal partnership (Memorandum of Understanding) with the Monash Tech School to deliver professional learning and mentoring for teachers.	\$10,000.00
Review and refine the curriculum plan to identify and implement authentic opportunities for students to co-design their learning.	\$10,000.00
Develop a whole-school understanding of what student voice, agency and leadership in learning looks like at WHSC.	\$10,000.00

Upskill Learning Specialists on mentoring and coaching skills to support teachers on differentiated teaching and learning.	\$5,000.00
Implementation of Mental Health Fund and Menu to building capacity of staff in the mental health and wellbeing space for improved student outcomes.	\$74,000.00
Parent/carer presentations by partnering agencies for promotion of mental health and wellbeing resources and strategies for students.	\$1,000.00
Use of Mental Health Menu and Fund including boys education programs regarding self-regulation and positive relationships.	\$20,000.00
<b>Totals</b>	<b>\$160,000.00</b>

## Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Redesign Middle School precinct to improve accessibility and connectedness for students.	from: Term 1 to: Term 1	\$30,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
In partnership with Monash Tech School, build teacher capacity to deliver consistent and transparent pedagogical practices that improve student outcomes, particularly in STEM-based learning. Establish a formal partnership (Memorandum of Understanding) with the Monash Tech School to deliver professional	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT



learning and mentoring for teachers.			
Review and refine the curriculum plan to identify and implement authentic opportunities for students to co-design their learning.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Develop a whole-school understanding of what student voice, agency and leadership in learning looks like at WHSC.	from: Term 1 to: Term 3	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Upskill Learning Specialists on mentoring and coaching skills to support teachers on differentiated teaching and learning.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
<b>Totals</b>		\$65,000.00	

### 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
Implementation of Mental Health Fund and Menu to building capacity of staff in the mental health and wellbeing space for improved student outcomes.	from: Term 1 to: Term 2	\$54,852.29	<input checked="" type="checkbox"/> Healthy Minds Program
Parent/carer presentations by partnering agencies for promotion of mental health and wellbeing resources and strategies for students.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Healthy Minds Program
Use of Mental Health Menu and Fund including boys education programs regarding self-regulation and positive relationships.	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Growing With Gratitude
<b>Totals</b>		\$74,852.29	

### Additional funding planner – Total Budget

Activities and milestones	Budget
Improvement of WHSC teaching and learning outcomes, development of a professional learning program in partnership with local primary and secondary schools	\$43,795.90
Support of identified students to achieve their learning and wellbeing outcomes.	\$102,663.32
<b>Totals</b>	\$146,459.22

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Improvement of WHSC teaching and learning outcomes, development of a professional learning program in partnership with local primary and secondary schools	from: Term 1 to: Term 4	\$43,795.90	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Support of identified students to achieve their learning and wellbeing outcomes.	from: Term 1 to: Term 4		
<b>Totals</b>		\$43,795.90	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Improvement of WHSC teaching and learning outcomes, development of a professional learning program in partnership with local primary and secondary schools	from: Term 1 to: Term 4		
Support of identified students to achieve their learning and wellbeing outcomes.	from: Term 1 to: Term 4	\$102,663.32	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Education support</li> </ul> <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Classroom teacher</li> </ul>

			<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> <li>• Other Combination of the listen professionals</li> </ul> <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li>•</li> </ul> <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>• CRT (to attend staff PL)</li> <li>• CRT (to attend school planning)</li> <li>• CRT (to attend Profile meetings)</li> </ul> <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> <li>• Communication equipment/software</li> <li>• Literacy aids</li> <li>• Sensory resources</li> <li>• Inclusive recreation equipment and resources</li> </ul>
<b>Totals</b>		\$102,663.32	

## Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Improvement of WHSC teaching and learning outcomes, development of a professional learning program in partnership with local primary and secondary schools	from: Term 1 to: Term 4		
Support of identified students to achieve their learning and wellbeing outcomes.	from: Term 1 to: Term 4		
<b>Totals</b>		\$0.00	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Participate in the Numeracy CoP.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teaching and learning coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Maths/Sci specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> Off-site Remote - As per schedule sessions
Embed and improve current whole school practices with a greater focus on the use of HITS.	<input checked="" type="checkbox"/> KLA leader <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"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> VCAA curriculum specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Student achievement Manager	<input checked="" type="checkbox"/> On-site
Create a process for consistent curriculum documentation Years 7-10, including scope and sequence documents and unit planners.	<input checked="" type="checkbox"/> Information Technology leader/team <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and learning coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

Use the WHSC DESMOS Club to provide specialised support for high-achieving students interested in Mathematics	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Maths/Sci specialist	<input checked="" type="checkbox"/> On-site
Further develop communication of wellbeing processes and protocols by upgrading the WHSC Wellbeing handbook and flow chart.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Through community partnerships - ie HeadSpace, Orange Door <input checked="" type="checkbox"/> Departmental resources Mental Health Menu, High Impact Wellbeing Strategies	<input checked="" type="checkbox"/> On-site
Create Learning and Wellbeing Mentors for students at risk and vulnerable cohorts	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<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"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site

<p>In partnership with Monash Tech School, build teacher capacity to deliver consistent and transparent pedagogical practices that improve student outcomes, particularly in STEM-based learning. Establish a formal partnership (Memorandum of Understanding) with the Monash Tech School to deliver professional learning and mentoring for teachers.</p>	<ul style="list-style-type: none"> <li>✓ KLA leader</li> <li>✓ STEM coordinator</li> <li>✓ Teacher(s)</li> <li>✓ Teaching and learning coordinator</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li>✓ Collaborative inquiry/action research team</li> <li>✓ Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal school meeting / internal professional learning sessions</li> <li>✓ Network professional learning</li> </ul>	<ul style="list-style-type: none"> <li>✓ Departmental resources <i>Working with Monash Tech School</i></li> <li>✓ High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
<p>Review and refine the curriculum plan to identify and implement authentic opportunities for students to co-design their learning.</p>	<ul style="list-style-type: none"> <li>✓ Assistant principal</li> <li>✓ KLA leader</li> <li>✓ Leadership team</li> <li>✓ Principal</li> <li>✓ STEM coordinator</li> <li>✓ Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li>✓ Collaborative inquiry/action research team</li> <li>✓ Curriculum development</li> <li>✓ Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li>✓ VCAA curriculum specialist</li> <li>✓ Practice Principles for Excellence in Teaching and Learning</li> <li>✓ Pedagogical Model</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
<p>Develop a whole-school understanding of what student voice, agency and leadership in learning looks like at WHSC.</p>	<ul style="list-style-type: none"> <li>✓ Assistant principal</li> <li>✓ Leading teacher(s)</li> <li>✓ Sub school leader/s</li> <li>✓ Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 3</p>	<ul style="list-style-type: none"> <li>✓ Peer observation including feedback and reflection</li> <li>✓ Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li>✓ PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ PLC Initiative</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>



Review moderation processes for VCE and establish clear protocols for teachers and learning areas.	<input checked="" type="checkbox"/> Assessment & reporting coordinator <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> VCAA curriculum specialist <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> External consultants VCE expertise <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Upskill Learning Specialists on mentoring and coaching skills to support teachers on differentiated teaching and learning.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<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"/> Learning specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Embed and improve current whole school practices with a greater focus on the use of HITS to build teacher capacity particularly with respect to stimulating learning and differentiation.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> PLC/PLT meeting	<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)	<input checked="" type="checkbox"/> On-site
Document and revise all Vocational Major curriculum	<input checked="" type="checkbox"/> Assistant principal	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> VCAA curriculum specialist	<input checked="" type="checkbox"/> On-site

so it aligns with pathways education.	<input checked="" type="checkbox"/> Sub school leader/s	to: Term 2	<input checked="" type="checkbox"/> Peer observation including feedback and reflection  <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	
Revise the process for student VET subject selections.	<input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Leading teacher(s)  <input checked="" type="checkbox"/> Sub school leader/s  <input checked="" type="checkbox"/> VCAL leader/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"/> Network professional learning  <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> VCAA curriculum specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning  <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Building of a student-centred pedagogy based on the new Teaching and Learning Model.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team  <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)  <input checked="" type="checkbox"/> Teaching and learning coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> PLC Initiative <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)	<input checked="" type="checkbox"/> On-site
Review and redevelop College wellbeing processes.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Department resources and expertise	<input checked="" type="checkbox"/> On-site

	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Careers leader/team</li> <li><input checked="" type="checkbox"/> Disability inclusion coordinator</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>	to: Term 2	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Network professional learning	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Pedagogical Model</li> <li><input checked="" type="checkbox"/> Lookout centre/designated teacher</li> </ul>	
Continued participation and involvement in Monash Network Wellbeing meetings.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <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"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> Network professional learning</li> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Departmental resources Department resources and expertise</li> <li><input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> <li><input checked="" type="checkbox"/> Lookout centre/designated teacher</li> </ul>	<input checked="" type="checkbox"/> On-site
Continued embedding of Respectful Relationships resources in the College	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> KLA leader</li> </ul>	from: Term 1	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

curriculum across all subjects.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> PLC/PLT meeting	Continue to engage with DE resources and consultants	
Inclusion of partnerships in building the College Wellbeing framework.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> External consultants Work with wellbeing providers from the mental health menu <input checked="" type="checkbox"/> Departmental resources Attend professional learning and sessions regarding Wellbeing framework and networking with other schools <input checked="" type="checkbox"/> Lookout centre/designated teacher	<input checked="" type="checkbox"/> On-site
Use of Mental Health Menu and Fund including boys education programs regarding self-regulation and positive relationships.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<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"/> External consultants Men's shed and other providers associated with Boys Education <input checked="" type="checkbox"/> Departmental resources Attend professional learning provided by DE	<input checked="" type="checkbox"/> On-site

