

2022 Annual Implementation Plan

for improving student outcomes

Lyndhurst Secondary College (7108)



Submitted for review by Eloise Haynes (School Principal) on 23 February, 2022 at 02:08 PM
Endorsed by Victoria Golding (Senior Education Improvement Leader) on 28 February, 2022 at 07:14 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

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

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Engagement	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	
Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
Enter your reflective comments		From this process, it has been identified that in order to be able to move to the excelling stage over time, a thorough review of current practices should be a focus in 2022. This includes a review of what currently are the strengths that can be leveraged by the college, as well as areas to be adjusted or removed as required. Target areas include the instructional model, timetable structures and policies/processes related to pre-conditions for learning e.g. attendance, uniform.

Considerations for 2022	<p>Need to have a focus on reviewing and taking stock, as well as setting up foundations for more extensive work in the teaching and learning space.</p> <p>The focus for 2022 should be on the successful return from an extended period of remote learning for all students, returning them successfully to full time schooling on site which began in Term 4, but was at times disrupted by shut downs.</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
</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>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a 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
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve learning growth and outcomes for every student
Target 2.1	<p>Drafting note: including baseline data will support 12 month AIP targets (e.g. "reading from xx% to 80%, writing from xx% to 80%" etc)</p> <p>By 2022, the percentages of medium and high relative growth in NAPLAN Years 7-9 in reading, writing and numeracy will improve to 80%.</p>
Target 2.2	By 2022, the mean VCE study score will improve from 27 to 29.
Target 2.3	By 2022 all VCE studies to have a positive average adjusted score according to VCEDS Report 10.
Target 2.4	By 2022, VCAL to have 95% successful completion rate (to be finalised).

Key Improvement Strategy 2.a Curriculum planning and assessment	Build teacher capability to use data to effectively inform practice
Key Improvement Strategy 2.b Building practice excellence	Develop a shared understanding and consistent implementation of the college's Instructional Model
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Build instructional and shared leadership capability
Goal 3	Build agency, voice and leadership for every student in the college
Target 3.1	By 2022, the percentages of positive responses in the AtSS will increase from 2018 benchmarks for self-regulation and goal setting (from 63% to 75%) and student voice and agency (from 48% to 60%). (To be finalised.)
Target 3.2	By 2022, the percentages of positive responses in the parent survey will increase from 82% to 87% for effective teaching, from 94% to 95% for high expectations for success and from 85% to 88% for student voice and agency. (To be finalised.)
Target 3.3	By 2022, the percentages of positive responses in the staff survey will increase for collective efficacy from 42% to 60% and for academic emphasis from 34% to 50%. (To be finalised).
Key Improvement Strategy 3.a Empowering students and building school pride	Empower students as active learners and leaders
Key Improvement Strategy 3.b	Develop across the school a shared understanding of student voice, leadership and agency and how they are applied

Empowering students and building school pride	
Key Improvement Strategy 3.c Empowering students and building school pride	Develop processes to include all students in school decision making
Goal 4	To improve student engagement both within the college and the wider community
Target 4.1	By 2022, the percentages of positive responses in the AtSS will increase from 2018 benchmarks for student confidence from 62% to 70%, high expectations for success from 73% to 80%, and for sense of connectedness from 54% to 62%.
Target 4.2	By 2022, the percentages of positive responses in the parent survey will increase for student connectedness from 90% to 92%, teacher communication from 74% to 80%, and parent participation and involvement from 74% to 79%.
Target 4.3	By 2022, the average student absence days will decrease to below 20 days (23.6 in 2017).
Target 4.4	By 2022, the percentages of positive responses in the staff survey will increase for staff trust in students and parents from 34% to 50%, for parents and wider community involvement from 45% to 60%. The college also to consider increases in participation rates in surveys and NAPLAN. (To be finalised).
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Implement strategies to increase student attendance
Key Improvement Strategy 4.b	Develop opportunities for students to connect meaningfully with the wider community

Building communities	
Key Improvement Strategy 4.c Parents and carers as partners	Increase parent and carers engagement in the learning of their children

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Year 9 Reading (Above Benchmark Growth) increase from 23% to 25%. Year 9 Reading (Below Benchmark Growth) decrease from 31% to 28%. Year 9 Numeracy (Above Benchmark Growth) increase from 11% to 14%. Year 9 Numeracy (Below Benchmark Growth) decrease from 34% to 31%. MYLNS students will show growth of more than 12 months when monitored using PAT testing. 75% of students will show 12 months learning growth in PAT testing data. SOS result for "Use data for curriculum planning" increases from 62% to 65%. Staff feedback in school-generated survey show improvements in understanding and confidence in using data to drive learning, as well as increased understand of the workings of an effective PLC (pre/post assessment). VCE subjects to attain a +1 median study score on previous year, or maintain a 30 median if already reached. AToSS data for "Sense of connectedness" will increase from 49% positive to 55% positive response.</p>

			<p>AToSS data for "Respect for diversity" will increase from 45% positive to 50% positive.</p> <p>Improvement in whole school attendance data with a reduction of students with 20+ days from 55% to under 45%.</p>
Improve learning growth and outcomes for every student	No	<p>Drafting note: including baseline data will support 12 month AIP targets (e.g. "reading from xx% to 80%, writing from xx% to 80%" etc)</p> <p>By 2022, the percentages of medium and high relative growth in NAPLAN Years 7-9 in reading, writing and numeracy will improve to 80%.</p>	
		By 2022, the mean VCE study score will improve from 27 to 29.	
		By 2022 all VCE studies to have a positive average adjusted score according to VCEDS Report 10.	
		By 2022, VCAL to have 95% successful completion rate (to be finalised).	
Build agency, voice and leadership for every student in the college	No	By 2022, the percentages of positive responses in the AtSS will increase from 2018 benchmarks for self-regulation and goal setting (from 63% to 75%) and student voice and agency (from 48% to 60%). (To be finalised.)	
		By 2022, the percentages of positive responses in the parent survey will increase from 82% to 87% for effective teaching, from 94% to 95% for high expectations for success and from 85% to 88% for student voice and agency. (To be finalised.)	

		By 2022, the percentages of positive responses in the staff survey will increase for collective efficacy from 42% to 60% and for academic emphasis from 34% to 50%. (To be finalised).	
To improve student engagement both within the college and the wider community	No	By 2022, the percentages of positive responses in the AtSS will increase from 2018 benchmarks for student confidence from 62% to 70%, high expectations for success from 73% to 80%, and for sense of connectedness from 54% to 62%.	
		By 2022, the percentages of positive responses in the parent survey will increase for student connectedness from 90% to 92%, teacher communication from 74% to 80%, and parent participation and involvement from 74% to 79%.	
		By 2022, the average student absence days will decrease to below 20 days (23.6 in 2017).	
		By 2022, the percentages of positive responses in the staff survey will increase for staff trust in students and parents from 34% to 50%, for parents and wider community involvement from 45% to 60%. The college also to consider increases in participation rates in surveys and NAPLAN. (To be finalised).	

Goal 1	2022 Priorities Goal 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
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	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.	
12 Month Target 1.1	<p>Year 9 Reading (Above Benchmark Growth) increase from 23% to 25%.</p> <p>Year 9 Reading (Below Benchmark Growth) decrease from 31% to 28%.</p> <p>Year 9 Numeracy (Above Benchmark Growth) increase from 11% to 14%.</p> <p>Year 9 Numeracy (Below Benchmark Growth) decrease from 34% to 31%.</p> <p>MYLNS students will show growth of more than 12 months when monitored using PAT testing.</p> <p>75% of students will show 12 months learning growth in PAT testing data.</p> <p>SOS result for "Use data for curriculum planning" increases from 62% to 65%.</p> <p>Staff feedback in school-generated survey show improvements in understanding and confidence in using data to drive learning, as well as increased understand of the workings of an effective PLC (pre/post assessment).</p> <p>VCE subjects to attain a +1 median study score on previous year, or maintain a 30 median if already reached.</p> <p>AToSS data for "Sense of connectedness" will increase from 49% positive to 55% positive response.</p> <p>AToSS data for "Respect for diversity" will increase from 45% positive to 50% positive.</p> <p>Improvement in whole school attendance data with a reduction of students with 20+ days from 55% to under 45%.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal 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.
12 Month Target 1.1	Year 9 Reading (Above Benchmark Growth) increase from 23% to 25%. Year 9 Reading (Below Benchmark Growth) decrease from 31% to 28%. Year 9 Numeracy (Above Benchmark Growth) increase from 11% to 14%. Year 9 Numeracy (Below Benchmark Growth) decrease from 34% to 31%. MYLNS students will show growth of more than 12 months when monitored using PAT testing. 75% of students will show 12 months learning growth in PAT testing data. SOS result for "Use data for curriculum planning" increases from 62% to 65%. Staff feedback in school-generated survey show improvements in understanding and confidence in using data to drive learning, as well as increased understand of the workings of an effective PLC (pre/post assessment). VCE subjects to attain a +1 median study score on previous year, or maintain a 30 median if already reached. AToSS data for "Sense of connectedness" will increase from 49% positive to 55% positive response. AToSS data for "Respect for diversity" will increase from 45% positive to 50% positive. Improvement in whole school attendance data with a reduction of students with 20+ days from 55% to under 45%.
KIS 1 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
Actions	ACTION 1: Develop a school-wide literacy and numeracy strategy to improve the understanding of literacy/numeracy demands and scaffolding of these to both support and challenge learners. ACTION 2: Develop data literacy to better understand student learning needs and inform actions. ACTION 3: Review curriculum offered at LSC to ensure it is a model that both challenges and supports all learners, including the opportunity to align to senior school reforms and blended learning opportunities.
Outcomes	ACTION 1: Teachers will be able to outline what school wide literacy and numeracy means

	<p>Teachers will be able to outline how they scaffold literacy and numeracy skills in their own subject area</p> <p>Teachers will be able to identify literacy and numeracy levels of their students</p> <p>Teachers will understand key improvement areas of literacy and numeracy, based on 5-year NAPLAN trend data</p> <p>Teachers will be able to outline and utilise best strategies to target the literacy and numeracy weaknesses in their own subject area</p> <p>Students in need of targeted academic support or intervention will be identified and supported, via MYLNS, TLI etc.</p> <p>Leaders will communicate consistent approaches/structures for core literacy and numeracy micro-skills</p> <p>ACTION 2:</p> <p>Leaders will develop a data literacy team that will support staff in the journey of data analysis and implementing change to improve student outcomes.</p> <p>Staff will develop a school wide vision for what data we need to use, how to effective data analysis and inform our practice and curriculum</p> <p>Staff will build a common understanding of what external and internal data sets are available</p> <p>Staff will effectively analyse data sets to inform their teaching practice and to plan their curriculum</p> <p>Students will come along on the journey of data reflection by participating in providing, analysing and reflecting on data to build student voice and agency within the classroom</p> <p>ACTION 3:</p> <p>All members of the community will have a clear understanding of the curriculum philosophy and vision for learning at LSC</p> <p>Staff will have a greater understanding of the importance of voice and choice in curriculum</p> <p>Students will have increased voice and choice in their learning options and pathways</p> <p>The community will support the vision for learning for the college and its renewed curriculum structures and pathways</p>
Success Indicators	<p>ACTION 1:</p> <p>Early Indicators:</p> <ul style="list-style-type: none"> - PLT minutes show discussion of literacy and numeracy skill building - Curriculum documentation will show plans for scaffolding to meet student needs - Teacher's classroom practice will include use of targeted literacy and numeracy strategies - Staff self report data of capacity survey (start, mid and at the end to monitor change) - Background information – data tracker- for identification of specific needs (MYLNS, TFI, EAL, PACE, PSD) <p>Late Indicators:</p> <ul style="list-style-type: none"> - Demonstrated growth in PAT data - Staff self report data of capacity survey (end to monitor change) - Learning Walks/Peer Observations show an increase in scaffolding of literacy/numeracy skills <p>ACTION 2:</p>

<p>Early Indicators:</p> <ul style="list-style-type: none"> - Development of data literacy team including staff and students - Creation a school wide vision for data literacy - Development of understanding of external and internal data available and to be used across the college - Whole school PL implemented (including staff feedback) - Set up routines and protocols for: observations/learning walks, involving students in data journey <p>Late Indicators:</p> <ul style="list-style-type: none"> - PLT focuses with smaller whole school PL sessions operating - Having PLTs and KLAs produce minutes that have a focus on data analysis - Observations/learning walk data <p>ACTION 3:</p> <p>Early Indicators:</p> <ul style="list-style-type: none"> - Draft Vision for Learning statements and graphics/branding - Draft timetable structures, including staff, student and community feedback on these - Curriculum pie review documentation and feedback - Literacy/Numeracy data from PAT and NAPLAN analysed to determine needs of students - VET and SBAT data surveys from students undertaking/planning a VCAL/VET pathway <p>Late Indicators:</p> <ul style="list-style-type: none"> - Reviewed and confirmed subject offerings published to community and used to choose 2023 pathways showing increased uptake in students putting in subject preferences (especially new options) - Student programs for 2023 are more varied and suit their needs, including greater VET offerings at LSC and inclusion of literacy booster subject - Student feedback on curriculum options indicates more positive view of learning programs offered at LSC and increase in connectedness to learning 				
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Examine NAPLAN/PAT item analysis to determine key areas of strengths/gaps. Identify 5 year trends for literacy and numeracy micro-skills in partnership with DSSI Leadership Partners.	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 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
Determine a consistent language/approach for key areas identified from NAPLAN/PAT, with outlined strategies for teaching these.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop tuning in activities that address micro-skills identified from NAPLAN analysis.	<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 checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 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
Audit current curriculum to determine where the strengths and weaknesses from the 5 year trend are represented across different Key Learning Areas. PL for staff to identify literacy/numeracy demands in their curriculum in collaboration with the DSSI Leadership Partners.	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Work closely with MYLNS teachers and tutors to differentiate through delivering targeted interventions and monitoring students with low growth in top 2 bands (TLI), and/or low literacy/numeracy (MYLNS) in English and Maths.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<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
Investigate and develop options for literacy/numeracy intervention time as a subject/class as part of the curriculum from 2023.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a data literacy team which involves a mixture of school leadership, KLA representation along with student representation.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<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
Create a school wide vision for how we build our understanding of knowledge, skills and behaviour for data in collaboration with DSSI Leadership Partners. Develop a summary of data that is used by the college to inform student learning needs, including both internal and external sources (including an assessment schedule and school-wide expectations for assessment).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Leadership Team to complete PL from Harvard (Datawise). Staff PL of key learnings from course to be developed and delivered by Leadership Team via PLCs.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$1,591.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Staff PL to develop an understanding that external data is the driving force around the bigger picture of student's understanding and ability in collaboration with DSSI Leadership Partners. Use internal data assessments to reassure our understanding of a student's ability and knowledge from the external data indicators (focus on pre and post assessment in each topic).	<input checked="" type="checkbox"/> Assistant Principal <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

<p>Staff will use PLC time to discuss strategies for differentiating teacher practice in response to data, including focus questions of:</p> <ul style="list-style-type: none"> - What skills are we working on? - How will we approach this? - What will we do if they do/don't acquire these skills? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teaching and Learning Coordinator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>All staff will take part in observations/learning walks that focus on differentiating teacher practice and/or PIVOT data.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teaching and Learning Coordinator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Staff will differentiate curriculum and assessment items in particular based on data analysis.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement PIVOT surveys and work with student voice team to develop an understanding of what data means to students, including sessions where teachers review and discuss their PIVOT data with others.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s) <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
Teachers work with students to set goals about their learning, with a focus on Years 7 and Senior School utilising Launch, Study and Tutorial time.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Undertake a review of current timetable and curriculum structures to determine strengths and areas for improvement, including student forums to gather student voice.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Undertake staff and student PL and forums to develop the draft LSC Graduate profile and LSC Vision for Learning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop 2023 timetable and curriculum offerings to maximise student voice and choice whilst meeting VRQA requirements.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2	\$20,000.00

	<input checked="" type="checkbox"/> Principal		to: Term 2	<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop draft curriculum map documentation and trial with Leadership Team for implementation in 2023 for revamped curriculum offerings.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop handbook of 2023 curriculum structures, pathways and options for students and families to use to determine program.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review and implement enhanced course counselling process to increase voice of students and parent/carer involvement.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	ACTION 1: Support students to develop, feel and contribute to a sense of pride/respect for and connectedness to the college and its community. ACTION 2: Establish effective mechanisms to support the pre-conditions for learning (e.g. attendance, resources, ICT, behaviour, positive mental health).			
Outcomes	ACTION 1: Teachers will respect and cater for cultural differences. Teachers will engage in Professional Learning in understanding CALD / Koorie students and families. Teachers will have an understanding and celebrate the diversity of the college community. Staff will provide extracurricular activities (clubs) for students. Multicultural Aides (MEAs) will run PL about diversity and celebrations for staff.			

	<p>All students will feel supported and better understood by their teachers.</p> <p>All students will participate and represent their house in a range of activities to support the House Competition.</p> <p>All students will know which house they are a member of and develop pride in their house.</p> <p>Leaders will run assemblies and awareness days to celebrate diversity.</p> <p>All leaders will build community connections through information evenings and social events.</p> <p>Students will include families when planning community projects.</p> <p>Leaders have critical information readily available in different languages.</p> <p>Leaders will investigate external clubs and agencies to run programs for students after school.</p> <p>Leaders will include external organisations in the college, for example Melbourne City, Storm etc.</p> <p>The college will publicise via social media, website, local news outlets the updates to the college.</p> <p>Executive Team will ensure facilities are the best they can be.</p> <p>Students will create murals around the school.</p> <p>Students in Year 7-10 will have two days of community service.</p> <p>Students in Year 7 will engage in the LAUNCH program.</p> <p>The College will continue with the 'Dogs at School' policy.</p> <p>Students in year 9 will have the option of participating in gender based PE/Health classes.</p> <p>ACTION 2:</p> <p>Students will attend school on a regular basis at a minimum rate of 80%</p> <p>Stakeholders will have a clear understanding of what a "Lyndhurst Learner" looks like</p> <p>At risk students will be identified by the Sub School Teams and receive targeted support in a timely manner</p> <p>Teachers will implement and model consistent whole school routines e.g. 5Rs Behaviour Code, SWPBS, LSC Instructional Modle</p> <p>Parents/carers will attend attendance improvement meetings to improve attendance of the young person as required</p> <p>Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting attendance</p> <p>Staff will use Microsoft Teams as their classroom teaching and communication tool</p> <p>All staff will use Microsoft Teams as the online platform for storage and sharing of information</p> <p>College community will have a clear understanding of the uniform policy and process for breach of policy</p> <p>College community will have a clear understanding of the mobile phone policy and process for breach of policy</p> <p>Parents/carers will understand the importance of students having all resources for learning (books, equipment, device)</p> <p>Students will be suitably resourced for learning (books, equipment, device)</p> <p>Students will have access to effective supports for their health and wellbeing</p>
Success Indicators	<p>ACTION 1:</p> <p>Early Indicators:</p> <ul style="list-style-type: none"> - Calendar of events - Number of students participating in inter-house competitions.

	<ul style="list-style-type: none"> - Number of parents coming onsite for non-behavior issues. - The amount of extra-curricular (clubs) activities running. - Attendance at the extracurricular activities - Microsoft Teams being established for the House System. <p>Late Indicators:</p> <ul style="list-style-type: none"> - Increase in positive results in SATSS (connectedness to school, respect for diversity) - Increase in positive responses to the SOS. - Attendance data – increase in attendance at every year level. <p>ACTION 2:</p> <p>Early Indicators:</p> <ul style="list-style-type: none"> - Year level attendance data - Suspension data - Compass Chronicle post data related to pre-conditions - SWPBS points data - Documented learning mentor meetings with tier 3 students - Improvement in uniform compliance across the college - Student wellbeing referral and action optics <p>Late Indicators:</p> <ul style="list-style-type: none"> - Attendance data - Suspension data - AToSS data - Comparison of uniform compliance from term 1 to term 4 - Student wellbeing referral and action optics 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
All staff would have participated in PL with Foundation House to understand the refugee experience and classroom strategies to support refugee and students from similar backgrounds. Staff PL on culturally responsive practice with CMY or other providers.	<ul style="list-style-type: none"> ✓ All Staff ✓ Assistant Principal 	<ul style="list-style-type: none"> ✓ PLP Priority 	from: Term 1 to: Term 1	\$2,000.00 <ul style="list-style-type: none"> ✓ 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
Review current house system and renovate this to develop pride for the house system by developing chants, banners etc. for their house. Investigate possibility of updating house names.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Revamp of physical spaces to reflect cultural diversity of the college and pride at being at LSC e.g. facilities improvement priorities, gym space with flags of different countries, student art murals.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Update, install and utilise physical and virtual notice boards (on Teams) to boost communications	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement staff and student PL on Microsoft Teams as the preferred digital platform for remote learning and communication internally between staff/students.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement a clubs model based on student voice and choice to boost student engagement and participation during lunch and after school.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

Develop protocols for lunchtime clubs to guide staff in supporting operations. Conduct termly reviews of participation and attendance.			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and implement multicultural and other celebrations across the college, including calendar of events and important days to observe e.g. holidays, IDAHOBIT, RUOK? Day. Plan and implement a multicultural day and concert/assembly.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Investigate and establish opportunities for parents/carers to engage with, and contribute to the college and its operations e.g. swap shop for uniform and senior books run by parents/carers, termly social/educational events including open nights, facilities launches, trivia nights etc.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Run Compass workshops for parents and carers to boost use of technology to communicate and support student learning. Include sessions in other languages with interpreters. Develop video resources as needed, including videos in major languages of families.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review the homegroup/mentor group system across the college and develop plan for 2023 so all students have a mentor and/group they belong to.	<input checked="" type="checkbox"/> Assistant Principal <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 type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Develop and implement Year 7 Launch subject which focuses on learning to learn, careers and pathways and wellbeing and connection. Review Tutorial time at Years 11 and 12 and implement Launch philosophies to sessions.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,500.00 <input checked="" 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
RESP action team formed, action plan developed and commenced.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop stronger social media profile through more frequent posting and a stronger focus on the learning opportunities and experiences of students at LSC.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a whole school framework surrounding pre-conditions for learning, including visual (e.g. LSC Levels of Learning). Publish framework on school website, including related documentation, policies and processes.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s	<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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review college uniform policy and create uniform implementation process to ensure improvement in students wearing full and correct uniform.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Review college mobile phone policy to include clear processes for breaches.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s	<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
Run PL for staff and students on policies and processes related to the pre-conditions for learning to boost understanding of these and how to successfully implement them (e.g. 5Rs, uniform and mobile phone processes).	<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
Develop and share whole school attendance intervention plan, including Senior School attendance redemption processes.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s		to: Term 1	<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>Establish attendance as a standing agenda item in Sub School meetings.</p> <p>Run termly attendance briefings to compare trends within the school and cohorts with all staff.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <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>Document and use Attendance Improvement Plans for students with less than 70% attendance to support raising attendance.</p>	<input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <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>Implement a learning mentor for Tier 3 students, conducting and documenting regular meetings to support Tier 3 students.</p> <p>Run PL to support learning mentors in their role supporting Tier 3 students.</p> <p>Complete complex case review meetings for identified students.</p>	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	<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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Ensure all PSD, Koorie and OOHG have IEPs and regular SSGs are conducted, with information shared between staff, students and parents/carers.</p>	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	<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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

Improve the profile of the college Wellbeing Team, including work with students to boost understanding of role, ways and willingness to access support through positive interaction.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and integrate wellbeing programs for year levels, cohorts and all students into wellbeing days, tutorial time, Launch curriculum and outside class opportunities e.g. Breakfast Club.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input checked="" 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
Review the use of ICT across the college and develop an eLearning plan for LSC, including options to obtain further tenant.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement staff and student PL on Microsoft Teams as the preferred digital platform for remote learning and informal communication between staff and students.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$1,183,570.00	\$1,183,570.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$1,183,570.00	\$1,183,570.00	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Leadership Team to complete PL from Harvard (Datawise). Staff PL of key learnings from course to be developed and delivered by Leadership Team via PLCs.	\$1,591.00
All staff will take part in observations/learning walks that focus on differentiating teacher practice and/or PIVOT data.	\$10,000.00
Develop 2023 timetable and curriculum offerings to maximise student voice and choice whilst meeting VRQA requirements.	\$20,000.00
Develop handbook of 2023 curriculum structures, pathways and options for students and families to use to determine program.	\$2,000.00
All staff would have participated in PL with Foundation House to understand the refugee experience and classroom strategies to support refugee and students from similar backgrounds. Staff PL on culturally responsive practice with CMY or other providers.	\$2,000.00

Review current house system and renovate this to develop pride for the house system by developing chants, banners etc. for their house. Investigate possibility of updating house names.	\$2,000.00
Revamp of physical spaces to reflect cultural diversity of the college and pride at being at LSC e.g. facilities improvement priorities, gym space with flags of different countries, student art murals.	\$80,000.00
Update, install and utilise physical and virtual notice boards (on Teams) to boost communications	\$5,000.00
Implement a clubs model based on student voice and choice to boost student engagement and participation during lunch and after school. Develop protocols for lunchtime clubs to guide staff in supporting operations. Conduct termly reviews of participation and attendance.	\$10,000.00
Develop and implement multicultural and other celebrations across the college, including calendar of events and important days to observe e.g. holidays, IDAHOBIT, RUOK? Day. Plan and implement a multicultural day and concert/assembly.	\$2,500.00
Investigate and establish opportunities for parents/carers to engage with, and contribute to the college and its operations e.g. swap shop for uniform and senior books run by parents/carers, termly social/educational events including open nights, facilities launches, trivia nights etc.	\$3,000.00
Run Compass workshops for parents and carers to boost use of technology to communicate and support student learning. Include sessions in other languages with interpreters. Develop video resources as needed, including videos in major languages of families.	\$3,000.00
Develop and implement Year 7 Launch subject which focuses on learning to learn, careers and pathways and wellbeing and connection.	\$4,500.00

Review Tutorial time at Years 11 and 12 and implement Launch philosophies to sessions.	
RESP action team formed, action plan developed and commenced.	\$0.00
Develop stronger social media profile through more frequent posting and a stronger focus on the learning opportunities and experiences of students at LSC.	\$12,000.00
Develop a whole school framework surrounding pre-conditions for learning, including visual (e.g. LSC Levels of Learning). Publish framework on school website, including related documentation, policies and processes.	\$0.00
Implement a learning mentor for Tier 3 students, conducting and documenting regular meetings to support Tier 3 students. Run PL to support learning mentors in their role supporting Tier 3 students. Complete complex case review meetings for identified students.	\$0.00
Ensure all PSD, Koorie and OOHC have IEPs and regular SSGs are conducted, with information shared between staff, students and parents/carers.	\$0.00
Improve the profile of the college Wellbeing Team, including work with students to boost understanding of role, ways and willingness to access support through positive interaction.	\$0.00
Develop and integrate wellbeing programs for year levels, cohorts and all students into wellbeing days, tutorial time, Launch curriculum and outside class opportunities e.g. Breakfast Club.	\$6,000.00
Review the use of ICT across the college and develop an eLearning plan for LSC, including options to obtain further tenant.	\$8,000.00

Totals	\$171,591.00
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Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Leadership Team to complete PL from Harvard (Datawise). Staff PL of key learnings from course to be developed and delivered by Leadership Team via PLCs.	from: Term 2 to: Term 2	\$1,591.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
All staff will take part in observations/learning walks that focus on differentiating teacher practice and/or PIVOT data.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Develop 2023 timetable and curriculum offerings to maximise student voice and choice whilst meeting VRQA requirements.	from: Term 2 to: Term 2	\$20,000.00	<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"/> Other Connection with alternative settings
Develop handbook of 2023 curriculum structures, pathways and options for students and families to use to determine program.	from: Term 2 to: Term 2	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
All staff would have participated in PL with Foundation House to understand the refugee experience and classroom strategies to support refugee and students from similar backgrounds.	from: Term 1 to: Term 1	\$2,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

Staff PL on culturally responsive practice with CMY or other providers.			
Review current house system and renovate this to develop pride for the house system by developing chants, banners etc. for their house. Investigate possibility of updating house names.	from: Term 1 to: Term 2	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Revamp of physical spaces to reflect cultural diversity of the college and pride at being at LSC e.g. facilities improvement priorities, gym space with flags of different countries, student art murals.	from: Term 1 to: Term 4	\$80,000.00	<input checked="" type="checkbox"/> Other School-funded minor works and improvements
Update, install and utilise physical and virtual notice boards (on Teams) to boost communications	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Assets
Implement a clubs model based on student voice and choice to boost student engagement and participation during lunch and after school. Develop protocols for lunchtime clubs to guide staff in supporting operations. Conduct termly reviews of participation and attendance.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets <input checked="" type="checkbox"/> Other Resources to support curriculum and engagement w/ clubs
Develop and implement multicultural and other celebrations across the college, including calendar of events and important days to observe e.g. holidays, IDAHOBIT, RUOK? Day. Plan and	from: Term 1 to: Term 4	\$2,500.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

implement a multicultural day and concert/assembly.			
Investigate and establish opportunities for parents/carers to engage with, and contribute to the college and its operations e.g. swap shop for uniform and senior books run by parents/carers, termly social/educational events including open nights, facilities launches, trivia nights etc.	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Other Resources to support community engagement events
Run Compass workshops for parents and carers to boost use of technology to communicate and support student learning. Include sessions in other languages with interpreters. Develop video resources as needed, including videos in major languages of families.	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services
Develop and implement Year 7 Launch subject which focuses on learning to learn, careers and pathways and wellbeing and connection. Review Tutorial time at Years 11 and 12 and implement Launch philosophies to sessions.	from: Term 1 to: Term 4	\$4,500.00	<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"/> Support services
Develop stronger social media profile through more frequent posting and a stronger focus on the learning opportunities and experiences of students at LSC.	from: Term 1 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> School-based staffing
Develop and integrate wellbeing programs for year levels, cohorts and all students into wellbeing days, tutorial time, Launch	from: Term 1	\$6,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

curriculum and outside class opportunities e.g. Breakfast Club.	to: Term 4		<input checked="" type="checkbox"/> Support services
Review the use of ICT across the college and develop an eLearning plan for LSC, including options to obtain further tenant.	from: Term 1 to: Term 4	\$8,000.00	<input checked="" type="checkbox"/> Assets
Totals		\$171,591.00	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
All staff would have participated in PL with Foundation House to understand the refugee experience and classroom strategies to support refugee and students from similar backgrounds. Staff PL on culturally responsive practice with CMY or other providers.	from: Term 1 to: Term 1		
Develop and implement Year 7 Launch subject which focuses on learning to learn, careers and	from: Term 1		

pathways and wellbeing and connection. Review Tutorial time at Years 11 and 12 and implement Launch philosophies to sessions.	to: Term 4		
RESP action team formed, action plan developed and commenced.	from: Term 1 to: Term 4		
Develop a whole school framework surrounding pre-conditions for learning, including visual (e.g. LSC Levels of Learning). Publish framework on school website, including related documentation, policies and processes.	from: Term 1 to: Term 1		
Implement a learning mentor for Tier 3 students, conducting and documenting regular meetings to support Tier 3 students. Run PL to support learning mentors in their role supporting Tier 3 students. Complete complex case review meetings for identified students.	from: Term 1 to: Term 4		
Ensure all PSD, Koorie and OOHC have IEPs and regular SSGs are conducted, with information shared between staff, students and parents/carers.	from: Term 1 to: Term 4		
Improve the profile of the college Wellbeing Team, including work with students to boost understanding of role, ways and	from: Term 1 to: Term 4		

willingness to access support through positive interaction.			
Develop and integrate wellbeing programs for year levels, cohorts and all students into wellbeing days, tutorial time, Launch curriculum and outside class opportunities e.g. Breakfast Club.	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Subsidy of camps and excursions to allow participation	\$7,500.00
PACE teacher staffing (students with additional needs)	\$115,694.00
Additional health and wellbeing staffing	\$512,821.00
Student Voice and Agency Leader	\$135,718.00
Literacy/Numeracy support and leadership	\$187,446.00
Additional staffing to support community engagement	\$52,800.00
Totals	\$1,011,979.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Subsidy of camps and excursions to allow participation	from: Term 1	\$7,500.00	<input checked="" type="checkbox"/> CRT

	to: Term 4		<input checked="" type="checkbox"/> Other Subsidising transport costs for students to enable access to excursions
PACE teacher staffing (students with additional needs)	from: Term 1 to: Term 4	\$115,694.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Additional health and wellbeing staffing	from: Term 1 to: Term 4	\$512,821.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services
Student Voice and Agency Leader	from: Term 1 to: Term 4	\$135,718.00	<input checked="" type="checkbox"/> School-based staffing
Literacy/Numeracy support and leadership	from: Term 1 to: Term 4	\$187,446.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Additional staffing to support community engagement	from: Term 1 to: Term 4	\$52,800.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$1,011,979.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Subsidy of camps and excursions to allow participation	from: Term 1		

	to: Term 4		
PACE teacher staffing (students with additional needs)	from: Term 1 to: Term 4		
Additional health and wellbeing staffing	from: Term 1 to: Term 4		
Student Voice and Agency Leader	from: Term 1 to: Term 4		
Literacy/Numeracy support and leadership	from: Term 1 to: Term 4		
Additional staffing to support community engagement	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Subsidy of camps and excursions to allow participation	from: Term 1	\$0.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health

	to: Term 4		
PACE teacher staffing (students with additional needs)	from: Term 1 to: Term 4	\$0.00	
Additional health and wellbeing staffing	from: Term 1 to: Term 4	\$0.00	
Student Voice and Agency Leader	from: Term 1 to: Term 4	\$0.00	
Literacy/Numeracy support and leadership	from: Term 1 to: Term 4		
Additional staffing to support community engagement	from: Term 1 to: Term 4	\$0.00	
Totals			

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Examine NAPLAN/PAT item analysis to determine key areas of strengths/gaps. Identify 5 year trends for literacy and numeracy micro-skills in partnership with DSSI Leadership Partners.	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Audit current curriculum to determine where the strengths and weaknesses from the 5 year trend are represented across different Key Learning Areas. PL for staff to identify literacy/numeracy demands in their curriculum in collaboration with the DSSI Leadership Partners.	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Create a school wide vision for how we build our understanding of knowledge, skills and behaviour for data in collaboration with DSSI Leadership Partners. Develop a summary of data that is used by the college to	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Data coach	<input checked="" type="checkbox"/> On-site

inform student learning needs, including both internal and external sources (including an assessment schedule and school-wide expectations for assessment).						
Leadership Team to complete PL from Harvard (Datwise). Staff PL of key learnings from course to be developed and delivered by Leadership Team via PLCs.	<input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 2	<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"/> School improvement partnerships <input checked="" type="checkbox"/> External consultants Harvard University online course	<input checked="" type="checkbox"/> On-site
Staff PL to develop an understanding that external data is the driving force around the bigger picture of student's understanding and ability in collaboration with DSSI Leadership Partners. Use internal data assessments to reassure our understanding of a student's ability and knowledge from the external data indicators (focus on pre and post assessment in each topic).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Academy program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Staff will use PLC time to discuss strategies for differentiating teacher practice in response to data, including focus questions of: - What skills are we working on?	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site

- How will we approach this? - What will we do if they do/don't acquire these skills?						
All staff will take part in observations/learning walks that focus on differentiating teacher practice and/or PIVOT data.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <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"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Implement PIVOT surveys and work with student voice team to develop an understanding of what data means to students, including sessions where teachers review and discuss their PIVOT data with others.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<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 PIVOT	<input checked="" type="checkbox"/> On-site
Undertake staff and student PL and forums to develop the draft LSC Graduate profile and LSC Vision for Learning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

All staff would have participated in PL with Foundation House to understand the refugee experience and classroom strategies to support refugee and students from similar backgrounds. Staff PL on culturally responsive practice with CMY or other providers.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Foundation House, CMY	<input checked="" type="checkbox"/> On-site
Implement staff and student PL on Microsoft Teams as the preferred digital platform for remote learning and communication internally between staff/students.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Run PL for staff and students on policies and processes related to the pre-conditions for learning to boost understanding of these and how to successfully implement them (e.g. 5Rs, uniform and mobile phone processes).	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implement staff and student PL on Microsoft Teams as the preferred digital platform for remote learning and informal communication between staff and students.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Microsoft Education	<input checked="" type="checkbox"/> On-site

