**2024 Annual Implementation Plan**

Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

**for improving student outcomes**

Collingwood College (6212)



**Select annual goals and KIS**

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| Four-year strategic goals | Is this selected for focus this year? | **Four-year strategic targets** | 12-month targetThe 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
| **Priorities goal** 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. | No | Support for the priorities |  |
| Optimise student learning outcomes. | Yes | NAPLAN – Proficiency scales Literacy (Place holder target)  By 2027, increase the percentage of students achieving in the Strong and Exceeding Proficiency:   * Year 3   + Reading from 54 percent (2023) to 70 percent   + Writing from 77 percent (2023) to 81 percent. * Year 5   + Reading from 66 percent (2023) to 77 percent   + Writing from 61 percent (2023) to 76 percent. * Year 7   + Reading from 60 percent (2023) to 68 percent   + Writing from 51 percent (2023) to 61 percent. * Year 9   + Reading from 53 percent (2023) to 61 percent   + Writing from 58 percent (2023) to 62 percent.   \*This target may require adjustment once trend data is available | NAPLAN Proficiency scales Literacy Increase the percentage of students achieving in the Strong and Exceeding Proficiency:Year 3 • Reading from 54% (2023) to 58%• Writing from 77% (2023) to 79%Year 5 • Reading from 66% (2023) to 70%• Writing from 61% (2023) to 65%Year 7 • Reading from 60% (2023) to 62%• Writing from 51% (2023) to 61%Year 9 • Reading from 53% (2023) to 56%• Writing from 58% (2023) to 60% |
| NAPLAN – Proficiency scales Numeracy (Place holder target)  By 2027, increase the percentage of students achieving in the Strong and Exceeding Proficiency in numeracy:   * Year 3 from 52 percent (2023) to 66 percent * Year 5 from 64 percent (2023) to 68 percent * Year 7 from 58 percent (2023) to 64 percent * Year 9 from 47 percent (2023) to 60 percent.   \*This target may require adjustment once trend data is available | NAPLAN Proficiency scales NumeracyIncrease the percentage of students achieving in the Strong and Exceeding Proficiency in numeracy:• Year 3 from 52% (2023) to 55%• Year 5 from 64% (2023) to 65%• Year 7 from 58% (2023) to 60%• Year 9 from 47% (2023) to 50% |
| Teacher Judgments – Growth  By 2027, increase the percentage of students demonstrating at or above expected growth as measured by teacher judgments (semester two to semester two) for:  Years 1 to 6   * Reading and viewing from xx percent (2023) to yy percent * Writing from xx percent (2023) to yy percent * Number and Algebra from xx percent (2023) to yy percent   \*Target to be finalised once teacher judgment data is accessible on Panorama  Years 7 to 10   * Reading and viewing from 59 percent (2022) to 67 percent * Writing from 62 percent (2022) to 70 percent (above expected growth only) * Number and Algebra from 53 per cent (2022) to 63 percent. | Teacher Judgments – Growth Increase the percentage of students demonstrating at or above expected growth as measured by teacher judgments (Semester 2 to Semester 2) for:Years 1 to 6Reading and viewing from 58% (2023) to 62% Writing from 63% (2023) to 65% Number and Algebra from 62% (2023) to 65% Years 7 to 10Reading and viewing from 78% (2023) to 80%Writing from 82% (2023) to 83% (above expected growth only - above expected growth was 18% in 2023)Number and Algebra from 60% (2023) to 62%. |
| VCE - Completion rates  By 2027, increase the senior school completion rates for:   * VCE   + Collingwood College 92.9 per cent (2023) to at least 97 percent   + Wurun 93.05 (2023) to at least 97 percent. * VCE-VM   + Collingwood College from (insert benchmark) 2023 to (insert target)   + Wurun from (insert benchmark) 2023 to (insert target). * VPC   + Collingwood College from (insert benchmark) 2024 to (insert target)   + Wurun from (insert benchmark) 2024 to (insert target).   \*Target to be completed once VCE-VM and VPC completion rates are available | VCE - Completion rates Increase the senior school completion rates for:VCE Collingwood College 92.9% (2023) to at least 97%Wurun 93.05% (2023) to at least 97%VCE-VM Collingwood College from (insert benchmark) 2023 to (insert target) Wurun from (insert benchmark) 2023 to (insert target). VPC Collingwood College from (insert benchmark) 2024 to (insert target)Wurun from (insert benchmark) 2024 to (insert target). |
| VCE All Study Score Mean  By 2027, increase the VCE all study scores mean for:   * Collingwood College from 26.31 (2022) to 27.50 * Wurun 28.12 (2022) to 28.88. | VCE All Study Score MeanIncrease the VCE all study scores mean for:Collingwood College from 26.31 (2022) to 27.50Wurun 28.12 (2022) to 28.88. |
| VCE Study Score 40+  By 2027, increase the percentage for students with at least one study score of 40 or above for:   * Collingwood College from 5.8 percent (2022) to at least 14.6 percent * Wurun from 9.5 percent (2023) to at least 14.6 percent. | VCE Study Score 40+ Increase the percentage for students with at least one study score of 40 or above for:Collingwood College from 5.8% (2022) to at least 14.6%Wurun from 9.5% (2023) to at least 14.6% |
| VCE Mean Study Score – English and EAL  By 2027, increase the VCE mean study score across studies of VCE English for:   * Collingwood College English from 27.09 (2022) to 29 * Wurun English from 27.46 (2022) to 29.5 * Collingwood College EAL from 26.69 (2022) to 29. | VCE Mean Study Score – English and EAL Increase the VCE mean study score across studies of VCE English for:Collingwood College English from 27.09 (2022) to 29Wurun English from 27.46 (2022) to 29.5Collingwood College EAL from 26.69 (2022) to 29. |
| VCE Mean Study Score - Maths  By 2027, increase the VCE mean study score across studies of VCE Mathematics for:   * General Maths:   + Collingwood College from 26.88 (2022) to 28   + Wurun from 27.32 (2022) to 30. * Mathematics Methods (CAS):   + Collingwood College from 24.19 (2022) to 26   + Wurun from 26.68 (2022) to 28. | VCE Mean Study Score - Maths Increase the VCE mean study score across studies of VCE Mathematics for:General Maths: Collingwood College from 26.88 (2022) to 28Wurun from 27.32 (2022) to 30.Mathematics Methods (CAS): Collingwood College from 24.19 (2022) to 26Wurun from 26.68 (2022) to 28. |
| School Staff Survey (SSS)  By 2027, increase the positive percentage endorsement rate in the School Staff Survey factors:   * Instructional Leadership from 50 percent (2023) to 62 percent * Academic emphasis from?46?percent (2023) to?50?percent * Collective efficacy from 68 percent (2023) to 72 per cent * Understanding formative assessment from 60 percent (2023) to 64 per cent. | School Staff Survey (SSS) Increase the positive percentage endorsement rate in the School Staff Survey factors:Instructional Leadership from 50% (2023) to 54%Academic emphasis from 46% (2023) to 47%Collective efficacy from 68% (2023) to 69%Understanding formative assessment from 60% (2023) to 61% |
| Student Attitudes to School Survey (AToSS)  By 2027, increase the positive percentage endorsement rate in the student Attitudes to School Survey factors for:   * Stimulating learning from 50 percent (2023) to 58 percent * Differentiated learning challenge from 63 percent (2023) to 67 percent * Motivation and interest from 55 percent (2023) to 59 percent. | Student Attitudes to School Survey (AToSS) Increase the positive percentage endorsement rate in the student Attitudes to School Survey factors for:Stimulating learning from 50% (2023) to 52%Differentiated learning challenge from 63% (2023) to 64%Motivation and interest from 55% (2023) to 56% |
| Optimise student capability to thrive. | Yes | Attendance  By 2027, decrease the percentage of students with 20 or more days absent in:   * Foundation to Year 6 from 49 percent (2022) to 37 percent * Years 7 to 12 from 35 percent (2022) to 23 percent. | Attendance Decrease the percentage of students with 20 or more days absent in:Foundation to Year 6 from 46% (2023) to 43%Years 7 to 12 from 39% (2023) to 36% |
| Student Attitudes to School Survey (AToSS)  By 2027, increase the positive percentage endorsement rate in the student Attitudes to School Survey factors:   * Normal or high Resilience from 67 percent (2023) to 71 percent * Not experiencing bullying from 79 percent (2023) to 86 percent * Advocate at school from 64 percent (2023) to 70 percent * Respect for diversity from 64 percent (2023) to 70 percent * School connectedness from 52 per cent (2023) to 56 per cent * Student voice and agency from 42 per cent (2023) to 50 per cent. | Student Attitudes to School Survey (AToSS) Increase the positive percentage endorsement rate in the student Attitudes to School Survey factors:Normal or high Resilience from 67% (2023) to 68%Not experiencing bullying from 79% (2023) to 81%Advocate at school from 64% (2023) to 66% Respect for diversity from 64% (2023) to 66%School connectedness from 52% (2023) to 53%Student voice and agency from 42% (2023) to 44% |
| Parent Opinion Survey (POS)  By 2027, increase the positive percentage endorsement rate in the Parent Opinion Survey factors:   * Student agency and voice from 69 percent (2023) to 73 percent * Parent participation and involvement from 59 percent (2023) to 65 percent. | Parent Opinion Survey (POS) Increase the positive percentage endorsement rate in the Parent Opinion Survey factors:Student agency and voice from 69% (2023) to 70%Parent participation and involvement from 59% (2023) to 61% |

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| Goal 2 | **Optimise student learning outcomes.** | |
| 12-month target 2.1-month target | NAPLAN Proficiency scales Literacy  Increase the percentage of students achieving in the Strong and Exceeding Proficiency: Year 3  • Reading from 54% (2023) to 58% • Writing from 77% (2023) to 79% Year 5  • Reading from 66% (2023) to 70% • Writing from 61% (2023) to 65% Year 7  • Reading from 60% (2023) to 62% • Writing from 51% (2023) to 61% Year 9  • Reading from 53% (2023) to 56% • Writing from 58% (2023) to 60% | |
| 12-month target 2.2-month target | NAPLAN Proficiency scales Numeracy Increase the percentage of students achieving in the Strong and Exceeding Proficiency in numeracy: • Year 3 from 52% (2023) to 55% • Year 5 from 64% (2023) to 65% • Year 7 from 58% (2023) to 60% • Year 9 from 47% (2023) to 50% | |
| 12-month target 2.3-month target | Teacher Judgments – Growth  Increase the percentage of students demonstrating at or above expected growth as measured by teacher judgments (Semester 2 to Semester 2) for: Years 1 to 6 Reading and viewing from 58% (2023) to 62%  Writing from 63% (2023) to 65%  Number and Algebra from 62% (2023) to 65%   Years 7 to 10 Reading and viewing from 78% (2023) to 80% Writing from 82% (2023) to 83% (above expected growth only - above expected growth was 18% in 2023) Number and Algebra from 60% (2023) to 62%. | |
| 12-month target 2.4-month target | VCE - Completion rates  Increase the senior school completion rates for: VCE  Collingwood College 92.9% (2023) to at least 97% Wurun 93.05% (2023) to at least 97%  VCE-VM  Collingwood College from (insert benchmark) 2023 to (insert target)  Wurun from (insert benchmark) 2023 to (insert target).   VPC  Collingwood College from (insert benchmark) 2024 to (insert target) Wurun from (insert benchmark) 2024 to (insert target). | |
| 12-month target 2.5-month target | VCE All Study Score Mean Increase the VCE all study scores mean for: Collingwood College from 26.31 (2022) to 27.50 Wurun 28.12 (2022) to 28.88. | |
| 12-month target 2.6-month target | VCE Study Score 40+  Increase the percentage for students with at least one study score of 40 or above for: Collingwood College from 5.8% (2022) to at least 14.6% Wurun from 9.5% (2023) to at least 14.6% | |
| 12-month target 2.7-month target | VCE Mean Study Score – English and EAL  Increase the VCE mean study score across studies of VCE English for: Collingwood College English from 27.09 (2022) to 29 Wurun English from 27.46 (2022) to 29.5 Collingwood College EAL from 26.69 (2022) to 29. | |
| 12-month target 2.8-month target | VCE Mean Study Score - Maths  Increase the VCE mean study score across studies of VCE Mathematics for: General Maths:  Collingwood College from 26.88 (2022) to 28 Wurun from 27.32 (2022) to 30.  Mathematics Methods (CAS):  Collingwood College from 24.19 (2022) to 26 Wurun from 26.68 (2022) to 28. | |
| 12-month target 2.9-month target | School Staff Survey (SSS)  Increase the positive percentage endorsement rate in the School Staff Survey factors: Instructional Leadership from 50% (2023) to 54% Academic emphasis from 46% (2023) to 47% Collective efficacy from 68% (2023) to 69% Understanding formative assessment from 60% (2023) to 61% | |
| 12-month target 2.10-month target | Student Attitudes to School Survey (AToSS)  Increase the positive percentage endorsement rate in the student Attitudes to School Survey factors for: Stimulating learning from 50% (2023) to 52% Differentiated learning challenge from 63% (2023) to 64% Motivation and interest from 55% (2023) to 56% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 2.a**  Teaching and learning | Enhance and embed consistent and intentional evidence-based high-impact learning and teaching strategies through the Victorian Curriculum and VCE Study Designs. | Yes |
| **KIS 2.b**  Teaching and learning | Strengthen teacher capability to use the Victorian Teaching and Learning Model Pedagogical Model (E5) and New Metrics for Success. | Yes |
| **KIS 2.c**  Leadership | Embed Professional Learning Communities inquiry cycles leveraging the use of data collection, assessment and analysis. | Yes |
| **KIS 2.d**  Engagement | Develop agreed, consistent and rigorous teaching and learning approaches that meet all students individual needs. | Yes |
| **KIS 2.e**  Leadership | Review and embed the school vision and values through shared instructional leadership. | No |
| 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. | The school review identified the following opportunities for continued improvement: Establish greater role clarity to enhance and embed learning, teaching and wellbeing. Further build the school distributive leadership approach to enhance shared instructional leadership supported by clear expectations. Revise and embed inquiry cycles through professional learning communities. Embed planning cycles to use and understand data and evidence of learning to inform, evaluate and monitor teaching and learning. Embedding the instructional model and agreed pedagogy across and within the mainstream, Steiner, Wurun and CAS streams. Ensure the eight key learning areas of the Victorian Curriculum are substantially addressed across Foundation to Year 10 across all campuses and streams.  Revisit the purpose, vision and rationale of each stream and campus. Plan forward for a sustained staffing model to enable the vision across and within the streams and campuses. Establish a whole school focus on literacy or numeracy improvement. | |
| Goal 3 | **Optimise student capability to thrive.** | |
| 12-month target 3.1-month target | Attendance  Decrease the percentage of students with 20 or more days absent in: Foundation to Year 6 from 46% (2023) to 43% Years 7 to 12 from 39% (2023) to 36% | |
| 12-month target 3.2-month target | Student Attitudes to School Survey (AToSS)  Increase the positive percentage endorsement rate in the student Attitudes to School Survey factors: Normal or high Resilience from 67% (2023) to 68% Not experiencing bullying from 79% (2023) to 81% Advocate at school from 64% (2023) to 66%  Respect for diversity from 64% (2023) to 66% School connectedness from 52% (2023) to 53% Student voice and agency from 42% (2023) to 44% | |
| 12-month target 3.3-month target | Parent Opinion Survey (POS)  Increase the positive percentage endorsement rate in the Parent Opinion Survey factors: Student agency and voice from 69% (2023) to 70% Parent participation and involvement from 59% (2023) to 61% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 3.a**  Teaching and learning | Further build and embed a tiered approach to wellbeing, focusing on enhancing capabilities to thrive. | Yes |
| **KIS 3.b**  Engagement | Champion a school culture of equity and inclusion for each student. | Yes |
| **KIS 3.c**  Teaching and learning | Further refine and develop transitions and pathways approaches to enhance student engagement with their learning and destinations. | Yes |
| **KIS 3.d**  Support and resources | Further enhance the schools positive climate for learning with a focus on building a culture of respect. | Yes |
| **KIS 3.e**  Engagement | Further strengthen and embed student agency in learning and across the school. | 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. | The school review identified the following opportunities for continued improvement. Review and define the purpose of the whole-school approach to differentiation, including extension. Build student’s capacity to use their own data to drive their own learning. Strategically build learner confidence and capabilities. Further enhance the school’s approaches and use of student voice and feedback to enhance learning, engagement and wellbeing outcomes.  Embed the agreed teaching and learning practices to enable genuine student agency in their learning.  Further develop and embed a tiered approach to wellbeing, intervention and extension. Build and review learning and teaching to ensure equity through a cultural diversity, disability and inclusion, disadvantage, LGBTQI+, neurodiversity and gender lens.  Enhance campus identity and purpose through house, year level, sub-school and care of students. | |

**Define actions, outcomes, success indicators and activities**

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| Goal 2 | Optimise student learning outcomes. | | | | |
| 12-month target 2.1 target | NAPLAN Proficiency scales Literacy  Increase the percentage of students achieving in the Strong and Exceeding Proficiency: Year 3  • Reading from 54% (2023) to 58% • Writing from 77% (2023) to 79% Year 5  • Reading from 66% (2023) to 70% • Writing from 61% (2023) to 65% Year 7  • Reading from 60% (2023) to 62% • Writing from 51% (2023) to 61% Year 9  • Reading from 53% (2023) to 56% • Writing from 58% (2023) to 60% | | | | |
| 12-month target 2.2 target | NAPLAN Proficiency scales Numeracy Increase the percentage of students achieving in the Strong and Exceeding Proficiency in numeracy: • Year 3 from 52% (2023) to 55% • Year 5 from 64% (2023) to 65% • Year 7 from 58% (2023) to 60% • Year 9 from 47% (2023) to 50% | | | | |
| 12-month target 2.3 target | Teacher Judgments – Growth  Increase the percentage of students demonstrating at or above expected growth as measured by teacher judgments (Semester 2 to Semester 2) for: Years 1 to 6 Reading and viewing from 58% (2023) to 62%  Writing from 63% (2023) to 65%  Number and Algebra from 62% (2023) to 65%   Years 7 to 10 Reading and viewing from 78% (2023) to 80% Writing from 82% (2023) to 83% (above expected growth only - above expected growth was 18% in 2023) Number and Algebra from 60% (2023) to 62%. | | | | |
| 12-month target 2.4 target | VCE - Completion rates  Increase the senior school completion rates for: VCE  Collingwood College 92.9% (2023) to at least 97% Wurun 93.05% (2023) to at least 97%  VCE-VM  Collingwood College from (insert benchmark) 2023 to (insert target)  Wurun from (insert benchmark) 2023 to (insert target).   VPC  Collingwood College from (insert benchmark) 2024 to (insert target) Wurun from (insert benchmark) 2024 to (insert target). | | | | |
| 12-month target 2.5 target | VCE All Study Score Mean Increase the VCE all study scores mean for: Collingwood College from 26.31 (2022) to 27.50 Wurun 28.12 (2022) to 28.88. | | | | |
| 12-month target 2.6 target | VCE Study Score 40+  Increase the percentage for students with at least one study score of 40 or above for: Collingwood College from 5.8% (2022) to at least 14.6% Wurun from 9.5% (2023) to at least 14.6% | | | | |
| 12-month target 2.7 target | VCE Mean Study Score – English and EAL  Increase the VCE mean study score across studies of VCE English for: Collingwood College English from 27.09 (2022) to 29 Wurun English from 27.46 (2022) to 29.5 Collingwood College EAL from 26.69 (2022) to 29. | | | | |
| 12-month target 2.8 target | VCE Mean Study Score - Maths  Increase the VCE mean study score across studies of VCE Mathematics for: General Maths:  Collingwood College from 26.88 (2022) to 28 Wurun from 27.32 (2022) to 30.  Mathematics Methods (CAS):  Collingwood College from 24.19 (2022) to 26 Wurun from 26.68 (2022) to 28. | | | | |
| 12-month target 2.9 target | School Staff Survey (SSS)  Increase the positive percentage endorsement rate in the School Staff Survey factors: Instructional Leadership from 50% (2023) to 54% Academic emphasis from 46% (2023) to 47% Collective efficacy from 68% (2023) to 69% Understanding formative assessment from 60% (2023) to 61% | | | | |
| 12-month target 2.10 target | Student Attitudes to School Survey (AToSS)  Increase the positive percentage endorsement rate in the student Attitudes to School Survey factors for: Stimulating learning from 50% (2023) to 52% Differentiated learning challenge from 63% (2023) to 64% Motivation and interest from 55% (2023) to 56% | | | | |
| KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Enhance and embed consistent and intentional evidence-based high-impact learning and teaching strategies through the Victorian Curriculum and VCE Study Designs. | | | | |
| **Actions** | The College will: • Build capacity of middle leaders • Support Middle leaders to develop a high-level understanding of HIEWS. (CC, Wurun, FHS) • Support Learning area Leaders to develop a high-level understanding of HITS/HIWS. (CC, Wurun, FHS) • Build teacher capacity in using HITS for best teaching and learning practices to improve student outcomes | | | | |
| **Outcomes** | Leaders will embed structures and processes to support professional collaboration. Revised and improved assessment and reporting practices in place. Teachers are identifying and using the HITS that are effective in their classroom  Leaders understand the HIWS, the connection to HITS and improvement in student outcomes (peer observations) Staff are confident to implement MYP. | | | | |
| **Success Indicators** | The college will see an increase in the number of students who achieve the Australian Learning Competency Credential (ALCC) The MYP Curriculum is fully developed in Year 7 Year 8 MYP Curriculum development started. TJ Math and Reading data will show increased learning growth. The percentage of students achieving in Exceeding or Strong NAPLAN proficiency levels will improve. Positive endorsement for SSS factors will increase. Improved VCE results | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Develop an professional learning plan for all staff to enhance implementation of HITS with a focus on: • Differentiated teaching • Collaborative Learning • Feedback practices • Inquiry learning  (To be delivered in 2025 and onwards) | | 🗹 KLA leader  🗹 Leadership team  🗹 Leading teacher(s)  🗹 Learning specialist(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 2  to: Term 4 | $0.00 |
| Plan the strategy for delivering professional learning for middle leaders for 2025 and beyond. Include the following: Develop a professional learning calendar as a leadership team Ensure PL delivered supports distributed leadership through PLC leaders and YLLS Create a meeting schedule that supports Middle Leaders working together (7-12). Provide time for leaders to meet and plan the COP | | 🗹 KLA leader  🗹 Leadership team  🗹 Learning specialist(s)  🗹 Principal | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🗹 Equity funding will be used |
| Professional learning for mentor group and learning areas for the New Metrics complex competency - Quality Thinking, experimenting with developing formative assessment around assessing this competency. (Wurun) (Chris, Lucy and Travis) | | 🗹 Leadership team  🗹 Learning specialist(s)  🗹 PLT leaders | 🗹 PLP Priority | from: Term 2  to: Term 4 | $0.00  🗹 Equity funding will be used |
| Lead and run a curriculum audit (LMC, AWA) | | 🗹 Curriculum co-ordinator (s)  🗹 Learning specialist(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 |  |
| KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Strengthen teacher capability to use the Victorian Teaching and Learning Model Pedagogical Model (E5) and New Metrics for Success. | | | | |
| **Actions** | The College will  Strengthen and embed implementation of the Pedagogical Model (e5). Develop a primary model consistent with secondary. Develop the pedagogical model to be visible to students e.g awareness of language and sequence - Ensure students are aware and able to articulate the instructional model and give feedback. | | | | |
| **Outcomes** | Leaders will have data to show progress in the implementation of actions and provide feedback to staff and students. Students can identify components of the pedagogical model relevant to their learning and next steps | | | | |
| **Success Indicators** | Curriculum documentation and lesson plans will consistently show evidence of the pedagogical model. Staff Learning Walks will document progress in implementation. Student goal setting and ability to give/receive feedback has improved | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Design and embed professional learning in using the Pedagogical Model (e5) (LMI. MDE, RCO) | | 🗹 Leadership team  🗹 Learning specialist(s)  🗹 PLT leaders | 🗹 PLP Priority | from: Term 2  to: Term 4 | $0.00 |
| Design an assessment instrument (survey) to review the staff's current understanding of E5 model (Primary/secondary) Collect evidence, review feedback and identify strengths and challenges of current E5 (during the LA meeting time) Identify next actions for staff PL from data eg: Professional learning day (AWA to follow up on feasibility of a PL day in Term 3 or Term 4) | | 🗹 Leadership team  🗹 Learning specialist(s)  🗹 PLT leaders  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00 |
| Develop e5 lessons for Year 7 MYP Unit Planners for all subject groups. | | 🗹 Leadership team  🗹 Teacher(s)  🗹 Teaching and learning coordinator | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00 |
| KIS 2.c 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 | Embed Professional Learning Communities inquiry cycles leveraging the use of data collection, assessment and analysis. | | | | |
| **Actions** | The College will: Build capacity of PLC leaders. Deliver PL in Term 2 for middle level leaders (Executive COP group for Term 2 delivery) Strengthen and embed data literacy practices to build staff capacity to accurately use data to inform instruction and assessment (within the PLC model). Strengthen implementation of PLC cycle (P-12).   Focus for PLC training: • Using formative/summative assessment and data protocols • Norming together to establish psychological safety and rigour • Data driven practice • Use PLCs structures to support teacher collaboration and reflection to strengthen teaching practice | | | | |
| **Outcomes** | PLC leaders and YLLs deliver a PLC cycle (Term 3)  Learning Area Teams will meet regularly as PLCs to implement inquiry cycles | | | | |
| **Success Indicators** | A PAT testing schedule is developed and rolled out to staff. PLC leaders understand use of NAPLAN, PAT and student evidence to develop best practice in data analysis. PLCs are responsive to school needs. Staff are effectively using data in PLCs to inform instruction and assessment. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Further training/PL for PLC leaders to build capacity. Use of school and regional support | | 🗹 PLC leaders | 🞎 PLP Priority | from: Term 2  to: Term 4 |  |
| Professional learning for teachers in use of data and assessments within PLC inquiry cycles (data literacy).  Focus on use of data (formative, global) within learning areas to drive improvement cycle.  Executive COP group to plan the PL for data literacy for: 7 - 9 YLLs, 9 - 12 YLLs Learning Areas (PLC) (Mihi, Lori, Angela) and Consultants (Xiaoming, Rebecca, Rachel) | | 🗹 Leadership team  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 2  to: Term 4 | $0.00 |
| Develop a PAT testing schedule and protocol (Term 3 or 4 rollout). Develop a data strategy (RCO to lead in Term 2 – 4)  Consider the following when developing the strategy: Types of data in questions. (student learning, engagement, well-being) The stakeholders who will collect/collate/analyse the data. The intended outcomes. Future actions that need to be taken. Links to subject selection at Year 10 and enhancement at Year 9 | | 🗹 Data leader  🗹 Leadership team | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00 |
| KIS 2.d Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Develop agreed, consistent and rigorous teaching and learning approaches that meet all students individual needs. | | | | |
| **Actions** | The College will: Develop a Whole School Assessment schedule (Primary, Secondary and CAS) use the Primary example as a model). Include dates for assessments and information for all relevant stakeholders. Conduct PAT Prep to early secondary. Review current Assessment and reporting practices to measure effectiveness for teachers, students and parents. Explore options for including MYP and learning behaviours into reports and additional 3-way conferences. Develop consistent planning templates across the college. Build capacity of staff in use of data (formative, global) within learning areas to drive improvement cycle. Strengthen understanding of formative assessment. Strengthen how teachers/ES develop and use IEPs. (Use primary examples as a model) Improve the use of data to identify priority cohorts (extension and support groups/individuals). Strengthen IEPs for these cohorts. (create a ‘flag’ on COMPASS for students with an IEP, provide opportunities for teachers to discuss how IEP strategies are used to track progress/assessments) | | | | |
| **Outcomes** | Learning Area Teams will meet regularly to reflect on formative and summative assessment data, undertake moderation and evaluate and plan curriculum. MYP Curriculum fully developed in Year 7 Year 8 MYP Curriculum development started. Students meet IEP and other learning goals | | | | |
| **Success Indicators** | Staff are confident to implement MYP. A formal whole college assessment schedule is in place by the end of the year. All staff understand the difference between formative and summative assessment. Evidence of formative and summative assessment tasks being tracked. More robust IEPs are in place and visible through COMPASS for all teachers P-12. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Develop staff capacity to deliver the IB MYP including formation of curriculum and development of units of work | | 🗹 Leadership team  🗹 School improvement team  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 2  to: Term 4 | $0.00 |
| Explore alternative assessment/reporting formats. Conduct focus groups with stakeholders to gather opinion data and identify next steps (Parents, teachers, students) | | 🗹 Leadership team  🗹 School improvement team  🗹 Student(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00 |
| Review current assessment schedule (primary) and develop a whole college assessment schedule. Develop a tracking document (Google excel doc) | | 🗹 Leadership team  🗹 School improvement team | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00 |
| Refine and improve the processes for developing IEPs and SSGs by involving all key stakeholders (ES, wellbeing staff, data leaders, YLLs) in collecting data and using staff at all stages of the IEP process. (Term 2 - Term 4) Consider the following: The data to be collected. The format and implementation for all stakeholders Where the data is kept. Communication of the data in IEPs.  Develop a strategy for PL in 2025 for teachers  (IEP + DI + RCO + RWO + MSO + Wellbeing) | | 🗹 Data leader  🗹 Education support  🗹 Leadership team  🗹 Teacher(s)  🗹 Wellbeing team  🗹 Year level co-ordinator(s) | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Goal 3 | Optimise student capability to thrive. | | | | |
| 12-month target 3.1 target | Attendance  Decrease the percentage of students with 20 or more days absent in: Foundation to Year 6 from 46% (2023) to 43% Years 7 to 12 from 39% (2023) to 36% | | | | |
| 12-month target 3.2 target | Student Attitudes to School Survey (AToSS)  Increase the positive percentage endorsement rate in the student Attitudes to School Survey factors: Normal or high Resilience from 67% (2023) to 68% Not experiencing bullying from 79% (2023) to 81% Advocate at school from 64% (2023) to 66%  Respect for diversity from 64% (2023) to 66% School connectedness from 52% (2023) to 53% Student voice and agency from 42% (2023) to 44% | | | | |
| 12-month target 3.3 target | Parent Opinion Survey (POS)  Increase the positive percentage endorsement rate in the Parent Opinion Survey factors: Student agency and voice from 69% (2023) to 70% Parent participation and involvement from 59% (2023) to 61% | | | | |
| KIS 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Further build and embed a tiered approach to wellbeing, focusing on enhancing capabilities to thrive. | | | | |
| **Actions** | The College will: Develop and embed a consistent, whole school tiered approach to wellbeing by implementing strategies focusing on setting clear expectations for classroom learning and referral processes. Support staff to develop an understanding of Tier 1 strategies and the tiered approach. Develop, refine and document processes to define the tiered approaches and what the teachers do. (for the stakeholders of staff, parents and potential parents) Centralise the existing document in the Leadership Drive  Develop a meeting schedule and agenda for Student Engagement Team (SET) Terms 2 - 4 Develop working documents in Leadership Drive during SET meetings (Term 2 - 4) a. Develop the referral process (Josh) - Term 2 - 4 b. Develop a document about the positive behaviours  c. Develop an action plan for 2024 and onwards Continue to develop an age-appropriate homegroup program with a focus on wellbeing  Attendance roles (attendance officer and engagement leader) for monitoring, communicating, and supporting student attendance. | | | | |
| **Outcomes** | Students will report improved emotional awareness, resilience, and safety. Teachers will plan for and implement consistent school-wide behavioural expectations.  Teachers and Leaders will further embed established, agreed multi-tiered monitoring processes in Learning Communities to strengthen Tier 1 strategies in the classroom, and enable targeted and timely Student Support Referrals to Tiers 2 and 3 The Wellbeing Team will directly support students’ mental health and/or provide referrals (Tier 2-3)  The Wellbeing Team will build capacity for teachers to support students in Tier 1 through collaborative practices and facilitation of professional learning opportunities. Attendance data. Monitor process implementation and effectiveness. | | | | |
| **Success Indicators** | SWPBS/COMPASS data analysis Feedback and data from YLT’s regarding regulation strategies used across year levels. Learning Walks provide data on progress; documentation from learning walks and peer observations will show how staff are embedding tiered approaches/positive behaviour expectations. A bank of regulating strategies that teachers can trial and use in classrooms has been developed and documented. Teachers differentiate classroom expectations and routines to consider well-being practices and instruction  Improved School Survey results: Students, Staff and Parent perception surveys Attendance data. Clear and well documented process implemented Support processes in place for 80% or more of attendance risk students by end of 2024. Review the effectiveness of the implemented process against attendance results. Improvement in attendance data collected and progress to reduce percentage of absences. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Develop protocols for a well-being inquiry cycle (YLTs and YLLs) focusing on tiered behaviour approaches for staff.  Develop a Learning Behaviours document (Collingwood College Learner Qualities) Develop a draft of the Learning Behaviours (Term 2) across a continuum (eg: 3-point continuum for 3 learning behaviours)  Collect feedback from YLLs to improve draft (due Term 2)  Design a Professional Learning Program for Subschools using the Subschool PL time in Term 3.  Consider data that needs to be collected from learning behaviours, learning walks to collect that data, processes for analysing and discussing data and bringing insights back to staff (due in Term 2 for a Term 3 delivery)  Analyse and refine the draft learning behaviours to complete a finalised version to be used for reporting in 2025 (Term 3 and 4 due)  (RCO, RWO, AWA, YLLs) | | 🗹 Sub school leader/s  🗹 Wellbeing team  🗹 Year level co-ordinator(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🗹 Equity funding will be used |
| Develop staff understanding of Tier 1 strategies and the tiered approach.   Develop, refine and document processes to define the tiered approaches and what the teachers do. (The stakeholders of staff, parents and potential parents) Include the following: Expectations for students behaviour and tiered strategies to address behaviours Lines of communication Links to major and minor behaviours Referral process for well-being (Josh, AWA, RWO) | | 🗹 Leadership team  🗹 Teacher(s)  🗹 Wellbeing team  🗹 Year level co-ordinator(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🗹 Equity funding will be used |
| Conduct a well-being inquiry cycle in subschools with support from YLLs. Conduct staff learning walks on learner engagement (T3) - driven through Subschools | | 🗹 PLC leaders  🗹 Sub school leader/s  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🗹 Equity funding will be used |
| Continue to develop and clarify a positive tiered process for communication of student absences to parents and responsibilities of staff within that process. | | 🗹 Administration team  🗹 Leadership team  🗹 Wellbeing team | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🗹 Equity funding will be used |
| Provide PL for staff to develop an understanding of Tier 1 strategies for staff to use in all classrooms, small group settings and one-on-one. | | 🗹 Teacher(s)  🗹 Wellbeing team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🗹 Equity funding will be used |
| KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Champion a school culture of equity and inclusion for each student. | | | | |
| **Actions** | The College will: Develop and embed a consistent, whole school approach for promoting inclusion and belonging. Develop the processes for Disability and Inclusion Profiles with all stakeholders and staff responsible clearly identified: Identify students who may need additional support and identify the timeframe. Document/store adjustments. Funding applications.  Explore inclusive practice education. Review inclusive practice within the HG planning and delivering RR for students. Designate time to develop resources/information/slides for screen. (Resources: Yarra Youth Services, Safe Schools, SPELD, DET, Inclusive Classrooms, ADHD Australia, Autism, SSS, KESO, VACCA, Foundation House, Light House, RESP, BSEM) | | | | |
| **Outcomes** | Students will feel supported and engaged in homegroups and classes and know how to contribute to a strong classroom culture. Teachers will plan for and implement social and emotional learning strategies and inclusive practices within their curriculum areas. Leaders will support professional learning and the continuous improvement of whole school wellbeing/inclusion approaches. The Wellbeing Team will build capacity for teachers to support students in inclusive practices and facilitation of professional learning opportunities | | | | |
| **Success Indicators** | SWPBS/COMPASS data analysis Term planners will document positive behaviour social emotional learning topics/themes to be explicitly taught and for all teachers to incorporate into their classroom teaching. Development of an inclusive practice menu for staff  Learning Walks will provide data on progress; documentation from learning walks and peer observations will show how staff are embedding inclusive practices. At least one DI application for a student has been completed (Term 2) School Survey results: Students, Staff and Parent perception surveys Attendance data | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Develop the processes for Disability and Inclusion Profiles with all stakeholders clearly identified:  Include and consider the following Identifying students who may need additional support. Selecting students who already have evidence. Identify the timeframe.  Identify how the workload can be streamlined/minimised and linked to existing processes. Identify what evidence/artifacts are required  The teachers who will implement strategies, adjustments and interventions.  Documentation and storage of adjustments.  Protocols for initiating SSGs/IEPs (data leader) Applying for funding (Wellbeing leader)  Complete one application for a student for DI (Term 2) (APs and Josh to meet and decide the process) | | 🗹 Assistant principal  🗹 Disability inclusion coordinator  🗹 Leadership team  🗹 Wellbeing team | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🗹 Equity funding will be used |
| Provide PL for staff to develop an understanding of disability inclusion strategies to use with students. Develop inclusive education resources/information/slides for screen. (AMA, SPW, AJB, VDE, JWH) Teachers/ES | | 🗹 Disability inclusion coordinator  🗹 Education support  🗹 Teacher(s)  🗹 Wellbeing team | 🗹 PLP Priority | from: Term 2  to: Term 4 | $0.00  🗹 Equity funding will be used |
| KIS 3.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Further refine and develop transitions and pathways approaches to enhance student engagement with their learning and destinations. | | | | |
| **Actions** | The College will:  Strengthen transition processes between Kinder to primary school. Build stronger relationships between Kinder, families and school with an aim to enhance the learning experience as well as promote enrolments. Strengthen transition processes for students moving from Year 6 to 7, transitions from other schools, to the Wurun campus at Year 10 and transitions from Collingwood College to post secondary destinations.   Conduct a transition audit. Develop a whole school tiered approach to school transitions.  Develop a soft/hard data package for learners (Collect/collate data of student processes as they move between stages of learning. | | | | |
| **Outcomes** | All students will feel more connected to school, the learning environment, peers and teaching staff. New students to the school will have more school readiness.  Clear and documented processes are developed to facilitate the transition processes into and beyond the college. | | | | |
| **Success Indicators** | Improved student attendance The transition factors on the AToSS and Parents’ opinion surveys and Destination Data from Year 12 show improvement. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Conduct a full transition audit focusing on K-P, Year 6 to Year 7, Year 10 to Wurun, post school destinations and internal year level transitions including movement between ELC and other educational streams.  Conduct focus groups with stakeholders to gather opinion data and identify next steps (Parents, teachers, students). Develop a whole school tiered approach to school transitions. Develop role clarity for transitions within Collingwood College  Facilitate visits between Collingwood College and local kinders. Investigate alternative methods for local kinders to visit the school. Discuss Prep transition reports at Learning Community meetings. Develop a buddy program between Year 4 students and local Kinder students. Conduct further parent information sessions with leadership and teachers. | |  | 🞎 PLP Priority |  |  |
| Complete Education Department statewide audit of careers program in the college to inform future careers strategic direction. | | 🗹 Leadership team  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Continue to develop an age appropriate homegroup program with a focus on wellbeing. | | 🗹 Homegroup teachers  🗹 Year level co-ordinator(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| KIS 3.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Further enhance the schools positive climate for learning with a focus on building a culture of respect. | | | | |
| **Actions** | The College will: Implement the the learner behaviour matrix (teach students about the expectations for learning behaviours) Define the dimensions of learning behaviours (active learning, prepared for learning, completes all required work, respects learning environment, etc) Develop a reporting system for Learning Behaviours Include self-assessment (students assess themselves on Learning Behaviours) | | | | |
| **Outcomes** | Students will begin to understand and demonstrate the Collingwood College expected learning behaviours. Baseline data from the Compass Pulse Data, the student Attitudes to School data and Parent opinion survey has been collected and used to monitor impact. Staff will be able to explicitly identify, report on and support modifications on student learning behaviours. | | | | |
| **Success Indicators** | The wellbeing and behaviour factors on the AToSS and Parents’ opinion surveys show improvement.  Compass Pulse Data is used to analyse behaviour. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Finalise the Collingwood College Learning Behaviours framework.  Consider and include the following: The dimensions of learning behaviours (active learning, being prepared for learning, completing all required work, respecting the learning environment)  Develop links to the defined learning behaviours and the behaviour matrix  Develop a reporting system for Learning Behaviours  Develop a timeline for implementation for 2024 and onwards | | 🗹 Wellbeing team | 🞎 PLP Priority |  |  |
| KIS 3.e Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Further strengthen and embed student agency in learning and across the school. | | | | |
| **Actions** | The College will: Support student voice and agency in all areas of the student experience. Include student choice in learning (task, product) and ways students can provide feedback on teaching and learning, school experiences and processes. Begin the process of developing best practice in student learning agency and feedback. | | | | |
| **Outcomes** | Leaders will have a 2025 plan on student agency with a best practice and embedded focus. Student agency is included in all areas of the school community. A clearly defined direction for the 2025 student leadership (SRC) and leadership opportunities across the college is in place. Students will be able to give teachers feedback in their learning. Staff will begin to find effective ways to include student agency throughout the school and plan for best practice. | | | | |
| **Success Indicators** | The student agency factors on the AToSS and Parents’ opinion surveys show improvement.  Additional forums for the student leadership have provided avenues for leaders to seek feedback from the wider student body and to represent and advocate on their behalf.  Leadership training for student leaders has given the leadership group a greater voice within the school. Student leaders have been part of school decisions to address specific school improvement initiatives. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Review the SRC and student leadership programs currently in place across the college. Utilise the SRC to collect data and evidence on school initiatives through focus groups.   Collect data from students at relevant transition points within the college. (Year 7 and Year 11 and Year 10 Maths to collect data from students and present back to Year 10 Maths Science)  Review 2024 actions to inform 2025 student agency and voice direction. | | 🗹 Assistant principal  🗹 Homegroup teachers  🗹 Student leadership coordinator | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |

**Funding planner**

Summary of budget and allocated funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Summary of budget** | **School’s total funding ($)** | **Funding allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $317,980.21 | $0.00 | $317,980.21 |
| Disability Inclusion Tier 2 Funding | $212,394.76 | $0.00 | $212,394.76 |
| Schools Mental Health Fund and Menu | $84,543.48 | $0.00 | $84,543.48 |
| **Total** | $614,918.45 | $0.00 | $614,918.45 |

Activities and milestones – Total Budget

|  |  |
| --- | --- |
| **Activities and milestones** | **Budget** |
| Plan the strategy for delivering professional learning for middle leaders for 2025 and beyond. Include the following: Develop a professional learning calendar as a leadership team Ensure PL delivered supports distributed leadership through PLC leaders and YLLS Create a meeting schedule that supports Middle Leaders working together (7-12). Provide time for leaders to meet and plan the COP | $0.00 |
| Professional learning for mentor group and learning areas for the New Metrics complex competency - Quality Thinking, experimenting with developing formative assessment around assessing this competency. (Wurun) (Chris, Lucy and Travis) | $0.00 |
| Develop protocols for a well-being inquiry cycle (YLTs and YLLs) focusing on tiered behaviour approaches for staff.  Develop a Learning Behaviours document (Collingwood College Learner Qualities) Develop a draft of the Learning Behaviours (Term 2) across a continuum (eg: 3-point continuum for 3 learning behaviours)  Collect feedback from YLLs to improve draft (due Term 2)  Design a Professional Learning Program for Subschools using the Subschool PL time in Term 3.  Consider data that needs to be collected from learning behaviours, learning walks to collect that data, processes for analysing and discussing data and bringing insights back to staff (due in Term 2 for a Term 3 delivery)  Analyse and refine the draft learning behaviours to complete a finalised version to be used for reporting in 2025 (Term 3 and 4 due)  (RCO, RWO, AWA, YLLs) | $0.00 |
| Develop staff understanding of Tier 1 strategies and the tiered approach.   Develop, refine and document processes to define the tiered approaches and what the teachers do. (The stakeholders of staff, parents and potential parents) Include the following: Expectations for students behaviour and tiered strategies to address behaviours Lines of communication Links to major and minor behaviours Referral process for well-being (Josh, AWA, RWO) | $0.00 |
| Conduct a well-being inquiry cycle in subschools with support from YLLs. Conduct staff learning walks on learner engagement (T3) - driven through Subschools | $0.00 |
| Continue to develop and clarify a positive tiered process for communication of student absences to parents and responsibilities of staff within that process. | $0.00 |
| Provide PL for staff to develop an understanding of Tier 1 strategies for staff to use in all classrooms, small group settings and one-on-one. | $0.00 |
| Develop the processes for Disability and Inclusion Profiles with all stakeholders clearly identified:  Include and consider the following Identifying students who may need additional support. Selecting students who already have evidence. Identify the timeframe.  Identify how the workload can be streamlined/minimised and linked to existing processes. Identify what evidence/artifacts are required  The teachers who will implement strategies, adjustments and interventions.  Documentation and storage of adjustments.  Protocols for initiating SSGs/IEPs (data leader) Applying for funding (Wellbeing leader)  Complete one application for a student for DI (Term 2) (APs and Josh to meet and decide the process) | $0.00 |
| Provide PL for staff to develop an understanding of disability inclusion strategies to use with students. Develop inclusive education resources/information/slides for screen. (AMA, SPW, AJB, VDE, JWH) Teachers/ES | $0.00 |
| **Totals** | $0.00 |

Activities and milestones - Equity Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Plan the strategy for delivering professional learning for middle leaders for 2025 and beyond. Include the following: Develop a professional learning calendar as a leadership team Ensure PL delivered supports distributed leadership through PLC leaders and YLLS Create a meeting schedule that supports Middle Leaders working together (7-12). Provide time for leaders to meet and plan the COP | from: Term 2  to: Term 4 |  |  |
| Professional learning for mentor group and learning areas for the New Metrics complex competency - Quality Thinking, experimenting with developing formative assessment around assessing this competency. (Wurun) (Chris, Lucy and Travis) | from: Term 2  to: Term 4 |  |  |
| Develop protocols for a well-being inquiry cycle (YLTs and YLLs) focusing on tiered behaviour approaches for staff.  Develop a Learning Behaviours document (Collingwood College Learner Qualities) Develop a draft of the Learning Behaviours (Term 2) across a continuum (eg: 3-point continuum for 3 learning behaviours)  Collect feedback from YLLs to improve draft (due Term 2)  Design a Professional Learning Program for Subschools using the Subschool PL time in Term 3.  Consider data that needs to be collected from learning behaviours, learning walks to collect that data, processes for analysing and discussing data and bringing insights back to staff (due in Term 2 for a Term 3 delivery)  Analyse and refine the draft learning behaviours to complete a finalised version to be used for reporting in 2025 (Term 3 and 4 due)  (RCO, RWO, AWA, YLLs) | from: Term 2  to: Term 4 |  |  |
| Develop staff understanding of Tier 1 strategies and the tiered approach.   Develop, refine and document processes to define the tiered approaches and what the teachers do. (The stakeholders of staff, parents and potential parents) Include the following: Expectations for students behaviour and tiered strategies to address behaviours Lines of communication Links to major and minor behaviours Referral process for well-being (Josh, AWA, RWO) | from: Term 2  to: Term 4 |  |  |
| Conduct a well-being inquiry cycle in subschools with support from YLLs. Conduct staff learning walks on learner engagement (T3) - driven through Subschools | from: Term 2  to: Term 4 |  |  |
| Continue to develop and clarify a positive tiered process for communication of student absences to parents and responsibilities of staff within that process. | from: Term 2  to: Term 4 |  |  |
| Provide PL for staff to develop an understanding of Tier 1 strategies for staff to use in all classrooms, small group settings and one-on-one. | from: Term 1  to: Term 4 |  |  |
| Develop the processes for Disability and Inclusion Profiles with all stakeholders clearly identified:  Include and consider the following Identifying students who may need additional support. Selecting students who already have evidence. Identify the timeframe.  Identify how the workload can be streamlined/minimised and linked to existing processes. Identify what evidence/artifacts are required  The teachers who will implement strategies, adjustments and interventions.  Documentation and storage of adjustments.  Protocols for initiating SSGs/IEPs (data leader) Applying for funding (Wellbeing leader)  Complete one application for a student for DI (Term 2) (APs and Josh to meet and decide the process) | from: Term 2  to: Term 4 |  |  |
| Provide PL for staff to develop an understanding of disability inclusion strategies to use with students. Develop inclusive education resources/information/slides for screen. (AMA, SPW, AJB, VDE, JWH) Teachers/ES | from: Term 2  to: Term 4 |  |  |
| **Totals** |  | $0.00 |  |

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

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| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

Additional funding planner – Total Budget

|  |  |
| --- | --- |
| **Activities and milestones** | **Budget** |
| **Totals** | $0.00 |

Additional funding planner – Equity Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

Additional funding planner – Disability Inclusion Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

Additional funding planner – Schools Mental Health Fund and Menu

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

**Professional learning plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
| Develop an professional learning plan for all staff to enhance implementation of HITS with a focus on: • Differentiated teaching • Collaborative Learning • Feedback practices • Inquiry learning  (To be delivered in 2025 and onwards) | 🗹 KLA leader  🗹 Leadership team  🗹 Leading teacher(s)  🗹 Learning specialist(s)  🗹 Teacher(s) | from: Term 2  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Professional learning for mentor group and learning areas for the New Metrics complex competency - Quality Thinking, experimenting with developing formative assessment around assessing this competency. (Wurun) (Chris, Lucy and Travis) | 🗹 Leadership team  🗹 Learning specialist(s)  🗹 PLT leaders | from: Term 2  to: Term 4 | 🗹 Planning  🗹 Design of formative assessments  🗹 Moderated assessment of student learning | 🗹 Formal school meeting / internal professional learning sessions  🗹 Timetabled planning day | 🗹 Internal staff  🗹 Subject association | 🗹 On-site |
| Design and embed professional learning in using the Pedagogical Model (e5) (LMI. MDE, RCO) | 🗹 Leadership team  🗹 Learning specialist(s)  🗹 PLT leaders | from: Term 2  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal school meeting / internal professional learning sessions  🗹 Timetabled planning day | 🗹 Internal staff  🗹 Practice Principles for Excellence in Teaching and Learning | 🗹 On-site |
| Professional learning for teachers in use of data and assessments within PLC inquiry cycles (data literacy).  Focus on use of data (formative, global) within learning areas to drive improvement cycle.  Executive COP group to plan the PL for data literacy for: 7 - 9 YLLs, 9 - 12 YLLs Learning Areas (PLC) (Mihi, Lori, Angela) and Consultants (Xiaoming, Rebecca, Rachel) | 🗹 Leadership team  🗹 Teacher(s) | from: Term 2  to: Term 4 | 🗹 Planning  🗹 Design of formative assessments  🗹 Formalised PLC/PLTs | 🗹 Formal school meeting / internal professional learning sessions  🗹 Timetabled planning day  🗹 Communities of practice | 🗹 Leadership partners  🗹 Internal staff | 🗹 On-site |
| Develop staff capacity to deliver the IB MYP including formation of curriculum and development of units of work | 🗹 Leadership team  🗹 School improvement team  🗹 Teacher(s) | from: Term 2  to: Term 4 | 🗹 Planning  🗹 Curriculum development | 🗹 Formal school meeting / internal professional learning sessions  🗹 Timetabled planning day | 🗹 Internal staff | 🗹 On-site |
| Provide PL for staff to develop an understanding of Tier 1 strategies for staff to use in all classrooms, small group settings and one-on-one. | 🗹 Teacher(s)  🗹 Wellbeing team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Moderated assessment of student learning | 🗹 Formal school meeting / internal professional learning sessions  🗹 Timetabled planning day | 🗹 Internal staff | 🗹 On-site |
| Provide PL for staff to develop an understanding of disability inclusion strategies to use with students. Develop inclusive education resources/information/slides for screen. (AMA, SPW, AJB, VDE, JWH) Teachers/ES | 🗹 Disability inclusion coordinator  🗹 Education support  🗹 Teacher(s)  🗹 Wellbeing team | from: Term 2  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal school meeting / internal professional learning sessions  🗹 Timetabled planning day | 🗹 Internal staff  🗹 Learning specialist | 🗹 On-site |