

# Annual Implementation Plan - 2023

## Define Actions, Outcomes and Activities

Wedderburn College (6262)

Submitted for review by Daniel Forrest (School Principal) on 14 February, 2023 at 01:23 PM

Endorsed by Paul Hon (Senior Education Improvement Leader) on 23 March, 2023 at 02:29 PM

Awaiting endorsement by School Council President



WEDDERBURN  

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COLLEGE

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a
<b>12 Month Target 1.1</b>	Support the 2023 priorities
<b>KIS 1.a Priority 2023</b>	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Develop and embed evidence-based instructional model, including a focus on differentiation and extension</li> <li>* Further develop numeracy across P-12</li> </ul>
<b>Outcomes</b>	<p>Leaders will: use multiple sources of evidence to track pedagogical model implementation including barriers and enablers; invite teachers to observe their classes; develop their own peer coaching skills; provide guidance and expertise to teachers implementing literacy and numeracy changes</p> <p>Teachers will: understand the structure of the pedagogical model; use the pedagogical model regularly to plan and deliver lessons; use the agreed literacy/numeracy strategies, provide feedback and further develop the</p>
<b>Success Indicators</b>	<p>"Develop &amp; begin embedding instructional model which includes differentiation and extension"</p> <p><b>EARLY INDICATORS</b></p> <ul style="list-style-type: none"> <li>*Instructional model finalised and agreed upon by staff and school council</li> <li>*PL and coaching cycles focusing on instructional model completed</li> <li>*Learning walks indicate elements of instructional model evident in class</li> <li>*Student surveys show students are aware of instructional model language and are familiar with its regular use</li> </ul> <p><b>LATER INDICATORS</b></p> <p>Staff opinion survey:</p> <ul style="list-style-type: none"> <li>* Instructional leadership from 70 per cent (2021) to 72 per cent</li> <li>* Academic emphasis from 42 per cent (2021) to 46 per cent</li> <li>* Collective efficacy from 52 per cent (2021) to 56 per cent</li> </ul> <p>"Further develop numeracy across P-12"</p> <p><b>EARLY INDICATORS</b></p> <p>Curriculum documentation will show plans for differentiation in Numeracy. Providing more individualised assistance at point of need. The Mathematics teachers are working together in collaboration to implement a new instructional model across all classes.</p> <p><b>LATER INDICATORS</b></p> <p>Differentiation in all Mathematical classes is data driven. Teacher judgements will show a growth in number. We are providing avenues for High Ability students i.e. year 10 students in VCE Maths, focus support groups. The Leadership team will provide mentoring and up skilling of Mathematics teaching across the college.</p> <p>"Create a cohesive literacy model years 5 - 8"</p> <p><b>EARLY INDICATORS</b></p> <ul style="list-style-type: none"> <li>*Team of teachers meet weekly to develop cohesive literacy model</li> <li>*learning walks show agreed, evidence-based practices used in classrooms across year levels</li> </ul>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Development of instructional model 1) Consultation between leadership 2) Consultation with staff 3) Model finalised 4) Posters produced & displayed	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00  <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
Series of PL for staff relating to: 1) Developing lessons that follow the IM 2) HITS embedded in the IM 4) Differentiation/extension 3) Incorporating Berry St into the IM	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 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
Coaching cycles on use of IM	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 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

<p>Formation of middle-years literacy team. Areas of focus:          *Consistency          *Workshop model for reading and writing          *Skills-based instruction          *F&amp;P testing          *Students reading appropriate books for their ability          *Student conferencing</p>	<input checked="" type="checkbox"/> Literacy Leader	<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
<p>PL for MYL team on evidence-based literacy strategies</p>	<input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 2 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
<p>Coaching and modelling in middle years Literacy/English classes</p>	<input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 2 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

<p>Formation of extension writing program for secondary students, centered on participation in the 'Write a Book in a Day' competition</p>	<p><input checked="" type="checkbox"/> Literacy Leader</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 3</p>	<p>\$1,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental</p>
<p>Purchase of sets of 'high interest/low literacy' books (high/lows) and resources for all students.</p>	<p><input checked="" type="checkbox"/> Literacy Leader</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$12,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental</p>
<p>Develop data-driven differentiation in all Mathematics classes</p>	<p><input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Numeracy Leader</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental</p>

<p>Mentoring and up skilling of Mathematics teachers across the college</p>	<p><input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Numeracy Leader</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental</p>
<p>Develop avenues for High Ability students i.e. year 10 students in VCE Maths, focus support groups.</p>	<p><input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Numeracy Leader</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental</p>
<p><b>KIS 1.b</b> Priority 2023</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			
<p><b>Actions</b></p>	<p>* Complete Berry Street (BSEM Education Model) training (all staff) &amp; integrate into SWPBS framework * Employ school nurse, mental health practitioner, and extra ES supports especially in every primary classroom</p>			
<p><b>Outcomes</b></p>	<p>Leaders will: support the continuous development, documentation and revision of whole school wellbeing approaches.</p> <p>Teachers will: plan and implement social and emotional learning within their curriculum areas. By incorporating the BSEM all staff will have a greater capacity to deal with</p>			
<p><b>Success Indicators</b></p>	<p>"Complete Berry Street training (all staff) &amp; integrate into SWPBS framework"</p> <p>EARLY INDICATORS</p> <p>* Training complete and strategies reflected in SWPBS documentation * learning walks and observations show BSEM strategies being used in most classrooms * "Employ school nurse, mental health practitioner, and extra ES supports especially in every primary classroom" * Staff employed, structures and timetables implemented</p> <p>LATER INDICATORS</p> <p>"Further build relationships with IDHS and DET SSS staff" "Attain GOLD level in SWPBS"</p>			

Activities and Milestones	People Responsible	Is this a PL	When	Funding Streams
Hiring of education support staff.	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$300,000.00  <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
<b>Goal 2</b>	Optimise learning growth for every student in literacy and numeracy.			
<b>12 Month Target 2.1</b>	<p>By 2024, the percentage students meeting or above NAPLAN benchmark growth two year moving average will increase in:</p> <p>Reading Year 5 from 70.5 per cent (2019) to 72 per cent Year 7 from 53.5 per cent (2019) to 57 per cent Year 9 from 61 per cent (2019) to 63 per cent.</p> <p>Writing Year 5 from 59.7 per cent (2021) to 62 per cent Year 7 from 63.7 per cent (2019) to 65 per cent Year 9 from 56.4 per cent (2019) to 58 per cent.</p> <p>Numeracy Year 5 from 86.1 per cent (2021) to 87 per cent Year 7 from 78.9 per cent (2019) to 80 per cent</p>			
<b>12 Month Target 2.2</b>	<p>By 2024, the learning measured by teacher judgment (semester 2) for students assessed at or above age expected level will increase:</p> <p>Prep to Year 6 Measurement and geometry from 73 per cent (2021) to 75 per cent Number and algebra from 71 per cent (2021) to 73 per cent Statistics and Probability from 56 per cent (2021) to 58 per cent Reading and viewing from 71 per cent (2021) to 72 per cent Speaking and listening from 75 per cent (2021) to 77 per cent Writing from 55 per cent (2021) to 58 per cent.</p> <p>Year 7 to Year 10 Measurement and Geometry from 31 per cent (2022) to 33 per cent Number and Algebra from 24 per cent (2022) to 28 per cent Statistics and Probability from 43 per cent (2022) to 45 per cent Reading and viewing from 39 per cent (2021) to 44 per cent Speaking and listening from 37 per cent (2021) to 40 per cent Writing from 29 per cent (2021) to 33 per cent.</p>			
<b>12 Month Target</b>	By 2024, increase the VCE all study scores mean from 27.98 (2021) to 28.			

<b>12 Month Target 2.4</b>	<p>By 2024, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors:</p> <p>Instructional leadership from 70 per cent (2021) to 72 per cent          Academic emphasis from 42 per cent (2021) to 46 per cent          Collective efficacy from 52 per cent (2021) to 56 per cent          Understand how to analysis data from 60 per cent (2021) to 63 per cent</p>
<b>12 Month Target 2.5</b>	<p>By 2024, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors:</p> <p>Stimulating learning from 69 per cent (2021) to 71 per cent</p>
<b>KIS 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and	Develop and embed the capacity of all teaching staff to use evidence base practice.
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Data professional learning for all staff which will include a review of the assessment practices at the college, including a central collection app from P-10</li> <li>* Develop and implement coaching and mentoring program</li> <li>* Develop and embed common language and expectations around learning</li> </ul>
<b>Outcomes</b>	<p>Leaders will: provide a digital data platform &amp; physical data room for staff collaboration; provide professional learning to increase staff data literacy; guide a review of assessment practices; develop their coaching practices; develop an active learning continuum and guide its implementation</p> <p>Teachers will: use data to inform teaching, differentiation, support, and extension; collaborate with other teachers using data to inform their practice; complete at least one coaching cycle with a leader; refer to the active learning continuum in class</p>



<b>Success Indicators</b>	<p>"Data professional learning for all staff which will include a review of the assessment practices at the college"</p> <p><b>EARLY INDICATORS</b></p> <ul style="list-style-type: none"> <li>* Data app complete and available to staff</li> <li>* Series of PL completed--exit survey indicating increased data literacy</li> <li>* Complete PLC or other collaborative cycles using data</li> <li>* Review of assessment practices complete; data room set up</li> </ul> <p><b>LATER INDICATORS</b></p> <p>Staff opinion survey</p> <ul style="list-style-type: none"> <li>* Understand how to analysis data from 60 per cent (2021) to 63 per cent</li> <li>* Monitoring effectiveness of using data from 70 per cent (2021) to 72 per cent</li> </ul> <p><b>AToSS</b></p> <ul style="list-style-type: none"> <li>* Differentiated learning challenge from 73 per cent (2021) to 75 per cent.</li> </ul> <p>"Develop and implement coaching and mentoring program"</p> <p><b>EARLY INDICATORS</b></p> <ul style="list-style-type: none"> <li>* Coaching model agreed upon</li> <li>* At least one cycle complete with every staff member</li> <li>* Feedback from cycles indicating increased staff understanding of focus areas (instructional model, differentiation, HITS, literacy etc)</li> </ul> <p><b>LATER INDICATORS</b></p> <p>Staff opinion survey</p> <ul style="list-style-type: none"> <li>* Instructional leadership from 70 per cent (2021) to 72 per cent</li> <li>* Academic emphasis from 42 per cent (2021) to 46 per cent</li> </ul> <p>"Develop and embed common language and expectations around learning dispositions / active learning"</p> <p><b>EARLY INDICATORS</b></p> <ul style="list-style-type: none"> <li>* Continuum agreed upon</li> <li>* Posters printed &amp; in every classroom</li> <li>* PL for staff; continuum introduced to students</li> <li>* Structures within instructional model to allow for active learning</li> <li>* Learning walks indicate use by staff and students;</li> </ul> <p><b>LATER INDICATORS</b></p> <p>Staff opinion survey</p>
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Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Development of digital data application	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Information Technology Leader/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

<p>Redevelopment of data room</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental</p>
<p>Series of PL on data use covering: *Data application *Formative assessment data *PAT / F&amp;P *NAPLAN</p>	<p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co- ordinator (s) <input checked="" type="checkbox"/> Numeracy Leader</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental</p>
<p>Review of assessment policy and practices</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 3 to: Term 3</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental</p>

Decide, following consultation, on an agreed model for coaching and learning walks	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <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
Undertake coaching cycles with most staff	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00  <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
Creation of active learning continuum	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Partners (DSSI) <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

Development of mini lessons re. active learning continuum & professional learning for staff	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Partners (DSSI)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00  <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
Learning walks to begin reviewing implementation of active learning continuum	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team	<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
<b>KIS 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and	Develop and embed a teaching and learning program that reflects the needs of all students.			
<b>Actions</b>	* Develop and begin a consistent curriculum planning model that aligns with Victorian Curriculum / VCE & the new instructional model.			
<b>Outcomes</b>	Leaders will: Provide time, consultation, and structures to allow for the development of a common (and streamlined) model for curriculum planning; guide development of a school-wide scope and sequence and policy documentation  Teachers will: Contribute feedback and ideas regarding effective curriculum planning; plan new units (and revise existing ones using the new structure); contribute to the scope and sequence, mapping their subjects across the year			

<b>Success Indicators</b>	<p><b>EARLY INDICATORS</b></p> <ul style="list-style-type: none"> <li>* Streamlined curriculum planning template developed in collaboration with staff</li> <li>* expectations regarding naming, access, and storage of curriculum materials agreed to by staff</li> <li>* first unit of term 2 transferred to/written using new system (feedback/tweak at this stage)</li> <li>* scope and sequence completed by end of term 1</li> <li>* policy document completed by end of term 1</li> </ul> <p><b>LATER INDICATORS</b></p>
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Activities and Milestones	People Responsible	Is this a PLP Priority	When	Funding Streams
Meetings with staff to gather feedback on existing and past curriculum planning models	<input checked="" type="checkbox"/> Curriculum Co-ordinator (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
Development of curriculum framework	<input checked="" type="checkbox"/> Curriculum Co-ordinator (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

Development of learning and teaching plan spreadsheet	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (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
Curriculum planning model finalised	<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
Structured support time for teachers to plan using the new streamlined model	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<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

Review of curriculum model implementation & refinement (via learning walks, staff feedback)	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 3 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
<b>KIS 2.b</b> The strategic direction and deployment of resources to create and reflect shared goals and	Strengthen Professional Learning Community processes and structures to support a culture of learning growth and attainment.			
<b>Actions</b>	* Refine PLC processes and structures to ensure greater alignment with AIP goals			
<b>Outcomes</b>	<p>Leaders will: consult and communicate regarding tweaks to PLC system; decide on on other collaborative structures with staff consultation</p> <p>Teachers will: contribute ideas, feedback, and desires regarding PLC/ collaborative meetings; participate in and contribute to agreed meetings</p> <p>Students will: experience greater intervention at their point of need</p>			
<b>Success Indicators</b>	<p>EARLY INDICATORS</p> <ul style="list-style-type: none"> <li>* PLC model finalised and undertaken</li> <li>* Collaborative meeting structure finalised</li> <li>* Learning walks show increased differentiation in classes</li> </ul> <p>LATER INDICATORS</p> <p>Staff opinion survey</p> <ul style="list-style-type: none"> <li>* Collective efficacy from 52 per cent (2021) to 56 per cent</li> <li>* Understand how to analysis data from 60 per cent (2021) to 63 per cent</li> <li>* Monitoring effectiveness of using data from 70 per cent (2021) to 72 per cent</li> </ul> <p>AToSS</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL</b>	<b>When</b>	<b>Funding Streams</b>

<p>Review of PLC structures completed and changes discussed with staff</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental</li> </ul>
<p>Model for staff collaboration (either incorporating PLC or a separate process) discussed, consulted, and decided.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Leadership Team</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental</li> </ul>
<p>Data-driven PLC cycles and collaborative meetings undertaken, reviewed, and revised</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental</li> </ul>
<p><b>Goal 3</b></p>	<p>Empower students to be engaged learners and leaders.</p>			
<p><b>12 Month Target 3.1</b></p>	<p>By 2024, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> <li>Emotional awareness and regulation from 62 per cent (2022) to 63 per cent</li> <li>Resilience from 62 per cent (2022) to 62 per cent (normal or high resilience).</li> <li>Self-regulation and goal setting from 75 per cent (2022) to 77 per cent</li> <li>Sense of confidence from 60 per cent (2022) to 62 per cent</li> <li>Student voice and agency from 56 per cent (2022) to 57 per cent</li> <li>Sense of connectedness from 59 per cent (2022) to 60 per cent</li> </ul>			



<b>12 Month Target 3.2</b>	By 2024, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors:  Parent participation and involvement from 67 per cent (2020) to 69 per cent Student agency and voice from 76 per cent (2020) to 77 per cent Confidence and resiliency skills from 76 per cent (2020) to 77 per cent			
<b>12 Month Target 3.3</b>	By 2026, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors:  Parent and community involvement from 64 per cent (2021) to 65 per cent Trust in students and parents from 40 per cent (2021) to 45 per cent			
<b>12 Month Target 3.4</b>	By 2024, decrease the percentage of students with 20 or more days absent:  Prep-6 from 26 per cent (2021) to 23 per cent Year 7-12 from 36 per cent (2021) and 31 per cent.			
<b>12 Month Target 3.5</b>	By 2024, increase the percentage of real student retention:  Year 10 to Year 11 from 75 per cent (2021-2022) to 78 per cent Year 11 to Year 12 from 78 per cent (2021- 2022) to 80 per cent.			
<b>12 Month Target 3.6</b>	By 2024 increase the percentage of students who continue education:  Year 11 from 50 per cent (2021) to 70 per cent Year 12 from 42.9 per cent (2020) to 60 per cent.			
<b>KIS 3.b</b> Activation of student voice and agency, including in leadership and learning, to	Develop and embed a school community culture of inclusion and respect.			
<b>Actions</b>	Develop all Wedderburn College staff understandings of SWPBS and integrate the Berry Steet Model with SWPBS establishing a shared vision with consistent			
<b>Outcomes</b>	Leaders will: Frequently monitor the SWPBS behaviour data. Provide opportunities for the SWBPS team to lead the implementation of monitoring of the SWPBS model. Inform the local school community of the shared vision, behaviour matrix and mission statement. Provide appropriate straining for all staff in Berry Street Model.  Teachers will: Collect, Annalise behaviour data and contribute to the ongoing implementation of SWPBS. Use consistent language to discuss positive			
<b>Success Indicators</b>	Expected behaviours are shown prominently throughout the school including staff areas and every teaching and learning space. All behaviour is recorded in the school management system. Reduced exclusionary discipline recorded in school management system.			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL</b>	<b>When</b>	<b>Funding Streams</b>

<p>Organise and schedule regular whole school professional learning to develop the knowledge and skills to further implement SWPBS. Schedule opportunities for SWPBS coach to assist the school.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> SWPBS Leader/Team</li> </ul>	<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
<p>Fours Days of Berry Street Model training is available for all staff.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$15,647.38  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental
<p>Update and display the expected SWPBS behaviours in all staff, classroom and learning areas. Promote an SWPBS focus on staff polo shirts.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> SWPBS Leader/Team</li> </ul>	<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

# Annual Implementation Plan - 2023

## Select Annual Goals and KIS

Wedderburn College (6262)

Submitted for review by Daniel Forrest (School Principal) on 14 February, 2023 at 01:23 PM

Endorsed by Paul Hon (Senior Education Improvement Leader) on 23 March, 2023 at 02:29 PM

Awaiting endorsement by School Council President



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## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing	Yes	Support for the 2023 Priorities	The 12 month target is an incremental step towards meeting the 4-year target, using the  Support the 2023 priorities
Optimise learning growth for every student in literacy and numeracy.	Yes	By 2026, the percentage students meeting or above NAPLAN benchmark growth two year moving average will increase in: Reading <ul style="list-style-type: none"> <li>• Year 5 from 70.5 per cent (2019) to 78 per cent</li> <li>• Year 7 from 53.5 per cent (2019) to 65 per cent</li> <li>• Year 9 from 61 per cent (2019) to 69 per cent.</li> </ul> Writing <ul style="list-style-type: none"> <li>• Year 5 from 59.7 per cent (2021) to 68 per cent</li> <li>• Year 7 from 63.7 per cent (2019)</li> </ul>	By 2024, the percentage students meeting or above NAPLAN benchmark growth two year moving average will increase in: Reading Year 5 from 70.5 per cent (2019) to 72 per cent Year 7 from 53.5 per cent (2019) to 57 per cent Year 9 from 61 per cent (2019) to 63 per cent. Writing Year 5 from 59.7 per cent (2021) to 62 per cent Year 7 from
		By 2026, the learning measured by teacher judgment (semester 2) for students assessed at or above age expected level will increase: Prep to Year 6 <ul style="list-style-type: none"> <li>• Measurement and geometry from 73 per cent (2021) to 81 per cent</li> <li>• Number and algebra from 71 per cent (2021) to 79 per cent</li> <li>• Statistics and Probability from 56 per cent (2021) to 68 per cent</li> <li>• Reading and viewing from 71 per cent (2021) to 79 per cent</li> <li>• Speaking and listening from 75 per cent (2021) to 83 per cent</li> <li>• Writing from 55 per cent (2021) to 71 per cent.</li> </ul> Year 7 to Year 10	By 2024, the learning measured by teacher judgment (semester 2) for students assessed at or above age expected level will increase: Prep to Year 6 Measurement and geometry from 73 per cent (2021) to 75 per cent Number and algebra from 71 per cent (2021) to 73 per cent Statistics and Probability from 56 per cent (2021) to 58 per cent Reading and viewing from 71 per cent (2021) to 72 per cent Speaking and listening from 75 per cent (2021) to 77 per cent Writing from 55 per cent
		By 2026, increase the VCE all study scores mean from 27.98 (2021) to 28.5.	By 2024, increase the VCE all study scores mean from 27.98 (2021)

		<p>By 2026, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors:</p> <ul style="list-style-type: none"> <li>• Instructional leadership from 70 per cent (2021) to 78 per cent</li> <li>• Academic emphasis from 42 per cent (2021) to 62 per cent</li> <li>• Collective efficacy from 52 per cent (2021) to 64 per cent</li> <li>• Understand how to analysis</li> </ul>	<p>By 2024, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors:Instructional leadership from 70 per cent (2021) to 72 per centAcademic emphasis from 42 per cent (2021) to 46 per centCollective</p>
		<p>By 2026, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> <li>• Stimulating learning from 69 per cent (2021) to 77 per cent</li> </ul>	<p>By 2024, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors:Stimulating</p>
Empower students to be engaged learners and leaders.	Yes	<p>By 2026, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> <li>• Emotional awareness and regulation from 62 per cent (2022) to 68 per cent</li> <li>• Resilience from 62 per cent (2022) to 62 per cent (normal or high resilience).</li> <li>• Self-regulation and goal setting from 75 per cent (2022) to 83 per cent</li> <li>• Sense of confidence from 60 per cent (2022) to 68 per cent</li> <li>• Student voice and agency</li> </ul>	<p>By 2024, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors:Emotional awareness and regulation from 62 per cent (2022) to 63 per centResilience from 62 per cent (2022) to 62 per cent (normal or high resilience).Self-regulation and goal setting from 75 per cent (2022) to 77 per centSense of confidence from 60 per cent (2022) to 62 per centStudent</p>
		<p>By 2026, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> <li>• Parent participation and involvement from 67 per cent (2020) to 71 per cent</li> <li>• Student agency and voice from 76 per cent (2020) to 80 per cent</li> <li>• Confidence and resiliency skills</li> </ul>	<p>By 2024, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors: Parent participation and involvement from 67 per cent (2020) to 69 per centStudent agency and voice from 76 per cent</p>
		<p>By 2026, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors:</p> <ul style="list-style-type: none"> <li>• Parent and community involvement from 64 per cent (2021) to 68 per cent</li> <li>• Trust in students and parents from 40 per cent (2021) to 56 per cent</li> </ul>	<p>By 2026, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors:Parent and community involvement from 64 per cent (2021) to 65 per centTrust in students and parents from 40 per cent (2021)</p>
		<p>By 2026, decrease the percentage of students with 20 or more days absent:</p> <ul style="list-style-type: none"> <li>• Prep-6 from 26 per cent (2021) and 18 per cent</li> </ul>	<p>By 2024, decrease the percentage of students with 20 or more days absent:Prep-6 from 26</p>

	<p>By 2026, increase the percentage of real student retention:</p> <ul style="list-style-type: none"> <li>• Year 10 to Year 11 from 75 per cent (2021-2022) to 85 per cent</li> <li>• Year 11 to Year 12 from 78</li> </ul>	<p>By 2024, increase the percentage of real student retention:Year 10 to Year 11 from 75 per cent (2021-2022) to 78 per centYear 11 to Year 12 from 78 per cent</p>
	<p>By 2026 increase the percentage of students who continue education:</p> <ul style="list-style-type: none"> <li>• Year 11 from 50 per cent (2021) to 100 per cent</li> </ul>	<p>By 2024 increase the percentage of students who continue education:Year 11 from</p>

<b>Goal 1</b>	<b>2023 Priorities Goal</b> <b>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities</b>	
<b>12 Month Target 1.1</b>	Support the 2023 priorities	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Priority 2023	Learning - Support both those who need scaffolding and those who have thrived to	Yes
<b>KIS 1.b</b> Priority 2023	Wellbeing - Effectively mobilise available resources to support students' wellbeing and	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	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
<b>Goal 2</b>	<b>Optimise learning growth for every student in literacy and numeracy.</b>	
<b>12 Month Target 2.1</b>	<p>By 2024, the percentage students meeting or above NAPLAN benchmark growth two year moving average will increase in:</p> <p>Reading Year 5 from 70.5 per cent (2019) to 72 per cent Year 7 from 53.5 per cent (2019) to 57 per cent Year 9 from 61 per cent (2019) to 63 per cent.</p> <p>Writing Year 5 from 59.7 per cent (2021) to 62 per cent Year 7 from 63.7 per cent (2019) to 65 per cent Year 9 from 56.4 per cent (2019) to 58 per cent.</p> <p>Numeracy Year 5 from 86.1 per cent (2021) to 87 per cent Year 7 from 78.9 per cent (2019) to 80 per cent</p>	

<b>12 Month Target 2.2</b>	<p>By 2024, the learning measured by teacher judgment (semester 2) for students assessed at or above age expected level will increase:</p> <p>Prep to Year 6  Measurement and geometry from 73 per cent (2021) to 75 per cent  Number and algebra from 71 per cent (2021) to 73 per cent  Statistics and Probability from 56 per cent (2021) to 58 per cent  Reading and viewing from 71 per cent (2021) to 72 per cent  Speaking and listening from 75 per cent (2021) to 77 per cent  Writing from 55 per cent (2021) to 58 per cent.</p> <p>Year 7 to Year 10  Measurement and Geometry from 31 per cent (2022) to 33 per cent  Number and Algebra from 24 per cent (2022) to 28 per cent  Statistics and Probability from 43 per cent (2022) to 45 per cent  Reading and viewing from 39 per cent (2021) to 44 per cent  Speaking and listening from 37 per cent (2021) to 40 per cent  Writing from 29 per cent (2021) to 33 per cent.</p>	
<b>12 Month Target 2.3</b>	By 2024, increase the VCE all study scores mean from 27.98 (2021) to 28	
<b>12 Month Target 2.4</b>	<p>By 2024, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors:</p> <p>Instructional leadership from 70 per cent (2021) to 72 per cent  Academic emphasis from 42 per cent (2021) to 46 per cent  Collective efficacy from 52 per cent (2021) to 56 per cent  Understand how to analysis data from 60 per cent (2021) to 63 per</p>	
<b>12 Month Target 2.5</b>	<p>By 2024, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors:</p> <p>Stimulating learning from 69 per cent (2021) to 71 per cent</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary	Develop and embed the capacity of all teaching staff to use evidence base practice.	Yes
<b>KIS 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary	Develop and embed a teaching and learning program that reflects the needs of all students.	Yes
<b>KIS 2.b</b> The strategic direction and deployment of resources to create and reflect shared	Strengthen Professional Learning Community processes and structures to support a culture of learning growth and attainment.	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	The school review (2022) outlined key areas for improvement which fall under this KIS.	
<b>Goal 3</b>	<b>Empower students to be engaged learners and leaders.</b>	
<b>12 Month Target 3.1</b>	By 2024, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors:  Emotional awareness and regulation from 62 per cent (2022) to 63 per cent Resilience from 62 per cent (2022) to 62 per cent (normal or high resilience). Self-regulation and goal setting from 75 per cent (2022) to 77 per cent Sense of confidence from 60 per cent (2022) to 62 per cent	
<b>12 Month Target 3.2</b>	By 2024, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors:  Parent participation and involvement from 67 per cent (2020) to 69 per cent Student agency and voice from 76 per cent (2020) to 77 per cent	
<b>12 Month Target 3.3</b>	By 2026, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors:  Parent and community involvement from 64 per cent (2021) to 65 per cent	
<b>12 Month Target 3.4</b>	By 2024, decrease the percentage of students with 20 or more days absent:  Prep-6 from 26 per cent (2021) to 23 per cent	
<b>12 Month Target 3.5</b>	By 2024, increase the percentage of real student retention:  Year 10 to Year 11 from 75 per cent (2021-2022) to 78 per cent Year 11 to Year 12 from 78 per cent (2021- 2022) to 80 per cent.	
<b>12 Month Target 3.6</b>	By 2024 increase the percentage of students who continue education:  Year 11 from 50 per cent (2021) to 70 per cent Year 12 from 42.9 per cent (2020) to 60 per cent.	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 3.a</b> Activation of student voice and agency, including in leadership and	Activate student voice, agency and leadership to enhance student engagement.	No
<b>KIS 3.b</b> Activation of student voice and agency, including in leadership and	Develop and embed a school community culture of inclusion and respect.	Yes



<p><b>KIS 3.c</b> Responsive, tiered and contextualised approaches and strong relationships</p>	<p>Build and maintain community partnerships and connections.</p>	<p>No</p>
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against</p>	<p>These areas of focus are required to continue the work supporting our students' mental and physical health, and to ensure a calm, orderly, and productive learning environment.</p>	

# Annual Implementation Plan - 2023

## Funding Planner - 2023

Wedderburn College (6262)

Submitted for review by Daniel Forrest (School Principal) on 14 February, 2023 at 01:23 PM  
Endorsed by Paul Hon (Senior Education Improvement Leader) on 23 March, 2023 at 02:29 PM  
Awaiting endorsement by School Council President



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# Funding Planner

## Summary of Budget and Allocated Funding

Summary of Budget	School's total Funding (\$)	Funding Allocated (\$)	Still available/ (\$)
Equity Funding	\$341,753.97	\$341,753.97	\$0.00
Disability Inclusion Tier 2 Funding	\$98,727.86	\$98,727.86	\$0.00
Schools Mental Health Fund and	\$30,647.38	\$30,647.38	\$0.00
<b>Total</b>	<b>\$471,129.21</b>	<b>\$471,129.21</b>	<b>\$0.00</b>

## Activities and Milestones – Total Budget

Activities and Milestones	Budget
Development of instructional model 1) Consultation between leadership 2) Consultation with staff 3) Model finalised 4) Posters produced & displayed	\$1,000.00
Purchase of sets of 'high interest/low literacy' books (high/lows) and resources for all students.	\$12,000.00
Hiring of education support staff.	\$300,000.00
Undertake coaching cycles with most staff	\$1,000.00
Development of mini lessons re. active learning continuum & professional learning for staff	\$1,000.00
<b>Totals</b>	<b>\$315,000.00</b>

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated	Category
Development of instructional model 1) Consultation between leadership 2) Consultation with staff	from: Term 1 to: Term 1	\$1,000.00	<input checked="" type="checkbox"/> School-based staffing
Purchase of sets of 'high interest/low literacy' books (high/lows) and resources for all	from: Term 1 to: Term 1	\$12,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets
Hiring of education support staff.	from: Term 1 to: Term 4	\$300,000.00	<input checked="" type="checkbox"/> School-based staffing

Undertake coaching cycles with most staff	from: Term 2 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> School-based staffing
Development of mini lessons re. active learning continuum & professional	from: Term 2 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$315,000.00	

## Activities and Milestones - Disability Inclusion Funding

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

## Activities and Milestones - Schools Mental Health Fund and Menu

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

## Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Hire Additional Staff & Educational Support Staff	\$26,753.97
Yindi Wellbeing Dog	\$15,000.00
Berry Street Educational Model	\$15,647.38
<b>Totals</b>	\$57,401.35

## Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated	Category
Hire Additional Staff & Educational Support Staff	from: Term 2 to: Term 4	\$26,753.97	<input checked="" type="checkbox"/> School-based staffing
Yindi Wellbeing Dog	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets

Berry Street Educational Model	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		\$26,753.97	

## Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated	Category
Hire Additional Staff & Educational Support Staff	from: Term 2 to: Term 4	\$98,727.86	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> <li>Literacy aids</li> <li>Customised or adjustable furniture</li> <li>Subscription to online resources</li> <li>Sensory resources</li> </ul> <input checked="" type="checkbox"/> Minor building or internal environmental modifications under \$5,000 (GST inclusive) <ul style="list-style-type: none"> <li>Other <ul style="list-style-type: none"> <li>Wellbeing Centre Development</li> </ul> </li> <li>Adaptation to provide wheelchair access (ramps, wider doors)</li> </ul>
Yindi Wellbeing Dog	from: Term 1 to: Term 4	\$0.00	
Berry Street Educational Model	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$98,727.86	

## Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated	Category
Hire Additional Staff & Educational Support Staff	from: Term 2 to: Term 4	\$0.00	
Yindi Wellbeing Dog	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Dogs Connect Program
Berry Street Educational Model	from: Term 1 to: Term 4	\$15,647.38	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM)

<b>Totals</b>		\$30,647.38	
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# Annual Implementation Plan 2023

## Professional Learning and Development Plan

Wedderburn College (6262)

Submitted for review by Daniel Forrest (School Principal) on 14 February, 2023 at 01:23 PM  
Endorsed by Paul Hon (Senior Education Improvement Leader) on 23 March, 2023 at 02:29 PM  
Awaiting endorsement by School Council President



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## Professional Learning and Development Plan

Professional Learning	Who	When	Key Professional	Organisational Structure	Expertise Accessed	Where
Organise and schedule regular whole school professional learning to develop the knowledge and skills to further	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site



# Self-evaluation Summary - 2023

Wedderburn College (6262)

Submitted for review by Daniel Forrest (School Principal) on 14 February, 2023 at 01:23 PM

Endorsed by Paul Hon (Senior Education Improvement Leader) on 23 March, 2023 at 02:29 PM

Awaiting endorsement by School Council President



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## Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary	Emerging
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on	

<b>Leadership</b>	The strategic direction and deployment of resources to create and reflect shared goals and values; high	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between	

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

<b>Support</b>	Responsive, tiered and contextualised approaches and strong relationships to	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community	

<b>Enter your reflective comments</b>	The school review identified many successes and areas for future work. The implementation of SWPBS and other support initiatives have been successful, hence the higher rating in the 'support and resources' category. In terms of teaching and learning, while there are
<b>Considerations for 2023</b>	<ul style="list-style-type: none"> <li>* Curriculum documentation</li> <li>* Instructional model</li> <li>* Literacy (especially years 5-9)</li> <li>* Numeracy (P-12)</li> <li>* Coaching &amp; learning walks</li> <li>* Data literacy &amp; use</li> <li>* Berry Street</li> <li>* Health, mental health, ES supports</li> <li>* SWPBS</li> </ul>
<b>Documents that support this plan</b>	NWVR Wedderburn College Review Report 2022.docx (0.58 MB)