

2023 Annual Implementation Plan

for improving student outcomes

Trafalgar High School (8395)



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

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

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

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

Enter your reflective comments	Reflected in 2022 AIP feedback and planning for 2023
Considerations for 2023	Reflected in 2022 AIP feedback and planning for 2023

Documents that support this plan	Trafalgar High School AIP Review 2022 (1).pptx (2 MB)
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SSP Goals Targets and KIS

Goal 1	<p>2023 Priorities Goal
 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 learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve student learning outcomes with a focus on Years 9 and 10.
Target 2.1	<p>Increase the proportion of students in Year 9 and Year 10 who are above the expected level according to teacher judgements against the Victorian curriculum-</p> <ul style="list-style-type: none"> • Year 9 Number to increase from 13 percent (2019) to 18 percent • Year 9 Reading to increase from 13 percent (2019) to 20 percent • Year 9 Writing to increase from 11percent (2019) to 18 percent • Year 10 Number to increase from 11percent (2019) to 18 percent • Year 10 Reading to increase from 5 percent (2019) to 15 percent • Year 10 Writing to increase from 3 percent (2019) to 12 percent

Target 2.2	<p>Decrease the proportion of students in Year 9 and 10 who are below the expected level according to teacher judgements against the Victorian curriculum -</p> <ul style="list-style-type: none"> • Year 9 Number decrease from 46 percent (2019) to 30 percent • Year 9 Reading decrease from 41percent (2019) to 30 percent • Year 9 Writing decrease from 51percent (2019) to 35 percent • Year 10 Number decrease from 42 percent (2019) to 30 percent • Year 10 Reading decrease from 35 percent (2019) to 28 percent • Year 10 Writing decrease from 43 percent (2019) to 30 percent
Target 2.3	<p>Decrease the percentage of students who are below the expected level for</p> <ul style="list-style-type: none"> • PAT Reading – in Year 10 from 58 percent (2019) to 40 percent • PAT Maths – in Year 10 from 62 percent to 40 percent
Target 2.4	<p>Improve NAPLAN Benchmark Growth Year 7-9</p> <ul style="list-style-type: none"> • Reading - from 22 percent above benchmark (2019) to 26 percent above • Writing – from 22 percent above (2019) to 26 percent • Numeracy – from 22 percent above benchmark to 26 percent
Key Improvement Strategy 2.a Building practice excellence	Strengthen and embed PLC processes to ensure that teaching reflects school-wide approaches to pedagogy, curriculum and assessment.
Key Improvement Strategy 2.b	Improve teachers' capacity to effectively use assessment data to individualise teaching and improve student learning

Curriculum planning and assessment	
Key Improvement Strategy 2.c Building practice excellence	Strengthen accountability processes in order to build and embed a culture of high expectations across the community
Goal 3	Improve Victorian Certificate of Education (VCE) outcomes for all students.
Target 3.1	Improve the All Study median score from 26.0 (2019) to 29.0.
Target 3.2	Reduce the percentage of students who receive a study score under 25 from 40 percent (2019) to 30 percent.
Target 3.3	Increase the percentage of all VCE study scores above 37 from 5 percent (2019) to 10 percent.
Key Improvement Strategy 3.a Building practice excellence	Implement processes to support teachers to plan collaboratively across all studies in VCE units 1-4
Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	Embed consistent approaches to teaching in VCE using evidence-based best practice
Key Improvement Strategy 3.c Building practice excellence	Improve the capacity of teachers to rigorously and effectively use VCE assessment data to promote high performance outcomes
Goal 4	To improve students' agency in their learning.

Target 4.1	Using the Attitudes to School survey (AToSS) – the item ‘Student voice and agency’ - the proportion of positive responses across the school Years7-12 to improve from 37.5 percent (2019) to 50 percent.
Target 4.2	Using the Attitudes to School survey (AToSS) – the item ‘Sense of Confidence’ - the proportion of positive responses across the school Years7-12 to improve from 54.5 percent (2019) to 65 percent.
Target 4.3	Using the Attitudes to School survey (AToSS) – the item ‘Self-regulation and goal setting’ - the proportion of positive responses across the school Years7-12 to improve from 56 percent (2019) to 65 percent.
Key Improvement Strategy 4.a Building practice excellence	Develop staff capacity to support and empower students in managing and monitoring their own learning in order to foster student agency
Key Improvement Strategy 4.b Empowering students and building school pride	Embed the use of evidence based practices as articulated in the school’s instructional model (based on the Gradual release of Responsibility model) in every classroom
Key Improvement Strategy 4.c Empowering students and building school pride	Enhance the capacity of students to consistently challenge themselves as learners

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal
 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 learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Student advocate at school – 57%-70% Teacher concern – 33%-45% Managing bullying – 45%-55% Respect for diversity – 34%-45% Attitudes to attendance – 68%-75%</p> <p>976 exits so far in 2022. - Check term by term/cohort analysis. 295 – year 8 305 – year 7</p> <p>Attendance – lift by 10% (80-90% or 50-80%)?</p> <p>Staff data – collective efficacy – 39%-50% Students/parents - trust? - 36%-50%</p>
<p>Improve student learning outcomes with a focus on Years 9 and 10.</p>	Yes	<p>Increase the proportion of students in Year 9 and Year 10 who are above the expected level according to teacher judgements against the Victorian curriculum-</p> <ul style="list-style-type: none"> • Year 9 Number to increase from 13 percent (2019) to 18 percent • Year 9 Reading to increase from 13 percent (2019) to 20 percent 	<p>Year 9 Number to increase from 13% (2019) to 17% (2023) Year 9 Reading to increase from 13% (2019) to 19% (2023) Year 9 Writing to increase from 11% (2019) to 17% (2023) Year 10 Number to increase from 11% (2019) to 17% (2023) Year 10 Reading to increase from 5%</p>

		<ul style="list-style-type: none"> • Year 9 Writing to increase from 11percent (2019) to 18 percent • Year 10 Number to increase from 11percent (2019) to 18 percent • Year 10 Reading to increase from 5 percent (2019) to 15 percent • Year 10 Writing to increase from 3 percent (2019) to 12 percent 	<p>(2019) to 13% (2023) Year 10 Writing to increase from 3% (2019) to 11% (2023)</p>
		<p>Decrease the proportion of students in Year 9 and 10 who are below the expected level according to teacher judgements against the Victorian curriculum -</p> <ul style="list-style-type: none"> • Year 9 Number decrease from 46 percent (2019) to 30 percent • Year 9 Reading decrease from 41percent (2019) to 30 percent • Year 9 Writing decrease from 51percent (2019) to 35 percent • Year 10 Number decrease from 42 percent (2019) to 30 percent • Year 10 Reading decrease from 35 percent (2019) to 28 percent • Year 10 Writing decrease from 43 percent (2019) to 30 percent 	<p>Year 9 Number decrease from 46% (2019) to 32% (2023) Year 9 Reading decrease from 41% (2019) to 32% (2023) Year 9 Writing decrease from 51% (2019) to 37% (2023) Year 10 Number decrease from 42% (2019) to 33% (2023) Year 10 Reading decrease from 35% (2019) to 30% (2023) Year 10 Writing decrease from 43% (2019) to 32% (2023)</p>

		<p>Decrease the percentage of students who are below the expected level for</p> <ul style="list-style-type: none"> • PAT Reading – in Year 10 from 58 percent (2019) to 40 percent • PAT Maths – in Year 10 from 62 percent to 40 percent 	<p>PAT Reading – in Year 10 from 58% (2019) to 43% (2023) PAT Maths – in Year 10 from 62% (2019) to 43% (2023)</p>
		<p>Improve NAPLAN Benchmark Growth Year 7-9</p> <ul style="list-style-type: none"> • Reading - from 22 percent above benchmark (2019) to 26 percent above • Writing – from 22 percent above (2019) to 26 percent • Numeracy – from 22 percent above benchmark to 26 percent 	<p>Reading - from 22% above benchmark (2019) to 25% (2023) Writing – from 22% above benchmark (2019) to 25% (2023) Numeracy – from 22% above benchmark (2019) above benchmark to 25% (2023)</p>
<p>Improve Victorian Certificate of Education (VCE) outcomes for all students.</p>	<p>No</p>	<p>Improve the All Study median score from 26.0 (2019) to 29.0.</p>	
		<p>Reduce the percentage of students who receive a study score under 25 from 40 percent (2019) to 30 percent.</p>	
		<p>Increase the percentage of all VCE study scores above 37 from 5 percent (2019) to 10 percent.</p>	

To improve students' agency in their learning.	Yes	Using the Attitudes to School survey (AToSS) – the item 'Student voice and agency' - the proportion of positive responses across the school Years7-12 to improve from 37.5 percent (2019) to 50 percent.	Improve student voice and agency on the Attitude to School data set from 34% (2021) to 50%
		Using the Attitudes to School survey (AToSS) – the item 'Sense of Confidence' - the proportion of positive responses across the school Years7-12 to improve from 54.5 percent (2019) to 65 percent.	Improve self-regulation and goal setting from 48% (2021) to 60%
		Using the Attitudes to School survey (AToSS) – the item 'Self-regulation and goal setting' - the proportion of positive responses across the school Years7-12 to improve from 56 percent (2019) to 65 percent.	Improve sense of confidence from 47% (2021) to 60%

Goal 1	<p>2023 Priorities Goal
</p> <p>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 learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
12 Month Target 1.1	<p>Student advocate at school – 57%-70%</p> <p>Teacher concern – 33%-45%</p> <p>Managing bullying – 45%-55%</p> <p>Respect for diversity – 34%-45%</p> <p>Attitudes to attendance – 68%-75%</p> <p>976 exits so far in 2022. - Check term by term/cohort analysis. 295 – year 8 305 – year 7</p> <p>Attendance – lift by 10% (80-90% or 50-80%)?</p>

	Staff data – collective efficacy – 39%-50% Students/parents - trust? - 36%-50%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
Goal 2	Improve student learning outcomes with a focus on Years 9 and 10.	
12 Month Target 2.1	Year 9 Number to increase from 13% (2019) to 17% (2023) Year 9 Reading to increase from 13% (2019) to 19% (2023) Year 9 Writing to increase from 11% (2019) to 17% (2023) Year 10 Number to increase from 11% (2019) to 17% (2023) Year 10 Reading to increase from 5% (2019) to 13% (2023) Year 10 Writing to increase from 3% (2019) to 11% (2023)	
12 Month Target 2.2	Year 9 Number decrease from 46% (2019) to 32% (2023) Year 9 Reading decrease from 41% (2019) to 32% (2023) Year 9 Writing decrease from 51% (2019) to 37% (2023) Year 10 Number decrease from 42% (2019) to 33% (2023) Year 10 Reading decrease from 35% (2019) to 30% (2023)	

	Year 10 Writing decrease from 43% (2019) to 32% (2023)	
12 Month Target 2.3	PAT Reading – in Year 10 from 58% (2019) to 43% (2023) PAT Maths – in Year 10 from 62% (2019) to 43% (2023)	
12 Month Target 2.4	Reading - from 22% above benchmark (2019) to 25% (2023) Writing – from 22% above benchmark (2019) to 25% (2023) Numeracy – from 22% above benchmark (2019) above benchmark to 25% (2023)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Strengthen and embed PLC processes to ensure that teaching reflects school-wide approaches to pedagogy, curriculum and assessment.	No
KIS 2 Curriculum planning and assessment	Improve teachers' capacity to effectively use assessment data to individualise teaching and improve student learning	Yes
KIS 3 Building practice excellence	Strengthen accountability processes in order to build and embed a culture of high expectations across the community	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.	Refer to 2022 Self Evaluation	
Goal 3	To improve students' agency in their learning.	
12 Month Target 3.1	Improve student voice and agency on the Attitude to School data set from 34% (2021) to 50%	

12 Month Target 3.2	Improve self-regulation and goal setting from 48% (2021) to 60%	
12 Month Target 3.3	Improve sense of confidence from 47% (2021) to 60%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop staff capacity to support and empower students in managing and monitoring their own learning in order to foster student agency	Yes
KIS 2 Empowering students and building school pride	Embed the use of evidence based practices as articulated in the school's instructional model (based on the Gradual release of Responsibility model) in every classroom	No
KIS 3 Empowering students and building school pride	Enhance the capacity of students to consistently challenge themselves as learners	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.	Refer to 2022 Self Evaluation	

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal 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 learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.			
12 Month Target 1.1	<p>Student advocate at school – 57%-70%</p> <p>Teacher concern – 33%-45%</p> <p>Managing bullying – 45%-55%</p> <p>Respect for diversity – 34%-45%</p> <p>Attitudes to attendance – 68%-75%</p> <p>976 exits so far in 2022. - Check term by term/cohort analysis. 295 – year 8 305 – year 7</p> <p>Attendance – lift by 10% (80-90% or 50-80%)?</p> <p>Staff data – collective efficacy – 39%-50%</p> <p>Students/parents - trust? - 36%-50%</p>			
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy			
Actions	Refer to Goal 2			
Outcomes	Refer to Goal 2			
Success Indicators	Refer to Goal 2			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
See Student Outcomes Goal	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Leaders will:</p> <ul style="list-style-type: none"> - Provide professional learning around the Berry Street Education Model, safe minds, disability inclusion and understanding IEP's. - Refine whole school wellbeing structures in order to share knowledge about at-risk students and build staff capacity - Align physical and financial resources to target point of need wellbeing initiatives. - Explore, trial and investigate elements of a student advocate model to support the current exit from class system. - Will be identifying tier 1, 2 and 3 behaviour/wellbeing supports to support students. - Identify most vulnerable students <p>Teachers/education support staff will:</p> <ul style="list-style-type: none"> - Increase collective responsibility around student wellbeing. - Explore aspects of the Berry Street Education model to embed in their classes. - Read IEP's and implement suggested strategies to support students in the class. - Begin to trial elements of the student advocate system. - ES staff will be involved in facilitating tier 1 and tier 2 behaviour and wellbeing supports. <p>Students will:</p> <ul style="list-style-type: none"> - Be able to reflect on their behaviours and begin to regulate their emotions - Understand the routines of each lesson. - Have an advocate to talk to when required. 			

	- Participate in a range of wellbeing initiatives.			
Outcomes	<ul style="list-style-type: none"> - Developed IEP's for at-risk students - Risk and knowledge about at-risk student is shared. - Wellbeing initiatives (whole school, small group and one-on-one) operating to support students. - Shared responsibility about wellbeing - Elements of the Berry Street Education Model included in classes. 			
Success Indicators	<p>Teacher concern data (33% currently) increases in ATTS data. Exit data reduces in comparison to previous years (track cohort data) Attendance data - track students</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review of and implementation of wellbeing structures to share knowledge, risk and skills	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implementation of professional learning for staff including: Berry Street Education Model Safe Minds Youth Mental Health Training	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$60,000.00

Mental Health Practitioner	<input checked="" type="checkbox"/> Wellbeing Team		to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implementation of student programs including: Live 4 Life Student Advocate Model Tier 1 Wellbeing Supports School Nurse	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$150,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implementation of Disability Inclusion	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$210,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	Improve student learning outcomes with a focus on Years 9 and 10.			
12 Month Target 2.1	Year 9 Number to increase from 13% (2019) to 17% (2023) Year 9 Reading to increase from 13% (2019) to 19% (2023) Year 9 Writing to increase from 11% (2019) to 17% (2023) Year 10 Number to increase from 11% (2019) to 17% (2023) Year 10 Reading to increase from 5% (2019) to 13% (2023) Year 10 Writing to increase from 3% (2019) to 11% (2023)			
12 Month Target 2.2	Year 9 Number decrease from 46% (2019) to 32% (2023) Year 9 Reading decrease from 41% (2019) to 32% (2023) Year 9 Writing decrease from 51% (2019) to 37% (2023) Year 10 Number decrease from 42% (2019) to 33% (2023) Year 10 Reading decrease from 35% (2019) to 30% (2023) Year 10 Writing decrease from 43% (2019) to 32% (2023)			
12 Month Target 2.3	PAT Reading – in Year 10 from 58% (2019) to 43% (2023) PAT Maths – in Year 10 from 62% (2019) to 43% (2023)			
12 Month Target 2.4	Reading - from 22% above benchmark (2019) to 25% (2023) Writing – from 22% above benchmark (2019) to 25% (2023) Numeracy – from 22% above benchmark (2019) above benchmark to 25% (2023)			
KIS 1 Curriculum planning and assessment	Improve teachers' capacity to effectively use assessment data to individualise teaching and improve student learning			

<p>Actions</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> -Schedule PLCs into the Term Meeting Schedule and where possible release teachers to participate in classroom observations. -Provide easily accessible NAPLAN, PAT and teacher judgement data sets. -Restructure reporting format to free up time for teachers to work with students on individual goal setting. -Resource professional development in the areas of data literacy, differentiation strategies and VCAA best practice evidence and guidelines. -Use whole school data to evaluate the impact of setting goals to raise achievement and engagement levels. <p>Teachers will:</p> <ul style="list-style-type: none"> -Use a range of evidence (previous years data, pre-assessment, surveys etc.) to provide students with appropriate learning goals and inform planning for student learning. -Structure classes using the GRR instructional model to include a range of differentiated teaching strategies. -Provide feedback and support students on the monitoring of their learning goals. -Evaluate the impact and effectiveness of their teaching practices on student engagement and learning growth. -Audit current practices at VCE against the VCAA best practice evidence and guidelines to review and prioritise actions for the purpose of developing teaching practice. <p>Students will:</p> <ul style="list-style-type: none"> -Understand what they need to do to improve -Engage in classroom activities that are pitched at the right level of challenge -Self-monitor their progress against their learning goals.
<p>Outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> -Schedule PLCs weekly into the Term Meeting Schedule. -Prioritise time for staff to participate in Classroom Observations. -Provide staff with an opportunity to participate in PD on data literacy, differentiation strategies and VCAA best practice evidence and guidelines. -Provides easily accessible NAPLAN, PAT and teacher judgement data sets. -Restructure reports to include student learning goals. -Evaluate the impact of setting goals to raise achievement and engagement levels. <p>Teachers will:</p> <ul style="list-style-type: none"> -Use evidence to set student learning goals for each subject and add them to student report. -Work collaboratively in PLCs to implement the GRR instructional model in the classroom. -Work collaboratively in PLCs to implement a range of differentiation strategies in the classroom. -Work collaboratively in PLCs to evaluate the impact and effectiveness of their teaching practices, including participating in

	<p>classroom observations. -Provide feedback and support students on the monitoring of their learning goals. -Incorporate VCAA best practice and guidelines when teaching VCE.</p> <p>Students will: -Understand what skills they need to do to improve -Understand what learning behaviours they need to do to improve -Engage in classroom activities that are pitched at the right level of challenge -Self-monitor their progress against their learning goals.</p>			
Success Indicators	<p>-Data sets exist and are easily accessible (SPA, TEAMS, NAPLAN Teacher Platform) -Differentiated teaching strategies are embedded into the curriculum for future use (Curriculum Maps) -Evidence of GRR Instructional model and differentiated teaching strategies in lessons (Classroom Observations) -Students setting learning goals (Reports, IEPs) -Improved student outcomes (targets met) -Increased endorsement on Staff Opinion Survey (Promote student ownership of learning goals, Plan differentiated activities, Professional learning through peer observation) -Increased endorsement on AToS survey (Differentiated Learning Challenge, Stimulated Learning, Self-Regulation & Goal Setting)</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Increase data literacy of all staff to inform individual differentiation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Refocus KLD PLC's to achieve goals with an emphasis on reflection of student growth	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Embed THS GRR Instructional Model	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement observational models that are KLD specific	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal		to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Disability Inclusion – teachers use data to write targeted curriculum goals (IEP)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Refine and continue implementing VCE best practice toolkit	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	To improve students' agency in their learning.			
12 Month Target 3.1	Improve student voice and agency on the Attitude to School data set from 34% (2021) to 50%			
12 Month Target 3.2	Improve self-regulation and goal setting from 48% (2021) to 60%			
12 Month Target 3.3	Improve sense of confidence from 47% (2021) to 60%			
KIS 1 Building practice excellence	Develop staff capacity to support and empower students in managing and monitoring their own learning in order to foster student agency			
Actions	<p>Leaders will:</p> <ul style="list-style-type: none"> • Prioritise Positions of responsibility to include student leadership mentor roles • Work with the student leadership mentors (SLM) to support them in their position and establish the roles and responsibilities • Prioritise time in term 1 to being work on a school-wide consultative process to re-establish and define school values relevant for Trafalgar High School for the next four years. This process will involve staff, students and community (school council) • Lead values work with staff to explicitly model a process that can then be replicated in G4L sessions to capture all staff and student voice • Introduce a new approach to goal setting (curriculum approach) and new approach to student reflection (G4L). • Expose staff to elements of the Amplify document <p>Teachers will:</p> <ul style="list-style-type: none"> • Several teachers will assume SLM positions in 2023 • SLM's will facilitate and support student leaders to meet fortnightly, and to implement ideas/initiatives within the school • SLM's will be involved with student leadership selection processes • G4L teachers will run values workshop with students (as modelled in staff meeting) • G4L teachers will facilitate students sessions to explore expected behaviors/explicitly teach values • G4L teachers to facilitate and oversee learning task of "Progress report – reflections" • Read students IEP's and implement strategies and modifications as necessary in the classroom 			

	<p>Students will:</p> <ul style="list-style-type: none"> • Volunteer and form the student leadership group • Meet as a student leadership group fortnightly to discuss, develop and implement student projects and programs • Complete values workshop in G4L • Identify what expected behaviours and consider how they look and apply to values at THS • Complete their progress report reflection task twice a year • Engage in the IEP goal setting process with staff members 			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • Student Leadership mentors will be established in 2023 (at least four staff members + leadership members) • Roles and responsibilities for the SLM's will be defined by end of 2023 • New school values will be formed and explicitly taught, communicated and displayed in the school • Staff will have a developed understanding of the Amplify document <p>Teachers will:</p> <ul style="list-style-type: none"> • At least 4 staff members will be involved in SLM • SLM's will be hosting student leadership forums fortnightly • Be involved with, and facilitate students to develop new school values • Ensure each student has completed Progress report reflections at least twice a term (G4L) <p>Students will:</p> <ul style="list-style-type: none"> • Take part in the student leadership group and meet fortnightly • Values work will be completed in G4L • Create a matrix/document that states expected behaviours and consider how they look and apply to values at THS • Have at least 2 x progress report reflections completed • Engage in the IEP goal setting process with staff members 			
Success Indicators	<ul style="list-style-type: none"> • New school values will be established, displayed and communicated • Student leadership group will be meeting at least 5 times per term and initiate student led projects • SLM's will support students to undertake student led projects • All students will complete Progress Report reflections tasks – to go on school report • All students who require an IEP will have on by the end of 2023 (new department document) • Increases in key areas on Attitude to School Survey as defined in above targets 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

School Vision and Values process	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Reviewing and implementing elements of Amplify	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establishment of Student Leadership Mentors across: Junior and Senior year levels Houses SRC	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Leadership Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement Student Advocate Model in line with behaviour management processes	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$0.00	\$126,000.00	-\$126,000.00
Disability Inclusion Tier 2 Funding	\$0.00	\$260,000.00	-\$260,000.00
Schools Mental Health Fund and Menu	\$0.00	\$84,000.00	-\$84,000.00
Total	\$0.00	\$470,000.00	-\$470,000.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Implementation of professional learning for staff including: Berry Street Education Model Safe Minds Youth Mental Health Training Mental Health Practitioner	\$60,000.00
Implementation of student programs including: Live 4 Life Student Advocate Model Tier 1 Wellbeing Supports School Nurse	\$150,000.00
Implementation of Disability Inclusion	\$210,000.00
Disability Inclusion – teachers use data to write targeted curriculum goals (IEP)	\$50,000.00
Totals	\$470,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Implementation of student programs including: Live 4 Life Student Advocate Model Tier 1 Wellbeing Supports School Nurse	from: Term 1 to: Term 4	\$126,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services
Totals		\$126,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Implementation of Disability Inclusion	from: Term 1 to: Term 4	\$210,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> •

Disability Inclusion – teachers use data to write targeted curriculum goals (IEP)	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Teaching and learning programs and resources • <input checked="" type="checkbox"/> Professional learning for school-based staff • <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		\$260,000.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Implementation of professional learning for staff including: Berry Street Education Model Safe Minds Youth Mental Health Training Mental Health Practitioner	from: Term 1 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM)
Implementation of student programs including: Live 4 Life Student Advocate Model	from: Term 1 to: Term 4	\$24,000.00	<input checked="" type="checkbox"/> Live4Life (Youth Live4Life)(Local community-led mental health interventions)

Tier 1 Wellbeing Supports School Nurse			
Totals		\$84,000.00	

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 and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Implementation of professional learning for staff including: Berry Street Education Model Safe Minds Youth Mental Health Training Mental Health Practitioner	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing 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 Sessions	<input checked="" type="checkbox"/> External consultants BSEM Headspace	<input checked="" type="checkbox"/> On-site
Implementation of Disability Inclusion	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Disability Inclusion Coordinator	<input checked="" type="checkbox"/> On-site
Increase data literacy of all staff to inform individual differentiation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Disability Inclusion – teachers use data to write targeted curriculum goals (IEP)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources DI Coord SSSO's	<input checked="" type="checkbox"/> On-site
School Vision and Values process	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Reviewing and implementing elements of Amplify	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site