

2023 Annual Implementation Plan

for improving student outcomes

Prahran High School (8231)

**PRAHRAN
HIGH
SCHOOL**
MAKE AN IMPACT



Submitted for review by Nathan Chisholm (School Principal) on 16 December, 2022 at 02:18 PM
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	Embedding
	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	Embedding
	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	Initially this year, we made strong progress to the student outcomes aspect of this goal, aligning key resources to the TLI and MYNS program and undertaking PD relating to literacy strategies to better support students. However, circumstances meant we had to divert teachers away from TLI and MYLNs which means we needed to rethink our work in this space in semester two. We now continue to refine and strengthen in 2023. We have still had some real success: we have tested our key students and identified those needing intensive literacy support, and this is underway in a structured program. We have set up structures such as homework club and tutoring for numeracy support, and reallocated TLI teachers in English to better meet student needs.
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	<p>In teaching and learning, we have led a significant focus on our PHS Model of Learning, using a coaching approach, and have had strong buy-in from staff. Learning is planned using learning trackers in a manner that is reasonably consistent across Learning Areas and there is an emphasis on differentiated work being provided for students. We now need to lock in our unique approaches in 2023 with a rigorous focus on consistency.</p> <p>We have built and implemented a three-year Senior School model.</p> <p>Teams are meeting in PLCs, but we have identified the need for this work to be more focused and better supported. The leadership team is an effective group of leaders with a shared commitment to school improvement. Our collegiate work with Growth Coaching International has been formative and will be built on more next year.</p> <p>We created a new role to lead Inclusion. This work has begun well and plans are in place to refine and consolidate in 2023.</p> <p>Our School Wide Positive Behaviour Team has established a communication plan for presenting and sharing data across the school, and has finalised systems to accurately capture data. We have many engaging Clubs. Many more student leadership roles have been created.</p>
<p>Considerations for 2023</p>	<p>As we move into the new year, we know we need to shift our focus from school building to school improvement. Both matter but we now have a clear picture of our students and our data across the first 3-4 years and we have planned a clear forward improvement agenda.</p> <p>We know also that consistency of implementation is an area of continued work for us and this will also be a focus next year. From the practical (Compass/Teams) to the more high level (PLCs, pedagogical model) we know that we now need to lock in the systems and approaches that we have developed and are right for us.</p> <p>Our next steps forward will all be underpinned by an improved understanding and clearer implementation of the PLC process to guide improvement. How we collaborate, how we work in PLCs, how we use data to drive improvement, how PLCs and RTI are deeply connected and how to support PLC leaders to be as effective as they can be – this is all part of the next year.</p> <p>We continue to support set DET focused areas for improvement: Numeracy, Writing and Wellbeing in particular.</p> <p>Next year is the second year of our Senior School implementation and the first experience of Unit 3 and 4 exams. We have work to do to review and refine, we have new curriculum to build out for 2024 and we have new traditions to embed with our community.</p>

Documents that support this plan

Copy of Positive Climate for Learning 2022.pdf (3.91 MB)
Educational Inclusion and Intervention Policy - Aug 22.docx (0.31 MB)
Model of Learning 2021.pdf (2.61 MB)
PHS-Life@PHS-Timetable-Semester-2-2022.pdf (0.6 MB)
PHS21_Positive Behaviours_Matrix.jpg (2.68 MB)

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	To optimize the learning growth of all students by implementing an aspirational curriculum that inspires students to embrace challenge.
Target 2.1	The percentage of students in Year 9 that are achieving above NAPLAN benchmark growth will be 35% in reading, 30% in writing and 30% in numeracy.
Target 2.2	The percentage of students in Year 9 achieving the top 2 bands in NAPLAN will be 35% in reading, 25% in writing 40% in numeracy.
Target 2.3	<p>Increase the percentage mean of students in Years 7-10 assessed with greater than 12 months growth in Teacher Judgements against the Victorian Curriculum Standards in:</p> <ul style="list-style-type: none"> • reading & viewing from 34% (Year 7 2019) to 39% • writing from 42% to 47%

	<ul style="list-style-type: none"> • number & algebra from 34% to 39%.
Target 2.4	<p>Improve the percentage of positive responses in the Attitudes to School Survey (AtoSS)</p> <ul style="list-style-type: none"> • <i>Effective teaching practice for cognitive engagement</i> factors from 69% (2020) to 75% • <i>Learning characteristics and dispositions</i> factors from 68% to 75%.
Key Improvement Strategy 2.a Building practice excellence	Develop and embed a whole school literacy and numeracy improvement strategy
Key Improvement Strategy 2.b Evaluating impact on learning	Develop and embed a whole school approach to the generation, analysis, and use of student data and evidence
Key Improvement Strategy 2.c Curriculum planning and assessment	Ensure the ongoing development and review of the curriculum and Model for Learning
Key Improvement Strategy 2.d Evidence-based high-impact teaching strategies	Build teacher capacity through targeted professional learning to ensure consistent use of Model for Learning
Key Improvement Strategy 2.e Evidence-based high-impact teaching strategies	Embed a whole school culture of collaboration utilizing the Professional Learning Communities (PLC) approach with individual and collective accountability for improving student-learning outcomes
Goal 3	To embed a safe, positive, and inclusive school environment in which students have significant voice and agency.
Target 3.1	Improve the percentage of positive responses in the AtoSS domain factors:

	<ul style="list-style-type: none"> • <i>Not experiencing bullying</i> from 77% (2020) to 82% • <i>School safety</i> from 63% (2020) to 68% • <i>School connectedness</i> from 70% (2020) to 75% • <i>Student voice and agency</i> from 56% (2020) to 61%.
Target 3.2	Improve the percentage of positive responses in the Parent Opinion Survey (POS) <i>Student development</i> factors from 83% (2019) to 88%.
Target 3.3	<p>Improve the percentage of positive responses in the 2019/2020 School Staff Survey (SSS) in factors related to school climate</p> <ul style="list-style-type: none"> • <i>Collective efficacy</i> from 74% (2020) to 79% • <i>Trust in students and parents</i> from 73% (2020) to 78% • <i>Academic emphasis</i> from 61% (2020) to 66%.
Key Improvement Strategy 3.a Empowering students and building school pride	Develop key structures to promote students voice and agency across the school
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Ensure the ongoing development and review of the whole school approach to building positive behaviour and relationships
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Embed the Model for Wellbeing

Goal 4	To maximise student connections and partnerships with our community.
Target 4.1	<p>Improve the percentage of positive responses in the POS factors:</p> <ul style="list-style-type: none"> • <i>School connectedness</i> from 89% (2019) to 92% • <i>Parent participation and involvement</i> from 77% (2019) to 82% • <i>School support</i> from 81% (2019) to 86% • <i>General satisfaction</i> from 87% (2019) to 90% • <i>School pride and confidence</i> from 87% (2019) to 90%.
Target 4.2	Improve the percentage of positive responses in the SSS <i>Parent and community involvement</i> from 79% (2020) to 84%.
Key Improvement Strategy 4.a Empowering students and building school pride	Enhance opportunities for student voice, agency, and leadership to support them to Make an Impact in the wider community
Key Improvement Strategy 4.b Building communities	Develop a framework to build community engagement in student learning and effective partnerships with stakeholders
Key Improvement Strategy 4.c Empowering students and building school pride	Embed a sense of pride and community connectedness by instilling the school's vision, mission, and values into all areas of the curriculum

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</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>	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>As measured by teacher judgements against the Victorian Curriculum, we aim for the following:</p> <ol style="list-style-type: none"> All students are to make at least 12 months learning growth progress in 2023 In 2023, increase the proportion of students assessed as working at or above the expected level in Number and Algebra from xxxxx to xxxxxx
To optimize the learning growth of all students by implementing an aspirational curriculum that inspires students to embrace challenge.	Yes	The percentage of students in Year 9 that are achieving above NAPLAN benchmark growth will be 35% in reading, 30% in writing and 30% in numeracy.	The percentage of students in Year 9 who are achieving above NAPLAN benchmark growth will be at least 25% in Reading, Writing and Numeracy.
		The percentage of students in Year 9 achieving the top 2 bands in NAPLAN will be 35% in reading, 25% in writing 40% in numeracy.	The percentage of students in Year 9 achieving the top 2 bands in NAPLAN will be 30% in reading, 30% in writing 30% in numeracy.

		<p>Increase the percentage mean of students in Years 7-10 assessed with greater than 12 months growth in Teacher Judgements against the Victorian Curriculum Standards in:</p> <ul style="list-style-type: none"> • reading & viewing from 34% (Year 7 2019) to 39% • writing from 42% to 47% • number & algebra from 34% to 39%. 	N/A
		<p>Improve the percentage of positive responses in the Attitudes to School Survey (AtoSS)</p> <ul style="list-style-type: none"> • <i>Effective teaching practice for cognitive engagement</i> factors from 69% (2020) to 75% • <i>Learning characteristics and dispositions</i> factors from 68% to 75%. 	N/A
To embed a safe, positive, and inclusive school environment in which students have significant voice and agency.	No	<p>Improve the percentage of positive responses in the AtoSS domain factors:</p> <ul style="list-style-type: none"> • <i>Not experiencing bullying</i> from 77% (2020) to 82% • <i>School safety</i> from 63% (2020) to 68% • <i>School connectedness</i> from 70% (2020) to 75% • <i>Student voice and agency</i> from 56% (2020) to 61%. 	
		<p>Improve the percentage of positive responses in the Parent Opinion Survey (POS) <i>Student development</i> factors from 83% (2019) to 88%.</p>	

		<p>Improve the percentage of positive responses in the 2019/2020 School Staff Survey (SSS) in factors related to school climate</p> <ul style="list-style-type: none"> • <i>Collective efficacy</i> from 74% (2020) to 79% • <i>Trust in students and parents</i> from 73% (2020) to 78% • <i>Academic emphasis</i> from 61% (2020) to 66%. 	
To maximise student connections and partnerships with our community.	Yes	<p>Improve the percentage of positive responses in the POS factors:</p> <ul style="list-style-type: none"> • <i>School connectedness</i> from 89% (2019) to 92% • <i>Parent participation and involvement</i> from 77% (2019) to 82% • <i>School support</i> from 81% (2019) to 86% • <i>General satisfaction</i> from 87% (2019) to 90% • <i>School pride and confidence</i> from 87% (2019) to 90%. 	<p>The percentage of positive responses for these variables to be:</p> <p>Community Connections : 75% Connectedness: 65% Student Voice and Agency: 55% Management of Bullying: 60% Teacher Concern: 45%</p>
		<p>Improve the percentage of positive responses in the SSS <i>Parent and community involvement</i> from 79% (2020) to 84%.</p>	N/A

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>
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12 Month Target 1.1	<p>As measured by teacher judgements against the Victorian Curriculum, we aim for the following:</p> <ol style="list-style-type: none"> 1. All students are to make at least 12 months learning growth progress in 2023 2. In 2023, increase the proportion of students assessed as working at or above the expected level in Number and Algebra from xxxxx to xxxxxx 	
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	To optimize the learning growth of all students by implementing an aspirational curriculum that inspires students to embrace challenge.	
12 Month Target 2.1	The percentage of students in Year 9 who are achieving above NAPLAN benchmark growth will be at least 25% in Reading, Writing and Numeracy.	
12 Month Target 2.2	The percentage of students in Year 9 achieving the top 2 bands in NAPLAN will be 30% in reading, 30% in writing 30% in numeracy.	

12 Month Target 2.3	N/A	
12 Month Target 2.4	N/A	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop and embed a whole school literacy and numeracy improvement strategy	No
KIS 2 Evaluating impact on learning	Develop and embed a whole school approach to the generation, analysis, and use of student data and evidence	No
KIS 3 Curriculum planning and assessment	Ensure the ongoing development and review of the curriculum and Model for Learning	No
KIS 4 Evidence-based high-impact teaching strategies	Build teacher capacity through targeted professional learning to ensure consistent use of Model for Learning	No
KIS 5 Evidence-based high-impact teaching strategies	Embed a whole school culture of collaboration utilizing the Professional Learning Communities (PLC) approach with individual and collective accountability for improving student-learning outcomes	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	We have decided to focus closely on the further development of our approach to Professional Learning Communities, as the foundation of all else in our school. We have already developed a rich and purposeful culture of collaboration in our school and have made significant PLC progress this year. We know that we have more work to do and we know that most other improvement work flows from the PLC work. We will also continue to refine and strengthen our approach to numeracy and literacy improvement across the school. We now have rich data, the right team in place and a clear improvement plan for 2023.	
Goal 3	To maximise student connections and partnerships with our community.	

12 Month Target 3.1	The percentage of positive responses for these variables to be: Community Connections : 75% Connectedness: 65% Student Voice and Agency: 55% Management of Bullying: 60% Teacher Concern: 45%	
12 Month Target 3.2	N/A	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Enhance opportunities for student voice, agency, and leadership to support them to Make an Impact in the wider community	Yes
KIS 2 Building communities	Develop a framework to build community engagement in student learning and effective partnerships with stakeholders	No
KIS 3 Empowering students and building school pride	Embed a sense of pride and community connectedness by instilling the school's vision, mission, and values into all areas of the curriculum	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.	We are determined to build a school which works collaboratively with the community, for mutual benefit. We are also committed to working in partnership with our students, ensuring them have genuine voice and agency in their school and the community. The two are linked. We now plan to refine and strengthen these areas in 2023 as we know the foundations are strong, the work is consequential and we can go further next year.	

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	As measured by teacher judgements against the Victorian Curriculum, we aim for the following: 1. All students are to make at least 12 months learning growth progress in 2023 2. In 2023, increase the proportion of students assessed as working at or above the expected level in Number and Algebra from xxxxx to xxxxxx
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	Build staff capacity in assessment and differentiation in Numeracy in order to identify and meet students' individual learning needs, with a focus on supporting Year 7 and 10 (MYLNS) students
Outcomes	Students in need of targeted Numeracy academic support or intervention will be identified and supported Students will know what the next steps are to progress their learning in Numeracy Students will display an increased use of Numeracy-specific vocabulary Teachers will identify student learning needs in Numeracy based on diagnostic assessment data Teachers will plan for differentiation based on student learning Numeracy data Teachers will implement differentiated teaching and learning to meet individual student needs using data from pre and post unit assessments Teachers will provide targeted academic support to students through Numeracy goals in IEPs Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning
Success Indicators	PHS curriculum documentation will be in line with our PHS curriculum design principles, will be consistently used and will show plans for differentiation in Numeracy

	<p>Our PHS learning trackers will be used effectively to track student learning growth and inform next steps Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning Our Year 7 Maths 'mild' and 'spicy' approach to differentiation will be understood by all stakeholders and will evidence differentiated student learning outcomes Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. Victorian Curriculum teacher judgements will show increased learning growth in Number and Algebra The percentage of students in the top two NAPLAN bands for Numeracy will increase</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <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
Review and update IEPs to include Numeracy goals for selected students working below the expected level in Number and Algebra	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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
Research, develop and implement a whole school Numeracy Improvement Plan, including a particular focus on specific cohorts.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review 'mild' and 'spicy' differentiation structures at Years 7 and 8 to ensure the model is supporting improved outcomes	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,000.00 <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

<p>Organise Learning Walks to observe staff practice and collect data on student experiences of Numeracy assessment and differentiation</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$2,500.00</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 Health Menu items will be used which may include DET funded or free items</p>
<p>Implement the Prahran High School approach to the PLC inquiry cycle approach with a focus on ensuring accurate intervention for students assessed as below expected level</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,643.00</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 Health Menu items will be used which may include DET funded or free items</p>
<p>Participate actively in the regional Numeracy Project 22 work and Community of Practice with local primary school colleagues</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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	Strengthen the whole school approach towards social and emotional learning Establish a multi-tiered response model to support students' mental health Embed positive mental health approaches in staff professional practice Embed our whole school approach to the development of a Positive Climate for Learning supported by our wellbeing pillars			
Outcomes	Students will be able to explain what positive mental health means and where they can seek support at school Students will report improved mental health, connection to school and overall positive wellbeing Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer students' mental health needs Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health Student Wellbeing and Engagement team will directly support students' mental health and/or provide referrals			
Success Indicators	Policies and programs will show documentation of multi-tiered response model Curriculum documentation will show plans for social and emotional learning Notes from our approach to coaching, observations and feedback will show how staff are embedding social and emotional learning Student support resources displayed around the school will show how students can seek support Victorian Curriculum: Personal and Social Capability ? AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop and document policies and processes to enable a multi-tiered response model to support student mental health, including how student data will be collected and managed	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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
Provide the wellbeing team with additional coaching to build capacity and streamline the referral process	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <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
Embed our tiered social regulation / engagement models based on the Schoolwide Positive Behaviour Support (SWPBS) framework and Respectful Relationships	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Organise workshops with wellbeing staff and student leaders to seek input into the development of multi-tiered responses to support student mental health	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <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
Provide a range of supports, services and opportunities for students to boost their mental health. (E.g. Art Therapy, Youth Worker, mindfulness meditation, martial arts)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,800.00 <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	To optimize the learning growth of all students by implementing an aspirational curriculum that inspires students to embrace challenge.			
12 Month Target 2.1	The percentage of students in Year 9 who are achieving above NAPLAN benchmark growth will be at least 25% in Reading, Writing and Numeracy.			
12 Month Target 2.2	The percentage of students in Year 9 achieving the top 2 bands in NAPLAN will be 30% in reading, 30% in writing 30% in numeracy.			
12 Month Target 2.3	N/A			
12 Month Target 2.4	N/A			
KIS 1 Evidence-based high-impact teaching strategies	Embed a whole school culture of collaboration utilizing the Professional Learning Communities (PLC) approach with individual and collective accountability for improving student-learning outcomes			
Actions	Develop whole staff understanding of the Professional Learning Communities (PLC) initiative Build teacher capacity to implement PLC inquiry cycles using the improvement cycle			
Outcomes	Teachers use the Improvement Cycle to collaboratively implement PLC inquiry cycles Teachers articulate the importance of formative assessment and how/when it is used throughout a PLC inquiry cycle Leaders consciously protect privileged time for PLC collaboration Leaders frequently review PLC implementation practices (using the PLC guide 'Victorian PLCs: maximising impact in our schools' as reference) to identify barriers and enablers for effective PLC implementation Leaders provide professional development for staff focussing on data and evidence Students apply learning to complete formative assessment tasks			

	Students provide feedback to teachers to inform planning			
Success Indicators	<p>Teachers' formative assessment data and teacher judgement data</p> <p>All teachers are participating fully in the PLC process and there is a consistent approach across Learning Areas.</p> <p>Coaching and classroom observations demonstrate consistent teacher engagement with the PLC approach, our Model of Learning and pedagogical model</p> <p>Meeting minutes reflecting the collection and analysis of formative assessment tasks and planning as a result of the analysis of data</p> <p>Teams tracking cohort data together, using consistent and systematic approaches</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Refine the staff professional calendar to prioritise time for PLC inquiry cycles in learning areas or wellbeing teams	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <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
PLC Leading Teacher and leadership colleagues refine, improve and lead the implementation of PLC systems and practices across our school	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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
Schedule first PLC showcase in Week 10, Term 1 and incorporate learnings into plans for school improvement	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$500.00 <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
Allocate regular time in learning area and/or wellbeing team meetings for Learning Specialists/Leading Teachers to model analysis of student data at the classroom or individual level, so that staff can identify how they might analyse data	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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
Refine and consolidate our approach to coaching for improved practice with a focus on differentiation in the classroom	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	To maximise student connections and partnerships with our community.			
12 Month Target 3.1	The percentage of positive responses for these variables to be: Community Connections : 75% Connectedness: 65% Student Voice and Agency: 55% Management of Bullying: 60% Teacher Concern: 45%			
12 Month Target 3.2	N/A			
KIS 1 Empowering students and building school pride	Enhance opportunities for student voice, agency, and leadership to support them to Make an Impact in the wider community			
Actions	Embed/strengthen internal engagement and connection structures Develop a range of student leadership groups which will all be aligned with our school improvement agenda Review the purpose of our Make an Impact tasks to ensure consistent understanding and meaningful community connections			

	Enhance opportunities for student voice, agency, and leadership to support them to Make an Impact in the wider community			
Outcomes	<p>Students have experienced many and varied leadership and community engagement opportunities</p> <p>Staff, students and the school community share a common understanding of the PHS Positive Climate for Learning model</p> <p>Student leadership and contribution is a very real force in our school and is making a difference</p> <p>There are clear and measurable examples of real partnerships between the school and the community</p>			
Success Indicators	<p>Formal student leadership roles are in place and students are providing meaningful leadership to the school community</p> <p>Further documentation of scaffolds and supportive strategies to embed the PHS Positive Climate for Learning model have been developed and are used by teachers</p> <p>Families are regularly and meaningfully engaged in a variety of school and community activities</p> <p>Our Make an Impact task concept has been refined and consolidated across the school, showing grater connection with the community</p> <p>All staff can evidence at least one meaningful student-school-community connection that has been developed</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop and implement an enhanced approach to student leadership roles and structures across the school	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>The Learning, Teaching and Innovation Leaders lead a review of the purpose of our Make an Impact tasks to ensure consistent understanding and meaningful community connections</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <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
<p>Continue to develop student focus groups to promote student voice and seek feedback on the promotion of learning, contribution, leadership, wellbeing and positive mental health in our school</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>All staff to commit to at least one meaningful community connection to be made across the year as part of their PDPs</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <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
Embed/strengthen internal engagement and connection structures - House activities and traditions, Mentor Groups	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Homegroup teachers	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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
Embed our tiered positive behaviour model, building from deep engagement with the Schoolwide Positive Behaviour Support (SWPBS) and Respectful Relationships frameworks.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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
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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	\$35,643.00	-\$35,643.00
Disability Inclusion Tier 2 Funding	\$0.00	\$125,800.00	-\$125,800.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$0.00	\$161,443.00	-\$161,443.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Research, develop and implement a whole school Numeracy Improvement Plan, including a particular focus on specific cohorts.	\$10,000.00
Implement the Prahran High School approach to the PLC inquiry cycle approach with a focus on ensuring accurate intervention for students assessed as below expected level	\$5,643.00
Provide the wellbeing team with additional coaching to build capacity and streamline the referral process	\$15,000.00
Embed our tiered social regulation / engagement models based on the Schoolwide Positive Behaviour Support (SWPBS) framework and Respectful Relationships	\$10,000.00
Organise workshops with wellbeing staff and student leaders to seek input into the development of multi-tiered responses to support student mental health	\$10,000.00

Provide a range of supports, services and opportunities for students to boost their mental health. (E.g. Art Therapy, Youth Worker, mindfulness meditation, martial arts)	\$100,800.00
Refine and consolidate our approach to coaching for improved practice with a focus on differentiation in the classroom	\$10,000.00
Totals	\$161,443.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Research, develop and implement a whole school Numeracy Improvement Plan, including a particular focus on specific cohorts.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Implement the Prahran High School approach to the PLC inquiry cycle approach with a focus on ensuring accurate intervention for students assessed as below expected level	from: Term 1 to: Term 4	\$5,643.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Embed our tiered social regulation / engagement models based on the Schoolwide Positive Behaviour Support (SWPBS) framework and Respectful Relationships	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services

Refine and consolidate our approach to coaching for improved practice with a focus on differentiation in the classroom	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Totals		\$35,643.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Provide the wellbeing team with additional coaching to build capacity and streamline the referral process	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •
Organise workshops with wellbeing staff and student leaders to seek input into the development of multi-tiered responses to support student mental health	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •
Provide a range of supports, services and opportunities for students to boost their mental health. (E.g. Art Therapy, Youth Worker, mindfulness meditation, martial arts)	from: Term 1 to: Term 4	\$100,800.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Totals		\$125,800.00	

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
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Totals		\$0.00	
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Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Implement the Prahran High School approach to the PLC inquiry cycle approach with a focus on ensuring accurate intervention for students assessed as below expected level	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Embed our tiered social regulation / engagement models based on the Schoolwide Positive Behaviour Support (SWPBS) framework and Respectful Relationships	<input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS	<input checked="" type="checkbox"/> On-site
PLC Leading Teacher and leadership colleagues refine, improve and lead the implementation of PLC systems and practices across our school	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site