

2024 Annual Implementation Plan

for improving student outcomes

Gladstone Park Secondary College (7858)



Submitted for review by Veronica Hoy (School Principal) on 21 March, 2024 at 03:37 PM

Endorsed by Vivienne Tellefson (Senior Education Improvement Leader) on 26 March, 2024 at 08:35 AM

Endorsed by Sharon Matuauto (School Council President) on 26 April, 2024 at 02:21 PM

Self-evaluation summary

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

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Support and resources	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	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
			The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	Yes	Support for the priorities	AtoSS 'Stimulated learning' to increase from 48% 2019 to 55% or above positive response by 2024. AtoSS 'Teacher concern' to increase from 36 per cent in 2019 to be at or above 40 per cent or above positive response by 2024
Improve student learning	No	By 2023 increase the percentage of Year 9 students meeting or above benchmark growth in NAPLAN Numeracy from 66% in 2019 to 75% or above.	
		By 2023 increase the percentage of Year 9 students meeting or above benchmark growth in NAPLAN Reading from 71% in 2019 to 77% or above.	
		By 2023 to achieve and sustain a mean VCE study score of 30 (28.27 2019), 12% of study scores at or above 37 (3%>40 2019), at least 25% of study scores above 80 (16% 2019) and no more than 25% of study scores below 50 (29%<50 2019).	

Improve student engagement	No	<p>Student AtoSS (Years 7-9) results in</p> <ul style="list-style-type: none"> • 'Differentiated learning challenge' to increase from 49% in 2019 to be at or above 55% positive response by 2023. • 'Stimulated learning' to increase from 48% 2019 to 55% or above positive response by 2023. • 'High expectations for success' to increase from 64% in 2019 to be at or above 70% positive response by 2023. 	
		<p>School Staff survey results in</p> <ul style="list-style-type: none"> • 'Plan differentiated learning activities' to increase from 45% in 2019 to be at or above 54% positive response by 2023. • 'Use student feedback to improve practice' to increase from 55% in 2019 to 70% positive response by 2023. 	
		<p>Student AtoSS (All year levels) results in 'Student voice and agency' to increase from 46% in 2019 to be at or above 58% positive response by 2023.</p>	
Improve student wellbeing	No	<p>Student AtoSS (All year levels) results in</p> <ul style="list-style-type: none"> • 'Teacher concern' to increase from 36 per cent in 2019 to be at or above 40 per cent or above positive response by 2023 • 'Respect for diversity' to increase from 41per cent in 2019 to 45 per cent or above positive response by 2023 • 'Sense of connectedness' to increase from 50 per cent in 2019 to 53 per cent or above positive response by 2023 	
		<p>Parent Opinion Survey results in</p>	

		<ul style="list-style-type: none"> • 'Respect for diversity' to increase from 74 per cent in 2019 to be at or above 80 per cent positive response by 2023 • 'Sense of connectedness' to increase from 82 per cent in 2019 to be at or above 85 per cent positive response by 2023 • 'Promoting positive behaviour' to increase from 68 per cent in 2019 to be at or above 72 per cent positive response by 2023 	
		School Staff Survey results in the element 'Believe student engagement is key to learning' to increase from 65 per cent in 2019 to be at or above 74 per cent positive response in 2023.	

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.		
12-month target 1.1	AtoSS 'Stimulated learning' to increase from 48% 2019 to 55% or above positive response by 2024. AtoSS 'Teacher concern' to increase from 36 per cent in 2019 to be at or above 40 per cent or above positive response by 2024		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy		Yes
KIS 1.b	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.

Define actions, outcomes, success indicators and activities

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1	AtoSS 'Stimulated learning' to increase from 48% 2019 to 55% or above positive response by 2024. AtoSS 'Teacher concern' to increase from 36 per cent in 2019 to be at or above 40 per cent or above positive response by 2024
KIS 1.a 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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	1. DISABILITY & INCLUSION. 1A: Continued growth of allied health program to recognise student need and provide therapy where appropriate (Speech Pathology, Occupational Therapy and Psychology). Allied health professionals to offer PD to staff members in order to upskill. 1B: Continued growth and utilisation of the ILP program - each having a Numeracy and Literacy goal, and allowing teachers to familiarise themselves with students and to work together on collective goals for identified students. 1C: Upskilling of staff through the provision of professional development through external and internal means in relation to specific learning disabilities 1D: The creation of modified task banks and the inclusion of modified tasks in unit plans.
Outcomes	Outcome 1: Growth in teacher skill and knowledge in relation to additional needs. Outcome 2: Increase in the number of students being taught at their point of need (use of interventions) through the use of Allied Health, ILPs and modified tasks.

Success Indicators	SI1: Completion of unit plans with modified tasks. SI2: Student need being identified through allied health. SI3: Completion and utilisation of ILPS. SI4: Staff attendance of PD sessions.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Utilisation of the ILP program, allowing teachers to familiarise themselves with students and to work together on collective goals for identified students.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Use of allied health program to recognise student need and provide therapy where appropriate (Speech Pathology, Occupational Therapy and Psychology). Allied health professionals to offer PD to staff members in order to upskill.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Upskilling of staff through the provision of professional development through external and internal means in relation to specific learning disabilities	<input checked="" type="checkbox"/> Allied health <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"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
The creation of modified task banks and the inclusion of modified tasks in unit plans. This may include the purchasing of modified materials.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> KLA leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2

	<input checked="" type="checkbox"/> Teacher(s)			Funding will be used
KIS 1.b 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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>2. STUDENT WELLBEING -</p> <p>1A: Continued growth of Wellbeing Team to address continued growth of student need and provide both clinical and trauma-informed practice and therapy where appropriate (Mental Health Practitioner, Psychologist, Proactive Programs Officer, School and Community Liaison Officer (SaCLO) and Counselling. Wellbeing Team to offer PD to staff members in order to upskill and encourage use trauma-informed practice in the classroom.</p> <p>1B: Implementation and utilisation of the Mental Health Funding Menu state-wide program, allowing more diverse and selection of programs that support case management data collected by the Wellbeing Team.</p> <p>1C: Upskilling of staff through the provision of professional development through external means in relation to specific conditions that impact students behaviour and learning e.g. Complex Trauma - PTSD, ADHD and ASIST. This supports registration of allied health practitioners within the team.</p> <p>1D: The creation and utilisation of internal Wellbeing case management data collection to support and inform Wellbeing Team decisions and referral pathways but also support education staff in the classroom with through informed decision-making and processes on a case-by-case basis. .</p> <p>1.E Stronger connection between students, teaching and school staff with the school community through employment of a School and Community Liaison Officer (SaCLO) supported with the implementation of engagement projects and programs addressing targeted cohort need in conjunction with being the successful applicant of Strengthening Schools Engagement Funding program.</p> <p>1.F Development and communication of Student Wellbeing Safety Plans to inform parents, teachers and education staff areas of risk that may impact a students' learning as well as areas of support and key contacts to allow additional areas of support across the school, e.g. recommendation for Learning Assessments with Disability and Inclusion Team based on information collected from student (student voice).</p> <p>1.G Implementation and support of the Positive Behaviours for Learning Framework</p>			

Outcomes	<p>Outcome 1: Growth and skill diversity with responding to student wellbeing needs</p> <p>Outcome 2: Stronger community connection and response to College need in relation to student demographics and cohorts.</p> <p>Outcome 3: Embed a coordinate support for students with additional and complex needs</p> <p>Outcome 4: Continue to instil and build upon the existing College culture based on the values of respect and inclusion</p>			
Success Indicators	<p>SI1: Completion of student referrals from sub-schools in relation to student wellbeing needs</p> <p>SI2: Student need being identified through data collection via Wellbeing triage, assessment and allocation to case management (where applicable).</p> <p>SI3: Completion and utilisation of student safety plans that support teachers and education staff in the classroom.</p> <p>SI4: Staff attendance of PD sessions.</p> <p>SI5: Student engagement and surveys collected in relation to targeted programs implemented via the Mental Health Menu Funding Program and Strengthening Schools Engagement Grant.</p> <p>SI6: Data collected from safety and response required from staff resulting in student at risk through IRIS reports and Panorama data.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Utilisation of the Mental Health Funding Menu state-wide program, allowing the utilisation of additional funding to support areas of student engagement and address collective wellbeing needs.	<input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Use of data collection regarding student wellbeing through the referral process to recognise student need and provide Wellbeing support and therapy where appropriate (Psychology, Mental Health Practitioner, School and Community Liaison Officer (SaCLO) and Proactive Programs Officer. Wellbeing Team professionals to offer PD	<input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET

to staff members in order to upskill areas of specialisation or strong data correlations				funded or free items <input checked="" type="checkbox"/> Other funding will be used
Upskilling of staff through the provision of internal and external programs and professional development in relation to addressing specific wellbeing and/or learning needs	<input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Utilisation and implementation of Strengthening Schools Engagement Grant through employment of School and Community Liaison Officer (SaCLO) to assist in strengthening targeted community relationships within the whole-school community.	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$100,000.00
Utilisation and completion of Student Wellbeing Funding Boost by employing Proactive Programs Officer	<input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Other funding will be used
Collection of student data to inform staff and support student need through Student Wellbeing Safety Plans, Wellbeing Referrals, Care Team Meetings, Student Support Groups, IRIS reports and Program delivery	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Student wellbeing co-ordinator <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 checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$986,594.19	\$35,000.00	\$951,594.19
Disability Inclusion Tier 2 Funding	\$234,259.86	\$45,000.00	\$189,259.86
Schools Mental Health Fund and Menu	\$143,230.75	\$540,000.00	-\$396,769.25
Total	\$1,364,084.80	\$620,000.00	\$744,084.80

Activities and milestones – Total Budget

Activities and milestones	Budget
Utilisation of the ILP program, allowing teachers to familiarise themselves with students and to work together on collective goals for identified students.	\$20,000.00
Use of allied health program to recognise student need and provide therapy where appropriate (Speech Pathology, Occupational Therapy and Psychology). Allied health professionals to offer PD to staff members in order to upskill.	\$10,000.00
Upskilling of staff through the provision of professional development through external and internal means in relation to specific learning disabilities	\$10,000.00
The creation of modified task banks and the inclusion of modified tasks in unit plans. This may include the purchasing of modified materials.	\$10,000.00

Utilisation of the Mental Health Funding Menu state-wide program, allowing the utilisation of additional funding to support areas of student engagement and address collective wellbeing needs.	\$50,000.00
Use of data collection regarding student wellbeing through the referral process to recognise student need and provide Wellbeing support and therapy where appropriate (Psychology, Mental Health Practitioner, School and Community Liaison Officer (SaCLO) and Proactive Programs Officer. Wellbeing Team professionals to offer PD to staff members in order to upskill areas of specialisation or strong data correlations	\$50,000.00
Upskilling of staff through the provision of internal and external programs and professional development in relation to addressing specific wellbeing and/or learning needs	\$10,000.00
Collection of student data to inform staff and support student need through Student Wellbeing Safety Plans, Wellbeing Referrals, Care Team Meetings, Student Support Groups, IRIS reports and Program delivery	\$10,000.00
Totals	\$170,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Utilisation of the ILP program, allowing teachers to familiarise themselves with students and to	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT

work together on collective goals for identified students.			
Upskilling of staff through the provision of internal and external programs and professional development in relation to addressing specific wellbeing and/or learning needs	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
Collection of student data to inform staff and support student need through Student Wellbeing Safety Plans, Wellbeing Referrals, Care Team Meetings, Student Support Groups, IRIS reports and Program delivery	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Totals		\$35,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Use of allied health program to recognise student need and provide therapy where appropriate (Speech Pathology, Occupational Therapy and Psychology). Allied health professionals to offer PD to staff members in order to upskill.	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Other <ul style="list-style-type: none">
Upskilling of staff through the provision of professional	from: Term 1	\$10,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff

development through external and internal means in relation to specific learning disabilities	to: Term 4		<ul style="list-style-type: none"> • ☑ Education workforces and/or assigning existing school staff to inclusive education duties •
The creation of modified task banks and the inclusion of modified tasks in unit plans. This may include the purchasing of modified materials.	from: Term 1 to: Term 4	\$10,000.00	<ul style="list-style-type: none"> ☑ Professional learning for school-based staff • ☑ Education workforces and/or assigning existing school staff to inclusive education duties • ☑ CRT •
Collection of student data to inform staff and support student need through Student Wellbeing Safety Plans, Wellbeing Referrals, Care Team Meetings, Student Support Groups, IRIS reports and Program delivery	from: Term 1 to: Term 4	\$5,000.00	<ul style="list-style-type: none"> ☑ Other workforces to support students with disability • Social workers
Totals		\$45,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
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Utilisation of the Mental Health Funding Menu state-wide program, allowing the utilisation of additional funding to support areas of student engagement and address collective wellbeing needs.	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> Kids Helpline @ School (yourtown) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> Program delivered in school by external service provider
Use of data collection regarding student wellbeing through the referral process to recognise student need and provide Wellbeing support and therapy where appropriate (Psychology, Mental Health Practitioner, School and Community Liaison Officer (SaCLO) and Proactive Programs Officer. Wellbeing Team professionals to offer PD to staff members in order to upskill areas of specialisation or strong data correlations	from: Term 1 to: Term 4	\$500,000.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students
Totals		\$540,000.00	

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 plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Upskilling of staff through the provision of professional development through external and internal means in relation to specific learning disabilities	<ul style="list-style-type: none"> ✓ Allied health ✓ Disability inclusion coordinator ✓ Leading teacher(s) ✓ Learning specialist(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Collaborative inquiry/action research team ✓ Formalised PLC/PLTs ✓ Student voice, including input and feedback 	<ul style="list-style-type: none"> ✓ Formal school meeting / internal professional learning sessions ✓ PLC/PLT meeting 	<ul style="list-style-type: none"> ✓ PLC Initiative ✓ Learning specialist ✓ Literacy leaders ✓ Maths/Sci specialist ✓ Departmental resources <p>Disability & Inclusion</p>	<ul style="list-style-type: none"> ✓ On-site
The creation of modified task banks and the inclusion of modified tasks in unit plans. This may include the purchasing of modified materials.	<ul style="list-style-type: none"> ✓ Curriculum co-ordinator (s) ✓ Disability inclusion coordinator ✓ KLA leader ✓ Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning ✓ Design of formative assessments ✓ Moderated assessment of student learning 	<ul style="list-style-type: none"> ✓ Professional practice day ✓ Formal school meeting / internal professional learning sessions ✓ PLC/PLT meeting 	<ul style="list-style-type: none"> ✓ Internal staff ✓ Learning specialist ✓ Literacy leaders ✓ Maths/Sci specialist 	<ul style="list-style-type: none"> ✓ On-site

Upskilling of staff through the provision of internal and external programs and professional development in relation to addressing specific wellbeing and/or learning needs	<input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Maths/Sci specialist <input checked="" type="checkbox"/> Departmental resources Disability & Inclusion	<input checked="" type="checkbox"/> On-site
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