

2024 Annual Implementation Plan

for improving student outcomes

Coburg High School (8849)



Submitted for review by Brent Houghton (School Principal) on 19 February, 2024 at 02:53 PM
Endorsed by Amanda Busutil (Senior Education Improvement Leader) on 06 August, 2024 at 11:55 AM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
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	FISO 2.0 Dimensions	Self-evaluation level
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	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
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	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.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
	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
<p>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.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
To maximise learning growth for all students.	Yes	<p>NAPLAN Benchmark Growth By 2024, increase the percentage of Year 9 students above benchmark NAPLAN growth.</p> <ul style="list-style-type: none"> • Reading to 25 or above (from 20 in 2019) • Writing to 25 or above (from 19 in 2019) • Numeracy to 20 or above (from 13 in 2019) <p>By 2024, decrease the percentage of Year 9 students below benchmark NAPLAN growth.</p> <ul style="list-style-type: none"> • Reading to 20 or below (from 31 in 2019) • Writing to 20 or below (from 23 in 2019) • Numeracy to 20 or below (from 43 in 2019) 	Improve the proportion of students in the 'exceeding' or 'strong' proficiency level of Year 9 NAPLAN- to 76% in Reading (73% in 2023)- to 72% in Writing (69% in 2023)- to 75% in Numeracy (72% in 2023)
		<p>Victorian Curriculum teacher judgements By 2024 increase the percentage Year 7 and 9 students being judged at being at or above expected level for: Year 7</p> <ul style="list-style-type: none"> • Reading and Viewing: to 90 or above (from 84 in 2019) • Writing: to 90 or above (from 83 in 2019) 	The percentage Year 7 and 9 students being judged at being at or above expected level against Victorian Curriculum for: Year 7 Reading and Viewing - 90 in 2024 (85 in 2023) Writing - 90 in 2024 (85 in 2023) Number and Algebra - 85 in 2024 (84 in 2023) Year

		<ul style="list-style-type: none"> Mathematics: Number and Algebra to 80 or above (from 58 in 2019) <p>Year 9</p> <ul style="list-style-type: none"> Reading and Viewing: to 90 or above (from 79 in 2019) Writing: to 75 or above (from 50 in 2019) Mathematics: Number and Algebra to 90 or above (from 76 in 2019) 	<p>9Reading and Viewing - 90 in 2024 (84 in 2023)Writing - 85 in 2024 (81 in 2023)Number and Algebra - 70 in 2024 (64 in 2023)</p>
		<p>VCE Outcomes By 2024 increase the percentage of students achieving a score of 37 or higher in English from 8 in 2020 to 12 in 2024</p>	<p>Increase the percentage of students achieving a score of 37 or higher in English to 12 in 2024 (from 9 in 2023)</p>
Empower students to have voice and become active agents in their learning	Yes	<p>Student opinion as shown in the AToSS By 2024, the overall per cent positive responses score on the AToSS for Years 7–10 will be:</p> <ul style="list-style-type: none"> Effort—70 or above (from 59 in 2019) Motivation and interest—65 or above (from 53 in 2019) Student voice and agency—46 or above (from 36 in 2019) Self-regulation and goal setting—63 or above (from 53 in 2019) 	<p>The overall per cent positive responses score on the AToSS will be:Effort—63 in 2024 (58 in 2023)Motivation and interest—55 in 2024 (50 in 2023) Student voice and agency—37 in 2024 (32 in 2023)Self-regulation and goal setting—56 in 2024 (51 in 2023)</p>
		<p>Staff opinion as shown on the SSS By 2024, the per cent positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> Promote student ownership of learning goals—60 or above (from 41 in 2019) Believe that student engagement is the key to learning—90 or above (from 71 in 2019) 	<p>The per cent positive endorsement on the School Staff Survey will be:Promote student ownership of learning goals - 60 in 2024 (55 in 2023)Believe that student engagement is the key to learning—90 in 2024 (85 in 2023)</p>
Improve the resilience and wellbeing of all students.	Yes	<p>Student opinion as shown in the AToSS. By 2024, the overall per cent positive responses score on the AToSS will be:</p> <ul style="list-style-type: none"> Resilience—70 or above (from 61 in 2019) Learner confidence—62 or above (from 56 in 2019) 	<p>The overall per cent positive responses score on the AToSS will be:Sense of confidence-58 in 2024 (53 in 2023)High expectations for success-67 in 2024 (62 in 2023)</p>

		<p>Parent opinion as shown in the Parent Opinion Survey (POS) By 2024, the overall percent positive responses score on the POS will be:</p> <ul style="list-style-type: none"> Confidence and resilience skills—90 or above (from 83 in 2019) 	The overall percent positive responses score on the Parent Opinion Survey will be: Confidence and resilience skills—75 in 2024 (70 in 2023)
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Goal 2	To maximise learning growth for all students.	
12-month target 2.1-month target	Improve the proportion of students in the 'exceeding' or 'strong' proficiency level of Year 9 NAPLAN - to 76% in Reading (73% in 2023) - to 72% in Writing (69% in 2023) - to 75% in Numeracy (72% in 2023)	
12-month target 2.2-month target	The percentage Year 7 and 9 students being judged at being at or above expected level against Victorian Curriculum for: Year 7 Reading and Viewing - 90 in 2024 (85 in 2023) Writing - 90 in 2024 (85 in 2023) Number and Algebra - 85 in 2024 (84 in 2023) Year 9 Reading and Viewing - 90 in 2024 (84 in 2023) Writing - 85 in 2024 (81 in 2023) Number and Algebra - 70 in 2024 (64 in 2023)	
12-month target 2.3-month target	Increase the percentage of students achieving a score of 37 or higher in English to 12 in 2024 (from 9 in 2023)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Strengthen the data literacy and assessment knowledge and skills of all teachers.	No
KIS 2.b	Build the consistent application of the school's instructional model and embed HITS	No

Excellence in teaching and learning		
KIS 2.c Excellence in teaching and learning	Build and implement a whole school literacy and numeracy teaching strategy.	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.	In 2021, the school appointed a Literacy Learning Specialist. In 2022, the Literacy Learning Specialist's work was in evaluating existing programs and practices within English and intervention programs. A review of the 'Project' intervention program for selected Year 7 and 8 students resulted in a change to a narrower focus on Literacy for 2023 and beyond. This program was implemented in 2023 and feedback from students involved was overwhelmingly positive, with students reporting greater self confidence in literacy. The focus for 2024 is broader than in the past, with the role of all teachers to improve students' literacy being the focus.	
Goal 3	Empower students to have voice and become active agents in their learning	
12-month target 3.1-month target	The overall per cent positive responses score on the AToSS will be: Effort—63 in 2024 (58 in 2023) Motivation and interest—55 in 2024 (50 in 2023) Student voice and agency—37 in 2024 (32 in 2023) Self-regulation and goal setting—56 in 2024 (51 in 2023)	
12-month target 3.2-month target	The per cent positive endorsement on the School Staff Survey will be: Promote student ownership of learning goals - 60 in 2024 (55 in 2023) Believe that student engagement is the key to learning—90 in 2024 (85 in 2023)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Positive climate for learning	Develop a whole of school approach to activating student voice and agency in the classroom.	Yes
KIS 3.b Excellence in teaching and learning	Build teacher and student partnerships in curriculum development in teaching, learning and assessment practices.	No

KIS 3.c Positive climate for learning	Share student learning data routinely so learning growth and progress are monitored and visible to all.	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.	<p>The Attitudes to School results for 2023 demonstrated decreased student voice and agency. We unpacked the questions with focus groups with randomly selected students from Years 7 to 12. Students reported that CHS classrooms were largely orderly and calm, but the ability for students to have input into how their classroom operates was limited and that their work was largely teacher directed.</p> <p>During 2023, the Student Voice and Agency Learning Specialist worked with Student Support Teams from Years 7 to 10 to improve processes around goal setting with students as part of the home group program. There was also a change to our mid year processes, with students in the middle years evaluating their progress against their goals before choosing subjects for 2024. This led to improved take up of the semester 2 Student Led Conferences. This work will extend into 2024, in line with a new timetable structure, with students in Years 7-11 having two 25 minute Coburg Connect (home group) sessions a week, in addition to a weekly 58 minute session.</p>	
Goal 4	Improve the resilience and wellbeing of all students.	
12-month target 4.1-month target	<p>The overall per cent positive responses score on the AToSS will be:</p> <p>Sense of confidence-58 in 2024 (53 in 2023) High expectations for success-67 in 2024 (62 in 2023)</p>	
12-month target 4.2-month target	<p>The overall percent positive responses score on the Parent Opinion Survey will be:</p> <p>Confidence and resilience skills—75 in 2024 (70 in 2023)</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Positive climate for learning	Develop and implement a whole school strategy to increase students' self-management, confidence and resilience.	Yes
KIS 4.b Positive climate for learning	Continue working across the whole school and broader community to support the mental and physical health, wellbeing, inclusion and engagement of all students.	No
KIS 4.c	Embed a whole school action plan to improve student attendance.	No

Positive climate for learning		
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>The Attitudes to School results for 2023 demonstrated a decrease in the measure 'High Expectations for success' and a slight improvement in 'Sense of Confidence'. A focus for staff professional learning in 2023 was increasing understanding and development of formative assessments, with staff indicating higher confidence in their ability to use formative assessments, which should in time increase ongoing feedback to students and increase their confidence in their own learning. The implementation of the Coburg Connect program in 2024 will allow for time for students to set and monitor their own goals and better manage their time demands, as well as develop stronger relationships with peers and a significant teacher.</p>	

Define actions, outcomes, success indicators and activities

Goal 2	To maximise learning growth for all students.
12-month target 2.1 target	Improve the proportion of students in the 'exceeding' or 'strong' proficiency level of Year 9 NAPLAN - to 76% in Reading (73% in 2023) - to 72% in Writing (69% in 2023) - to 75% in Numeracy (72% in 2023)
12-month target 2.2 target	The percentage Year 7 and 9 students being judged at being at or above expected level against Victorian Curriculum for: Year 7 Reading and Viewing - 90 in 2024 (85 in 2023) Writing - 90 in 2024 (85 in 2023) Number and Algebra - 85 in 2024 (84 in 2023) Year 9 Reading and Viewing - 90 in 2024 (84 in 2023) Writing - 85 in 2024 (81 in 2023) Number and Algebra - 70 in 2024 (64 in 2023)
12-month target 2.3 target	Increase the percentage of students achieving a score of 37 or higher in English to 12 in 2024 (from 9 in 2023)
KIS 2.c Building practice excellence	Build and implement a whole school literacy and numeracy teaching strategy.
Actions	<ul style="list-style-type: none"> - Implementation of a whole school approach to literacy using the Literacy Teaching and Learning Cycle - Consolidation of literacy intervention implemented in 2023 and altered approach to MYLNS numeracy intervention - Development and piloting of a whole school approaches to numeracy
Outcomes	- Through professional learning workshops, teachers will understand how literacy teaching fits within existing teaching and learning plans. Existing units will be reviewed to ensure that they align with the Literacy Teaching and Learning Cycle. Teachers will undertake more explicit teaching of vocabulary within the discipline and provide model texts to scaffold students for their learning tasks.

	<ul style="list-style-type: none"> - Students' ability to use subject specific vocabulary will increase as will their ability to write in the appropriate register. - Students involved in Literacy intervention and MYLNS Numeracy subjects will be further engaged in their learning and have greater self confidence both in the intervention subject and other subjects. 			
Success Indicators	<ul style="list-style-type: none"> - PLC presentations; - Teaching and Learning Plans; and - Coburg Online Google Sites (COGS) curriculum showing evidence of the Literacy Teaching and Learning Cycle being implemented by teachers - NAPLAN results; - PAT data; - Student achievement against Key Learning Tasks; - AtoSS engagement data; and - feedback from Literacy intervention & MYLNS Numeracy classes <p>will show evidence of how students have increased their ability to read and write and increased their confidence in their own learning</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Launching 'Literacy Champions' distributed leadership initiative. In semester 1, selected staff will work together to learn about the Literacy Teaching and Learning Cycle, and through the workshop model investigate and improve a unit of work using the functional model of language acquisition model. In semester 2, all staff will be involved in professional learning about the Literacy Teaching and Learning Cycle and will draw upon the experience of the Literacy Champions to support this work.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> PLC leaders 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Further consolidation of the Literacy Program for Year 7 and 8 students. Further scope and sequencing will occur for the Year 8 curriculum to ensure that students are not duplicating activities they completed in 2023. Surveys and focus groups will be used to understand student perspectives on the program and ensure its effectiveness.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Alternate approach to MYLNS Numeracy support in 2024, with a small class of MYLNS students being supported by two teachers in a team teaching environment, rather than withdrawal from class.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

Development of curriculum and resources for this class. Surveys and class focus groups to evaluate the effectiveness of the new approach.			to: Term 4	
Development of a whole school numeracy program, for implementation in 2025 and beyond. Piloting Numeracy coaching of staff outside of the Maths faculty, to understand staff needs and to inform future whole school rollout. In semester 2, key staff will undertake the 'Embedding Numeracy Across Secondary Disciplines' course from the Victorian Academy of Teaching and Learning to support this future rollout.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implementation of changes from Mathematics Version 2.0 from the Victorian Curriculum, with reporting against the new achievement standards from 2025. Introduction of investigative thinking inquiry approaches in Year 8 and 9	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Cross curricular Year 9 pilot between Maths and Humanities in conjunction with the STEM Centre of Excellence	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00
Evaluating VCE Maths offerings, with the potential to offer Foundation Mathematics from 2025 (in place of Vocational Major Numeracy)	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Goal 3	Empower students to have voice and become active agents in their learning			
12-month target 3.1 target	The overall per cent positive responses score on the AToSS will be: Effort—63 in 2024 (58 in 2023) Motivation and interest—55 in 2024 (50 in 2023) Student voice and agency—37 in 2024 (32 in 2023) Self-regulation and goal setting—56 in 2024 (51 in 2023)			

12-month target 3.2 target	<p>The per cent positive endorsement on the School Staff Survey will be:</p> <p>Promote student ownership of learning goals - 60 in 2024 (55 in 2023) Believe that student engagement is the key to learning—90 in 2024 (85 in 2023)</p>			
KIS 3.a Empowering students and building school pride	Develop a whole of school approach to activating student voice and agency in the classroom.			
Actions	<ul style="list-style-type: none"> - Introduction of new Coburg Connect program to improve student connectedness and increase student responsibility for their own learning - Staff working collaboratively on approaches to increasing student voice and agency within the classroom, based on identified student needs - Development of alternate curriculum structure and approach for Year 8 for future years 			
Outcomes	<ul style="list-style-type: none"> - Through the Coburg Connect sessions focused on their agency, students will develop goals for themselves, develop strategies to better manage their time and track their progress against these goals. - Students will have greater opportunities to influence decisions about their classrooms, activities and routines, leading to improved relationships between students and their teachers and classmates and higher motivation towards learning. - Teachers will more routinely seek feedback on their practice and better understand the needs of the students in their classes. Working with colleagues, they will trial different approaches to increasing opportunities for students to have voice and agency in the classroom. 			
Success Indicators	<ul style="list-style-type: none"> - Student survey results conducted by teachers - Evidence of feedback sessions conducted by teachers following student surveys - PLC presentation artefacts - Attitudes to School Survey results, particularly 'Student Voice and Agency' - Student Focus Group notes - Agreed Year 8 curriculum structure for 2026 and beyond agreed to by Leadership & Curriculum teams 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Each week one of the 25 minute Coburg Connect sessions will be devoted to students connecting with themselves, setting academic and personal goals and checking in on them throughout the year. Other Coburg Connect sessions within this theme will focus on	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	from: Term 1	\$30,000.00

developing student skills in communicating and navigating academic challenges and taking greater responsibility for their own learning. Acting Coburg Connect Learning Specialist appointed to develop, deliver and seek student feedback (at least once per term) on new curriculum focused on students connecting with their own learning, setting academic and personal goals and checking in on those goals throughout the year. Regular meetings held with Coburg Connect teachers throughout the year to ensure the success of this new initiative.			to: Term 4	<input checked="" type="checkbox"/> Other funding will be used
Students in all year levels will undertake surveys each term about the classroom climate in at least one of their subjects. Teachers will feed back the key survey results to students and use the results to discuss changes in classroom activities and routines.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Based on the Term 1 CHS student survey results, teachers will choose a PLC focus. One of the three focuses will be on increasing student voice and agency in the classroom and those teachers will work with colleagues to implement changes in their classrooms and the curriculum.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
The Year 8 & Curriculum Innovation Leader will investigate and report back to the Leadership and Curriculum teams regarding research into innovative and effective middle years programs in other schools, with emphasis on best practice in: problem based/hands on/experiential learning which enables students to connect with their local community cross-disciplinary learning, including in STEM differentiated curriculum approaches which cater for all students, but with an emphasis on assisting high ability students to flourish and lead	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
The Year 8 & Curriculum Innovation Leader will develop a proposal for an alternate curriculum structure for Year 8 2026, which incorporates the elements outlined above. By the end of 2024 there will be an agreed Year 8 curriculum structure for 2026 and beyond.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00

Goal 4	Improve the resilience and wellbeing of all students.			
12-month target 4.1 target	The overall per cent positive responses score on the AToSS will be: Sense of confidence-58 in 2024 (53 in 2023) High expectations for success-67 in 2024 (62 in 2023)			
12-month target 4.2 target	The overall percent positive responses score on the Parent Opinion Survey will be: Confidence and resilience skills—75 in 2024 (70 in 2023)			
KIS 4.a Intellectual engagement and self-awareness	Develop and implement a whole school strategy to increase students' self-management, confidence and resilience.			
Actions	<ul style="list-style-type: none"> - A revamped Home Group program, Coburg Connect, will provide greater opportunities for students to improve their self management - Selected vulnerable groups and cohorts of students will be supported through targeted interventions - All staff will be better informed about trauma informed practice and how they can better support diverse learners 			
Outcomes	<ul style="list-style-type: none"> - Students, particularly those who are vulnerable or who have diverse needs, will report increased ability to self-manage, seek support to overcome academic and wellbeing challenges and demonstrate resilience - Staff will be better informed about the impact of trauma on young people and be able to support students who are experiencing or have previously experienced trauma - Staff and parents/carers will be better able to cater for students with diverse learning needs - Parents/carers will be able to better support their children with their mental health and with other challenges 			
Success Indicators	<ul style="list-style-type: none"> - Attitudes to School Survey results, particularly 'Sense of confidence' and 'Expectations for Success' - Parent Opinion Survey, particularly 'Confidence and resilience skills' - A reduction in the proportion of students with 20 or more absences (CHS 35% of students in 2023, 38% in similar schools) - Feedback from students, staff and parents on the effectiveness of initiatives run throughout the year 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

<p>Working closely with all Student Support Teams and Coburg Connect teachers, the Coburg Connect Acting Learning Specialist will coordinate the scope and sequence of the Coburg Connect (home group) program across all year levels, ensuring the program effectively caters to the needs of all students, with a particular focus on providing age-appropriate content with minimal duplications between different year levels. Material covered will include topics such as: Respectful Relationships School-Wide Positive Behaviour Program material, such as bullying, appropriate language and online safety Social and Emotional Learning and other General Capabilities from the Victorian Curriculum Tuning In and mindfulness</p>	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Other funding will be used
<p>All staff will be informed about trauma informed practice through Making Space for Learning professional learning</p>	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$4,550.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Friendship Connections sessions (UR Strong) for students</p>	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,311.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Autism Support mentors program (ICAN) for self identified students</p>	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,161.00

				<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Employment of an Inclusion Leader (Leading Teacher), working with staff, students and parents/carers to build resources for the CHS Supporting Diverse Learners Policy and move to Disability Inclusion in 2025	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Parent/carer information sessions and resources on: Technology, Safety & Security Sleep hygiene Respectful Relationships - Pornography Raising resilient teens Neurodiversity and General mental health support for teenagers	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Attendance will be a continuing priority, monitoring and supporting school refusing students and continuing to emphasise to students and parents/carers the importance of attendance for learning and wellbeing	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Collaboration with AMAZE to understand best practice support for autistic students and to measure the impact of trialled approaches as part of the CHS Supporting Diverse Learners Policy	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$156,915.90	\$0.00	\$156,915.90
Disability Inclusion Tier 2 Funding	\$118,711.77	\$30,000.00	\$88,711.77
Schools Mental Health Fund and Menu	\$132,764.58	\$112,170.00	\$20,594.58
Total	\$408,392.25	\$142,170.00	\$266,222.25

Activities and milestones – Total Budget

Activities and milestones	Budget
All staff will be informed about trauma informed practice through Making Space for Learning professional learning	\$4,550.00
Friendship Connections sessions (UR Strong) for students	\$6,311.00
Autism Support mentors program (ICAN) for self identified students	\$4,161.00
Employment of an Inclusion Leader (Leading Teacher), working with staff, students and parents/carers to build resources for the CHS Supporting Diverse Learners Policy and move to Disability Inclusion in 2025	\$30,000.00
Totals	\$45,022.00

Activities and milestones - Equity Funding

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

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employment of an Inclusion Leader (Leading Teacher), working with staff, students and parents/carers to build resources for the CHS Supporting Diverse Learners Policy and move to Disability Inclusion in 2025	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		\$30,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
All staff will be informed about trauma informed practice through Making Space for Learning professional learning	from: Term 2 to: Term 2	\$4,550.00	<input checked="" type="checkbox"/> Making SPACE for Learning (Australian Childhood Foundation)
Friendship Connections sessions (UR Strong) for students	from: Term 1 to: Term 4	\$6,311.00	<input checked="" type="checkbox"/> UR Strong Workshops

Autism Support mentors program (ICAN) for self identified students	from: Term 1 to: Term 4	\$4,161.00	<input checked="" type="checkbox"/> The I CAN School® Mentoring Program (I CAN Network Ltd)
Totals		\$15,022.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Employment of staff in our Wellbeing Team	\$97,148.00
Totals	\$97,148.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employment of staff in our Wellbeing Team	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Employment of staff in our Wellbeing Team	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Employment of staff in our Wellbeing Team	from: Term 1 to: Term 4	\$97,148.00	
Totals		\$97,148.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
<p>Launching 'Literacy Champions' distributed leadership initiative. In semester 1, selected staff will work together to learn about the Literacy Teaching and Learning Cycle, and through the workshop model investigate and improve a unit of work using the functional model of language acquisition model. In semester 2, all staff will be involved in professional learning about the Literacy Teaching and Learning Cycle and will draw upon the experience of the Literacy Champions to support this work.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> PLC leaders 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Each week one of the 25 minute Coburg Connect sessions will be devoted to students connecting with themselves, setting academic and personal goals and checking in on them throughout the year. Other Coburg Connect sessions within this theme will focus on</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>developing student skills in communicating and navigating academic challenges and taking greater responsibility for their own learning. Acting Coburg Connect Learning Specialist appointed to develop, deliver and seek student feedback (at least once per term) on new curriculum focused on students connecting with their own learning, setting academic and personal goals and checking in on those goals throughout the year. Regular meetings held with Coburg Connect teachers throughout the year to ensure the success of this new initiative.</p>						
<p>Based on the Term 1 CHS student survey results, teachers will choose a PLC focus. One of the three focuses will be on increasing student voice and agency in the classroom and those teachers will work with colleagues to implement changes in their classrooms and the curriculum.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Working closely with all Student Support Teams and Coburg Connect teachers,</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>the Coburg Connect Acting Learning Specialist will coordinate the scope and sequence of the Coburg Connect (home group) program across all year levels, ensuring the program effectively caters to the needs of all students, with a particular focus on providing age-appropriate content with minimal duplications between different year levels. Material covered will include topics such as: Respectful Relationships School-Wide Positive Behaviour Program material, such as bullying, appropriate language and online safety Social and Emotional Learning and other General Capabilities from the Victorian Curriculum Tuning In and mindfulness</p>		<p>to: Term 4</p>	<p><input checked="" type="checkbox"/> Curriculum development</p>			
<p>All staff will be informed about trauma informed practice through Making Space for Learning professional learning</p>	<p><input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team</p>	<p>from: Term 2 to: Term 2</p>	<p><input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised reflection</p>	<p><input checked="" type="checkbox"/> Whole school pupil free day</p>	<p><input checked="" type="checkbox"/> External consultants Making Space for Learning</p>	<p><input checked="" type="checkbox"/> On-site</p>