

2025 Annual Implementation Plan

for improving student outcomes

Monbulk College (8065)



Submitted for review by Mark Quinlan (School Principal) on 11 February, 2025 at 01:02 PM
Endorsed by John Roberts (Senior Education Improvement Leader) on 11 February, 2025 at 01:04 PM

Self-evaluation summary

| | FISO 2.0 outcomes | Self-evaluation level |
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| Learning | Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways. | Evolving |
| Wellbeing | Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life. | Evolving |
| | 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 | Evolving |
| | 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 | Evolving |

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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. | Emerging |
| | 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 | Evolving |
| | 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 | Evolving |

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| | Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students | |
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| Future planning | <p>Tracking</p> <p>VCE mean study scores</p> <p>Reflection</p> <p>Targets - English to 28 or above, Further Maths to 28 or above, and Maths Methods to 26 or above (based on 2021 figures).</p> <p>English - Yearly subject mean patterns (2019 to 2024) - 26.15 in 2019/26.97 in 2020/26.08 in 2021/24.45 in 2022/27.26 in 2023 and 26.65 in 2024.</p> <p>While English saw some improvement in 2023 (27.26), its performance remains inconsistent and just below the target of 28. The dip to 24.45 in 2022 indicates potential challenges with teaching strategies, curriculum alignment, or student engagement.</p> <p>Further Maths - Yearly subject mean patterns (2019 to 2024) - 27.21 in 2019/25.64 in 2020/24.64 in 2021/24.54 in 2022/23.67 in 2023 and 23.31 in 2024. Well below target. General/Further Mathematics scores have consistently fallen, with a steady decline from 27.21 (2019) to 23.31 (2024). This indicates a significant gap between the target (28) and the achieved outcomes.</p> <p>Maths Methods - Yearly mean patterns (2019 to 2024) - 25.56 in 2019/24.90 in 2020/29.14 in 2021/28.33 in 2022/21.89 in 2023 and 25.86 in 2024. Maths Methods has fluctuated, achieving 29.14 in 2021 but dropping significantly to 21.89 in 2023.</p> <p>These inconsistencies could highlight variability in teaching, curriculum understanding, or student preparation.</p> <p>Literacy</p> <p>Target: Improve % of student achieving Above Benchmark Growth for Reading & Writing</p> <ul style="list-style-type: none"> - Yearly patterns for Year 9 Reading Relative Growth (2023 to 2024) - 27% in 2023 and 26% in 2024. <p>Target: Improve % of student in the "exceeding" for reading and writing</p> <ul style="list-style-type: none"> - Yearly patterns for Year 9 Reading Exceeding (2023 to 2024) - 16% in 2023 and 21% in 2024. - Yearly patterns for Year 9 Writing Exceeding (2023 to 2024) - 18% in 2023 and 7% in 2024. <p>Target: Improve the percentages of students at or above expected growth by 5% or better in English strands according to teacher judgements.</p> <ul style="list-style-type: none"> - Yearly patterns for English (2020 to 2024) - 50% in 2020-21, 51% in 2021-22, 59% in 2022-23 and 21% in 2024. |
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| | <p>- Yearly patterns for Year 9 Writing Exceeding (2023 to 2024) - 18% in 2023 and 7% in 2024.</p> <p>Numeracy Target: Improve % of student achieving Above Benchmark Growth for Numeracy - Yearly patterns for Year 9 Numeracy Relative Growth (2023 to 2024) - 12% in 2023 and 29% in 2024.</p> <p>Attitudes to School Survey: 2019-2024 Data Target: Sense of Connectedness from 44% (2019) to 49% (2024) - Yearly patterns (2019 to 2024) - 44% in 2019/59% in 2020/42% in 2021/44% in 2022/43% in 2023 and 39% in 2024. A decrease from target set. Target: High expectations for success from 58% (2019) to 63% (2024) or above - Yearly patterns (2019 to 2024) - 58% in 2019/61% in 2021/63% in 2022/66% in 2023 and 58% in 2024. A decrease from target set. Target: Resilience from 48% (2019) to 53% (2024) or above - Yearly patterns (2019 to 2024) - 48% in 2019/69% in 2021/71% in 2022/68% in 2023 and 75% in 2024. An increase from target set. Target: Attitudes to Attendance from 68% (2019) to 73% (2024) or above - Yearly patterns (2019 to 2024) - 68% in 2019/86% in 2020/66% in 2021/70% in 2022/68% in 2023 and 58% in 2024. A decrease from target set.</p> <p>Attendance Year 8 data, 20+ day absent data - Yearly patterns (2019 to 2024) - 43% in 2019/36% in 2020/49% in 2021/57% in 2022/53% in 2023 and 60% (YTD - 5/12/2024) in 2024. Year 9 data, 20+ day absent - Yearly patterns (2019 to 2024) - 43% in 2019/38% in 2020/68% in 2021/71% in 2022/62% in 2023 and 69% (YTD - 5/12/2024) in 2024.</p> <p>Staff Survey 2019-2024 Data Target: Academic Emphasis from 46% (2019) to 51% (2024) - Yearly patterns (2019 to 2024) - 46% in 2019/48% in 2020/39% in 2021/36 % in 2022/34% in 2023 and 37% in 2024. A decrease from target set Target: Understand how to use data from 42% (2019) to 47% (2024) - Yearly patterns (2019 to 2024) - 42% in 2019/48% in 2020/29% in 2021/45% in 2022/35% in 2023 and 35% in 2024. A decrease from target set Target: Teacher collaboration from 52% (2019) to 57% (2024)</p> |
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| | <p>- Yearly patterns (2019 to 2024) - 52% in 2019/67% in 2020/48% in 2021/44% in 2022/48% in 2023 and 39% in 2024. A decrease from target set</p> <p>Target: Use student feedback to improve practice from 71% (2019) to 73% (2024)</p> <p>- Yearly patterns (2019 to 2024) - 71% in 2019/84% in 2020/63% in 2021/55% in 2022/52% in 2023 and 52% in 2024. A decrease from target set</p> <p>Target: Time to share pedagogical content knowledge from 37% (2019) to 42% (2024)</p> <p>- Yearly patterns (2019 to 2024) - 37% in 2019/61% in 2020/42% in 2021/58% in 2022/45% in 2023 and 39% in 2024. A decrease from target set</p> <p>Effectively Implemented KIS & Impact</p> <p>The school effectively implemented the key improvement strategies (KIS) of:</p> <ul style="list-style-type: none"> - Strengthen a consistent whole-school approach to high-quality instructional practice; and - Strengthen school-wide wellbeing processes and programs. <p>The impact on student outcomes was mixed when reviewing the data.</p> <p>Future Goals & KIS for 2025</p> <p>Key focus for 2025 - Curriculum & Assessment</p> <ul style="list-style-type: none"> - focus on consistent approach to assessment (Developmental rubrics) - Teachers adapting existing rubrics to clearer, more developmental form - Discussions about assessment taking place - Understanding of importance of clearer rubrics for teachers and students is developing - Evaluate understanding and use of rubrics and plan for more strategic implementation in 2025 <p>Key focus for 2025 - Reflections on Teaching</p> <p>Teachers believe evaluating the impact of their teaching can improve practice (2023: 71%, 2024: 61%)</p> <p>Teachers continually monitor the effectiveness of their teaching through analysis of student learning data (2023: 61%, 2024: 39%)</p> <p>Teachers have the skills to measure the impact of their teaching on student learning (2023: 74%, 2024: 57%)</p> <p>Teachers have a deep understanding of how to use formative assessment (2023: 74%, 2024: 57%)</p> <p>These decreases in teachers' evaluation of their practice indicates a need to provide targeted time and strategies for teachers to reflect on their teaching.</p> <ul style="list-style-type: none"> - effective use of formative and summative assessment - exit tickets? - regular reflection on practice - student feedback - NAPLAN vs Teacher Judgement |
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Focus for 2025 - Numeracy

- The Mathematics Learning Area is the key area that teachers Numeracy. Continued liaison with the Learning Area Leader is needed to support the teaching of numeracy and mathematics with a focus on the context (Refer to Goos model) and to continue to improve collaboration within the team of mathematics teachers. This includes regular sharing of strategies for key skills.
- VC 2.0 places a stronger emphasis on fluency, the four mathematical processes, and in particular, problem-solving and modeling. A useful strategy would be to form a PLC with a team of teachers at a specific year level to conduct action research on implementing problem-solving pedagogy. This approach would aim to enhance differentiation and better support a diverse range of learners, ensuring greater success for all. Adopting an action research approach aligns with the PLC inquiry cycle and provides valuable professional learning for staff, supporting continuous improvement and effective implementation.
- Continuing the collaboration with Learning Area Leaders from other subjects to identify key numeracy skills at each year level, ensuring these are explicitly documented in unit plans and effectively communicated to students through the LEARN pedagogy model. To support the teaching of learning of these numeracy skills through identification of the Pedagogical Content Knowledge.

Focus for 2025 - Instructional Model

- Instructional Practice will focus on codesigning a whole-school, rigorous, and evidence-based approach to homework 7-10 (NEXT phase of the IM). Coupled with this will be continuing whole-school professional learning on Cognitive Load Theory, Rosenshine's Principles, formative assessment.
- Continue the focus on worked examples and modelling professional learning. 2025 will be a year of consolidation with instructional practice. Mini-lessons for students about the IM will be an early action in 2025, as will ensuring IM graphics are displayed in every classroom.

Focus for 2025 - Literacy

- A new literacy plan will be created (the previous plan was 2020-2024). I will concentrate on an evolving yearly plan and will consider revisiting whole school strategies from the past (such as vocabulary) in 2025.
- Effectively embedding Essential Assessment in the yearly English LA Teaching and Learning program will be an emphasis of literacy. The role of TLI is 2025 planned to be 0.6 literacy and 0.6 numeracy.

Focus for 2025 - PLCs

- The shape of PLCs in 2025 is currently under discussion. PLCs have never operated as a true inquiry cycle at Monbulk, which will be a consideration, as will how to better align the work of PLCs with Learning Areas.

Focus for 2025 - SWPBS

- Finalise the minor and major behaviours.
- Finalise a reward system which will encourage positive behaviours that are on our matrix.
- Create consistent strategies to de-escalate the minor and major behaviours observed.
- Create compass templates to record all the data for behaviours, managing behaviours and reward system.
- Staff PL on "candid conversations" to enable staff to support in the continued and consistent implementation of SWPBS

Focus for 2025 - Attendance

- Develop and document clear and consistent staff roles and responsibilities for recording and monitoring attendance, following up on student absences and escalating attendance concerns
- Develop attendance plans
- Develop a positive and inclusive school culture to encourage familiar involvement in supporting student attendance
- Establish effective school-to-home and home-to-school communication processes regarding attendance
- Develop systems for accurately recording attendance
- Establish routines for monitoring attendance
- "Everyday counts" communication and/or workshops

Focus for 2025 - Student wellbeing approaches and programs

- Vision and future plan for wellbeing team
- Breaking down the barriers to accessing education/learning within the classroom
- Develop whole school approach to use strategies to better cater for whole cohort of students
- Embed emotional regulation within respectful relations programs
- Develop a professional learning plan for teachers with a focus on sexualised comments and behaviours, trauma informed teaching and bullying and discrimination, ADHD regulation

Focus for 2025 - AToSS

Connectedness

- Conduct focus groups and surveys to identify why students feel disconnected.
- Deliver professional development for teachers focused on cultural inclusivity, equity, and fostering positive relationships
- Provide targeted social and emotional learning (SEL) programs

High Expectations for Success

- Learning Area Leaders to ensure alignment of high expectations across all learning areas.
- Develop a shared definition of high expectations and embed this into teaching and learning frameworks.
- Celebrate growth and improvement

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| | Resilience <ul style="list-style-type: none"> - Use visual displays in common areas to reinforce the importance of resilience. - Incorporate resilience-building activities into the curriculum |
| 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 |
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| Improve learning outcomes for all students | Yes | By 2024 improve the percentage of students achieving above benchmark growth in NAPLAN for reading from 14% in 2019 to 20% or above, and for writing from 16% in 2019 to 21% or above. | By 2026, increase the number of students in reading (66%), writing (56%) and numeracy (59%) for strong and exceeding bands from 2024 levels. |
| | | By 2024 decrease the percentage of students achieving below benchmark growth in NAPLAN for reading from 37% in 2019 to 25% or below, and for writing from 34% in 2019 to 29% or below. | By 2026, reduce the number of Needs Additional Support (NAS) students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024 |
| | | By 2024, when comparing matched cohorts of students from Year 7 to Year 9 in reading, writing and numeracy, the percentages of students in the top two bands will be maintained and increased by 5% (based on 2021 NAPLAN data). The percentage of students in the bottom two bands will be decreased by 5% (based on 2021 NAPLAN data). | By 2026, increase the number of students in reading, writing and numeracy for strong and exceeding bands. |
| | | By 2024 improve the VCE mean study score for English to 28 or above, Further Maths to 28 or above, and Maths Methods to 26 or above (based on 2021 figures) | By 2026, improve VCE mean scores for English to 28, General Maths to 26 and Maths Methods to 28. By 2026, |

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| | | Improve the percentage of students with 37+ study scores to 13% based on 2021 figures. | improve the percentage of 37+ scores to 10%. |
| | | By 2024 improve the percentages of students at or above expected growth by 5% or better in English and Mathematics strands according to teacher judgements, based on 2021 figures. | By 2024, improve the percentage of students with 1 year growth based on teacher judgment for reading to 50% and numeracy to 70%. |
| | | By 2024, on the School Staff Survey, increase positive response percentages (compared with 2019 figures) for the following factors: <ul style="list-style-type: none"> • Academic emphasis from 46% to 51% • Understand how to use data from 42% to 47% • Teacher collaboration from 52% to 57% • Use student feedback to improve practice from 71% to 73% • Time to share pedagogical content knowledge from 37% to 42% | By 2026, on the School Staff Survey, increase positive response percentages (based on 2024 data) for the following factors:- Academic emphasis (38%)- Understand how to use data (35%)- Teacher collaboration (38%)- Use student feedback to improve practice (52%)- Time to share pedagogical content knowledge (39%) |
| Increase student empowerment as members of the learning community | Yes | By 2024 improve the percentage of positive responses in the Attitudes to School Survey, based on 2019 figures, for the following factors: <ul style="list-style-type: none"> • Teacher concern from 33% to 38% • Student voice and agency from 34% to 39% • Stimulated learning 38% to 43% • Differentiated learning challenge 47% to 52% • Self-regulation and goal setting 49% to 54% | By 2026 improve the percentage of positive responses in the Attitudes to School Survey, based on 2024 figures, for the following factors:- Teacher concern (24%)- Stimulated learning (37%)- Differentiated learning challenge (47%)- Self-regulation and goal setting (46%) |
| | | By 2024 increase the percentage of positive responses in the Parent Opinion Survey factors based on 2019 figures for: | By 2026 increase the percentage of positive responses in the Parent |

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| | | <ul style="list-style-type: none"> • Parent participation and involvement from 57% to 60% • Student connectedness from 77% to 82% • Positive transitions from 66% to 71% • Student motivation and support from 51% to 56% • Student voice and agency from 69% to 74% • Confidence and resiliency skills from 69% to 74% | Opinion Survey factors based on 2024 figures for:- Parent participation and involvement (13%) |
| | | By 2024 improve positive percentage responses on a school-developed student voice and agency survey by 5% from 2022 base figures. | By 2026, improve positive percentage responses on student voice and agency from 2024 base figure- Student voice and agency from (28%) |
| Develop students as healthy, resilient, and connected members of the school community | Yes | By 2024 improve the 20+ days absences percentages for Year 8 students from 43% in 2019 to 30% or below, and for Year 9 students from 48% in 2019 to 34% or below | By 2026, increase attendance percentage to 86% based on 2024 data. |
| | | By 2024 improve the percentage of positive responses in the Attitudes to School Survey, based on 2019 figures, for the following factors: <ul style="list-style-type: none"> • Sense of connectedness from 44% to 49% or above • High expectations for success from 58% to 63% or above • Resilience from 48% to 53% or above • Attitudes to attendance from 68% to 73% or above | By 2026, improve the percentage of positive responses in the Attitudes to School Survey, based on 2024 figures, for the following factors:- Sense of connectedness (39%)- High expectations for success (58%)- Attitudes to attendance (58%) |
| | | By 2024 90% or more students have uploaded quality evidence of achievement in their portfolios (to be determined) | By 2026, improve the percentage of positive responses in the Attitudes to School Survey, based on 2024 figures, for the following factors:- Emotional awareness and regulation (57%)- Managing bullying (45%) |

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| Goal 1 | Improve learning outcomes for all students | |
| 12-month target 1.1 | By 2026, increase the number of students in reading (66%), writing (56%) and numeracy (59%) for strong and exceeding bands from 2024 levels. | |
| 12-month target 1.2 | By 2026, reduce the number of Needs Additional Support (NAS) students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024 | |
| 12-month target 1.3 | By 2026, increase the number of students in reading, writing and numeracy for strong and exceeding bands. | |
| 12-month target 1.4 | By 2026, improve VCE mean scores for English to 28, General Maths to 26 and Maths Methods to 28. By 2026, improve the percentage of 37+ scores to 10%. | |
| 12-month target 1.5 | By 2024, improve the percentage of students with 1 year growth based on teacher judgment for reading to 50% and numeracy to 70%. | |
| 12-month target 1.6 | By 2026, on the School Staff Survey, increase positive response percentages (based on 2024 data) for the following factors: <ul style="list-style-type: none"> - Academic emphasis (38%) - Understand how to use data (35%) - Teacher collaboration (38%) - Use student feedback to improve practice (52%) - Time to share pedagogical content knowledge (39%) | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1.a Excellence in teaching and learning | Strengthen a consistent whole-school approach to high-quality instructional practice | Yes |
| KIS 1.b Professional leadership | Build a highly effective, collaborative professional learning communities' culture | Yes |

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| KIS 1.c Excellence in teaching and learning | Build the whole-school capability and responsibility to cater for the range of student abilities | No |
| <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>Strengthen a consistent whole-school approach to high-quality instructional practice.</p> <p>Focus for 2025 - VCE</p> <ul style="list-style-type: none"> - Data driven teaching - Analyse SAC (School-Assessed Coursework) and exam data to identify areas where students underperform. - Use diagnostic tools to identify literacy gaps and target specific skill areas. - Provide ongoing professional development for VCE teachers - Ensure that Years 7 to 10 curriculum is explicitly designed to scaffold key skills <p>Key focus for 2025 - Curriculum & Assessment</p> <ul style="list-style-type: none"> - focus on consistent approach to assessment (Developmental rubrics) - Teachers adapting existing rubrics to clearer, more developmental form - Discussions about assessment taking place - Understanding of importance of clearer rubrics for teachers and students is developing - Evaluate understanding and use of rubrics and plan for more strategic implementation in 2025 <p>Key focus for 2025 - Reflections on Teaching</p> <p>Teachers believe evaluating the impact of their teaching can improve practice (2023: 71%, 2024: 61%)</p> <p>Teachers continually monitor the effectiveness of their teaching through analysis of student learning data (2023: 61%, 2024: 39%)</p> <p>Teachers have the skills to measure the impact of their teaching on student learning (2023: 74%, 2024: 57%)</p> <p>Teachers have a deep understanding of how to use formative assessment (2023: 74%, 2024: 57%)</p> <p>These decreases in teachers' evaluation of their practice indicates a need to provide targeted time and strategies for teachers to reflect on their teaching.</p> <ul style="list-style-type: none"> - effective use of formative and summative assessment - exit tickets? - regular reflection on practice - student feedback - NAPLAN vs Teacher Judgement <p>Key areas to focus on in 2025 - Curriculum Planning</p> <p>Teachers work collaboratively to plan and document the curriculum they teach (2023: 77%, 2024: 57%)</p> <p>Teachers use student learning data to inform curriculum planning (2023: 61%, 2024: 35%)</p> | |

These decreases in teachers' planning provide opportunities to improve the curriculum planning processes.

- guided collaboration
- dedicated planning times
- link planning and reflection
- "one-page" planning documents

Focus for 2025 - Numeracy

- The Mathematics Learning Area is the key area that teachers Numeracy. Continued liaison with the Learning Area Leader is needed to support the teaching of numeracy and mathematics with a focus on the context (Refer to Goos model) and to continue to improve collaboration within the team of mathematics teachers. This includes regular sharing of strategies for key skills.

- VC 2.0 places a stronger emphasis on fluency, the four mathematical processes, and in particular, problem-solving and modeling. A useful strategy would be to form a PLC with a team of teachers at a specific year level to conduct action research on implementing problem-solving pedagogy. This approach would aim to enhance differentiation and better support a diverse range of learners, ensuring greater success for all. Adopting an action research approach aligns with the PLC inquiry cycle and provides valuable professional learning for staff, supporting continuous improvement and effective implementation.

- Continuing the collaboration with Learning Area Leaders from other subjects to identify key numeracy skills at each year level, ensuring these are explicitly documented in unit plans and effectively communicated to students through the LEARN pedagogy model. To support the teaching of learning of these numeracy skills through identification of the Pedagogical Content Knowledge.

Focus for 2025 - Instructional Model

Instructional Practice will focus on codesigning a whole-school, rigorous, and evidence-based approach to homework 7-10 (NEXT phase of the IM). Coupled with this will be continuing whole-school professional learning on Cognitive Load Theory, Rosenshine's Principles, formative assessment. I will continue the focus on worked examples and modelling professional learning. 2025 will be a year of consolidation with instructional practice. Mini-lessons for students about the IM will be an early action in 2025, as will ensuring IM graphics are displayed in every classroom.

Focus for 2025 - Literacy

A new literacy plan will be created (the previous plan was 2020-2024). I will concentrate on an evolving yearly plan and will consider revisiting whole school strategies from the past (such as vocabulary) in 2025. Effectively embedding Essential Assessment in the yearly English LA Teaching and Learning program will be an emphasis of literacy. The role of TLI is 2025 planned to be 0.6 literacy and 0.6 numeracy.

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| | <p>Focus for 2025 - PLCs</p> <p>The shape of PLCs in 2025 is currently under discussion. PLCs have never operated as a true inquiry cycle at Monbulk, which will be a consideration, as will how to better align the work of PLCs with LAs.</p> | |
| Goal 2 | Increase student empowerment as members of the learning community | |
| 12-month target 2.1 | <p>By 2026 improve the percentage of positive responses in the Attitudes to School Survey, based on 2024 figures, for the following factors:</p> <ul style="list-style-type: none"> - Teacher concern (24%) - Stimulated learning (37%) - Differentiated learning challenge (47%) - Self-regulation and goal setting (46%) | |
| 12-month target 2.2 | <p>By 2026 increase the percentage of positive responses in the Parent Opinion Survey factors based on 2024 figures for:</p> <ul style="list-style-type: none"> - Parent participation and involvement (13%) | |
| 12-month target 2.3 | <p>By 2026, improve positive percentage responses on student voice and agency from 2024 base figure</p> <ul style="list-style-type: none"> - Student voice and agency from (28%) | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 2.a Positive climate for learning | Increase opportunities and structures for student voice and agency in the classroom | Yes |
| KIS 2.b Positive climate for learning | Increase opportunities for student collaboration | No |
| KIS 2.c | Build student knowledge of themselves as learners | No |

| Positive climate for learning | | |
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| <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>Increase opportunities and structures for student voice and agency in the classroom.</p> <p>Focus for 2025 - Attendance</p> <ul style="list-style-type: none"> - Develop and document clear and consistent staff roles and responsibilities for recording and monitoring attendance, following up on student absences and escalating attendance concerns - Develop attendance plans - Develop a positive and inclusive school culture to encourage familiar involvement in supporting student attendance - Establish effective school-to-home and home-to-school communication processes regarding attendance - Develop systems for accurately recording attendance - Establish routines for monitoring attendance - "Everyday counts" communication and/or workshops <p>Focus for 2025 - Student wellbeing approaches and programs</p> <ul style="list-style-type: none"> - Vision and future plan for wellbeing team - Breaking down the barriers to accessing education/learning within the classroom - Develop whole school approach to use strategies to better cater for whole cohort of students - Embed emotional regulation within respectful relations programs - Develop a professional learning plan for teachers with a focus on sexualised comments and behaviours, trauma informed teaching and bullying and discrimination, ADHD regulation <p>Focus for 2025 - AToSS</p> <p>Connectedness</p> <ul style="list-style-type: none"> - Conduct focus groups and surveys to identify why students feel disconnected. - Deliver professional development for teachers focused on cultural inclusivity, equity, and fostering positive relationships - Provide targeted social and emotional learning (SEL) programs <p>High Expectations for Success</p> <ul style="list-style-type: none"> - Learning Area Leaders to ensure alignment of high expectations across all learning areas. - Develop a shared definition of high expectations and embed this into teaching and learning frameworks. - Celebrate growth and improvement <p>Resilience</p> <ul style="list-style-type: none"> - Use visual displays in common areas to reinforce the importance of resilience. | |

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| | - Incorporate resilience-building activities into the curriculum | |
| Goal 3 | Develop students as healthy, resilient, and connected members of the school community | |
| 12-month target 3.1 | By 2026, increase attendance percentage to 86% based on 2024 data. | |
| 12-month target 3.2 | By 2026, improve the percentage of positive responses in the Attitudes to School Survey, based on 2024 figures, for the following factors: - Sense of connectedness (39%) - High expectations for success (58%) - Attitudes to attendance (58%) | |
| 12-month target 3.3 | By 2026, improve the percentage of positive responses in the Attitudes to School Survey, based on 2024 figures, for the following factors: - Emotional awareness and regulation (57%) - Managing bullying (45%) | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 3.a Positive climate for learning | Strengthen school-wide wellbeing processes and programs | Yes |
| KIS 3.b Community engagement in learning | Improve pathways provision to cater for the aspirations of students | No |

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| <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>Strengthen school-wide wellbeing processes and programs. Focus on classroom applications. School Wide Positive Behaviour Support (SWPBS)</p> <p>Focus for 2025 - SWPBS</p> <p>Finalise the minor and major behaviours.</p> <p>Finalise a reward system which will encourage positive behaviours that are on our matrix.</p> <p>Create consistent strategies to de-escalate the minor and major behaviours observed.</p> <p>Create compass templates to record all the data for behaviours, managing behaviours and reward system.</p> <p>Staff PL on "candid conversations" to enable staff to support in the continued and consistent implementation of SWPBS.</p> |
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Define actions, outcomes, success indicators and activities

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| Goal 1 | Improve learning outcomes for all students |
| 12-month target 1.1 | By 2026, increase the number of students in reading (66%), writing (56%) and numeracy (59%) for strong and exceeding bands from 2024 levels. |
| 12-month target 1.2 | By 2026, reduce the number of Needs Additional Support (NAS) students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024 |
| 12-month target 1.3 | By 2026, increase the number of students in reading, writing and numeracy for strong and exceeding bands. |
| 12-month target 1.4 | By 2026, improve VCE mean scores for English to 28, General Maths to 26 and Maths Methods to 28. By 2026, improve the percentage of 37+ scores to 10%. |
| 12-month target 1.5 | By 2024, improve the percentage of students with 1 year growth based on teacher judgment for reading to 50% and numeracy to 70%. |
| 12-month target 1.6 | By 2026, on the School Staff Survey, increase positive response percentages (based on 2024 data) for the following factors: <ul style="list-style-type: none"> - Academic emphasis (38%) - Understand how to use data (35%) - Teacher collaboration (38%) - Use student feedback to improve practice (52%) - Time to share pedagogical content knowledge (39%) |
| KIS 1.a Building practice excellence | Strengthen a consistent whole-school approach to high-quality instructional practice |
| Actions | <ol style="list-style-type: none"> 1. Continue to embed instructional model and making visible to students 2. Continue to develop VCE/ VC 2.0 curriculum documentation and pedagogical practices to improve student outcomes especially VCE |

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| Outcomes | <p>Action 1: Continue to embed the instructional model and make it visible to students</p> <p>Students</p> <ol style="list-style-type: none"> 1. Students will have a clear understanding of the instructional model and how it supports their learning. 2. Students will actively engage in lessons by following routines and structures provided in the instructional model. <p>Teachers</p> <ol style="list-style-type: none"> 1. Teachers will develop a consistent understanding of the instructional model and effectively apply it in lesson planning and delivery. 2. Teachers will consistently use the instructional model across classrooms, ensuring clarity, engagement, and alignment with best practices. <p>Leaders</p> <ol style="list-style-type: none"> 1. Leaders will have a strong understanding of the instructional model and how it aligns with school priorities and high-impact teaching strategies. 2. Leaders will provide consistent feedback to teachers on their use of the instructional model and ensure its visibility to students in all classrooms. <p>Community</p> <ol style="list-style-type: none"> 1. Parents will understand how the instructional model supports student learning and improves consistency across classrooms. 2. Parents will support and reinforce the instructional model's principles at home by aligning their expectations with school practices. <p>Action 2: Continue to develop VCE/ VC 2.0 curriculum documentation and pedagogical practices to improve student outcomes especially VCE</p> <p>Students</p> <ol style="list-style-type: none"> 1. Students will notice improved clarity and alignment in their coursework, ensuring they understand learning outcomes and pathways. 2. Students will demonstrate increased engagement and ownership of learning, particularly in their ability to track progress against documented curriculum objectives. <p>Teachers</p> <ol style="list-style-type: none"> 1. Teachers will deepen their understanding of VC 2.0 and VCE requirements, enabling them to design curriculum that aligns with these frameworks. 2. Teachers will collaboratively refine curriculum documents and develop pedagogical practices to guide planning, |
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| | <p>differentiation, and assessment to improve outcomes especially VCE</p> <p>Leaders</p> <ol style="list-style-type: none"> 1. Leaders will strengthen their understanding of the curriculum frameworks and ensure that documentation is robust, clear, and aligned with student needs. 2. Leaders will provide professional development and resources to support staff in curriculum development and pedagogical practices. 3. Leaders will continue to actively participate in the Secondary Schools Numeracy Community of Practice (CoP) and development of a numeracy improvement plan. <p>Community</p> <ol style="list-style-type: none"> 1. Parents will become more aware of the curriculum focus areas (e.g., VC 2.0, VCE) and understand how these impact their children's learning and future pathways. 2. Parents will engage in discussions about the curriculum and participate in forums or events to better understand how to support their children at home. |
| Success Indicators | <p>Data Sources, Evidence, and Artefacts to Measure Success</p> <p>Action 1: Embed instructional model and make it visible to students</p> <p>Student Data:</p> <p>Student survey results measuring their understanding of the instructional model.</p> <p>Classroom walkthrough data capturing the visibility of the instructional model (e.g., posters, routines, lesson structures).</p> <p>Teacher Data:</p> <p>Peer observation and coaching notes documenting the consistent use of the instructional model.</p> <p>Professional learning attendance and reflections related to the instructional model.</p> <p>Artefacts:</p> <p>Lesson plans explicitly showing alignment with the instructional model.</p> <p>Visual displays (posters, charts) of the instructional model in classrooms.</p> <p>Action 2: Continue to develop VCE/ VC 2.0 curriculum documentation and pedagogical practices to improve student outcomes especially VCE</p> <p>Student Data:</p> <p>Student achievement data showing improved outcomes and alignment with curriculum objectives.</p> <p>Student feedback on clarity and coherence of learning objectives and assessment tasks.</p> <p>Teacher Data:</p> <p>Curriculum documentation (unit plans, assessment schedules) reflecting alignment with VC 2.0 and VCE requirements.</p> |

| | Meeting minutes or collaborative documents demonstrating teacher input into curriculum development and pedagogical practices. Coaching and classroom observations. Artefacts: Finalised curriculum documents and assessment rubrics. Reports or presentations showcasing curriculum alignment and implementation progress. | | | |
|--------------------------|--|-----------------------|----------------------------------|---|
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Leadership Coaching | ✓ Principal | ✓ PLP Priority | from: Term 1 to: Term 4 | \$10,000.00 ✓ Other funding will be used |
| Intensive School Support | ✓ Principal | ✓ PLP Priority | from: Term 1 to: Term 4 | \$50,000.00 |
| Instructional Model PL | ✓ Learning specialist(s) | ✓ PLP Priority | from: Term 1 to: Term 4 | \$10,000.00 ✓ Other funding will be used |
| Curriculum PL | ✓ Curriculum co-ordinator (s) ✓ Learning specialist(s) | ✓ PLP Priority | from: Term 1 to: Term 4 | \$1,000.00 |
| Tutoring | ✓ Literacy leader ✓ Numeracy leader | ✓ PLP Priority | from: Term 1 | \$120,000.00 |

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| | | | to: Term 4 | <input checked="" type="checkbox"/> Equity funding will be used |
| KIS 1.b Instructional and shared leadership | Build a highly effective, collaborative professional learning communities' culture | | | |
| Actions | Improve staff collaboration using professional learning communities (PLCs) | | | |
| Outcomes | <p>Action: Improve staff collaboration using professional learning communities (PLCs)</p> <p>Students</p> <ol style="list-style-type: none"> 1. Students will benefit from aligned teaching practices across subjects and year levels, improving the coherence of their learning experiences. 2. Students will exhibit improved academic outcomes as a result of consistent and collaborative teaching approaches. <p>Teachers</p> <ol style="list-style-type: none"> 1. Teachers will develop stronger teamwork and communication skills, enabling them to collaborate effectively across learning areas. 2. Teachers will engage in regular Learning Area professional learning communities (PLCs) and peer observations to share best practices and align teaching strategies. <p>Leaders</p> <ol style="list-style-type: none"> 1. Leaders will understand how to foster a culture of collaboration and teamwork among staff, ensuring alignment with school priorities. 2. Leaders will allocate time and resources for collaboration and actively monitor its impact on teaching and learning. <p>Community</p> <ol style="list-style-type: none"> 1. Parents will notice improved consistency in teaching and learning approaches across the school and feel more confident in the school's instructional practices. 3. The community will support the school's efforts by advocating for and valuing collaboration as a key driver of improved student outcomes. | | | |
| Success Indicators | <p>Improve staff collaboration using professional learning communities (PLCs)</p> <p>Staff Collaboration Data:</p> | | | |

| | Meeting attendance records and logs of professional learning communities (PLCs). Survey results showing staff perceptions of collaboration and teamwork. Peer observation records highlighting shared teaching practices. Student Data: Improved engagement and academic performance, demonstrating the impact of consistent teaching practices. Artefacts: Collaborative planning documents, shared resources, and professional learning logs. Staff professional learning plans aligned to collaborative initiatives. | | | |
|-----------------------------|--|--|----------------------------------|--|
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Learning Area Leader PLC PL | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,000.00 <input checked="" type="checkbox"/> Other funding will be used |
| Goal 2 | Increase student empowerment as members of the learning community | | | |
| 12-month target 2.1 | By 2026 improve the percentage of positive responses in the Attitudes to School Survey, based on 2024 figures, for the following factors: - Teacher concern (24%) - Stimulated learning (37%) - Differentiated learning challenge (47%) - Self-regulation and goal setting (46%) | | | |
| 12-month target 2.2 | By 2026 increase the percentage of positive responses in the Parent Opinion Survey factors based on 2024 figures for: - Parent participation and involvement (13%) | | | |
| 12-month target 2.3 | By 2026, improve positive percentage responses on student voice and agency from 2024 base figure - Student voice and agency from (28%) | | | |
| KIS 2.a | Increase opportunities and structures for student voice and agency in the classroom | | | |

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| Empowering students and building school pride | |
| Actions | <ol style="list-style-type: none"> 1. Develop and understand what student voice and agency is within the school and classrooms 2. Develop staff capacity to establish a stimulating learning environment and activate student voice and agency 3. Build rapport and student engagement |
| Outcomes | <p>Action 1: Develop and understand what student voice and agency is within the school and classrooms.</p> <p>Students:</p> <ol style="list-style-type: none"> 1. Students will understand the concept of voice and agency, recognizing their role in shaping their own learning experiences. 2. Students will actively contribute ideas and participate in decision-making processes about their learning environment and curriculum. <p>Teachers:</p> <ol style="list-style-type: none"> 1. Teachers will gain a deeper understanding of what constitutes authentic student voice and agency, differentiating it from compliance. 2. Teachers will design and facilitate lessons that incorporate opportunities for student input, collaboration, and reflection. <p>Leaders:</p> <ol style="list-style-type: none"> 1. Leaders will develop frameworks and tools to embed student voice and agency into whole-school practices and policies. 2. Leaders will model and prioritise the inclusion of student feedback in school-wide decision-making processes. <p>Community:</p> <ol style="list-style-type: none"> 1. Parents and guardians will better understand the value of student voice and agency in fostering a positive and engaged learning environment. 2. The community will actively support initiatives that empower students, encouraging them to contribute to school improvement efforts. <p>Action 2: Develop staff capacity to establish a stimulating learning environment and activate student voice and agency.</p> <p>Students:</p> <ol style="list-style-type: none"> 1. Students will develop critical thinking and collaboration skills as they engage in co-creating their learning experiences. 2. Students will demonstrate greater motivation and ownership of their learning through increased participation and enthusiasm. |

Teachers:

1. Teachers will become proficient in creating inclusive, student-centered classrooms that promote choice, voice, and agency.
2. Teachers will use a range of high-impact strategies, such as open-ended questioning, goal setting, and student-led discussions, to foster engagement.

Leaders:

1. Leaders will provide targeted professional learning to support teachers in developing student-centered practices.
2. Leaders will monitor classroom environments and provide constructive feedback to ensure that student voice and agency are embedded.

Community:

1. Parents will notice and appreciate an increase in their children's enthusiasm for learning and share this feedback with the school.
2. The community will work collaboratively with the school to sustain stimulating learning environments through partnerships, mentoring, and resource sharing.

Action 3: Build rapport and student engagement.

Students:

1. Students will understand the importance of positive relationships with teachers and peers for a successful learning experience.
2. Students will actively engage in classroom activities, showing increased resilience, attendance, and connectedness to school.

Teachers:

1. Teachers will develop and use strategies for building strong, respectful, and positive relationships with students.
2. Teachers will exhibit greater empathy and responsiveness to individual student needs, leading to increased engagement and trust.

Leaders:

1. Leaders will recognise the link between strong teacher-student rapport and improved student outcomes and foster a culture that values relational learning.
2. Leaders will implement and monitor school-wide initiatives aimed at enhancing engagement and relationships.

| | <p>Community:</p> <ol style="list-style-type: none"> 1. Parents will report improved communication and relationships between their children and teachers, as well as a greater sense of belonging. 2. The broader community will understand and support the school's emphasis on fostering positive relationships to improve student outcomes. | | | |
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| Success Indicators | <p>Percentage of positive responses in the Attitudes to School Survey, based on 2024 figures, for the following factors are improved: - Teacher concern (24%) - Stimulated learning (37%) - Differentiated learning challenge (47%) - Self-regulation and goal setting (46%)</p> <p>Increased percentage of positive responses in the Parent Opinion Survey factors based on 2024 figures for: - Parent participation and involvement (13%)</p> <p>Improved positive percentage responses on student voice and agency from 2024 base figure - Student voice and agency from (28%)</p> | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Student Voice & Agency PL | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$10,000.00 <input checked="" type="checkbox"/> Other funding will be used |
| Goal 3 | Develop students as healthy, resilient, and connected members of the school community | | | |
| 12-month target 3.1 | By 2026, increase attendance percentage to 86% based on 2024 data. | | | |
| 12-month target 3.2 | <p>By 2026, improve the percentage of positive responses in the Attitudes to School Survey, based on 2024 figures, for the following factors:</p> <ul style="list-style-type: none"> - Sense of connectedness (39%) - High expectations for success (58%) - Attitudes to attendance (58%) | | | |

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| 12-month target 3.3 | <p>By 2026, improve the percentage of positive responses in the Attitudes to School Survey, based on 2024 figures, for the following factors:</p> <ul style="list-style-type: none"> - Emotional awareness and regulation (57%) - Managing bullying (45%) |
| KIS 3.a Health and wellbeing | Strengthen school-wide wellbeing processes and programs |
| Actions | <ol style="list-style-type: none"> 1. Communicate and promote attendance/wellbeing/SWPBS processes and programs 2. Build staff awareness of student emotional awareness and regulation 3. Refine processes and implementation related to the attitudes to school survey |
| Outcomes | <p>Action 1: Communicate and promote attendance/wellbeing/School-Wide Positive Behaviour Support (SWPBS) processes and programs</p> <p>Students:</p> <p>Knowledge: Students will understand the school's attendance expectations, SWPBS processes, and the importance of wellbeing in their success.</p> <p>Behaviour: Students will exhibit improved attendance, engagement, and adherence to positive behaviour expectations.</p> <p>Teachers:</p> <p>Knowledge: Teachers will have a clear understanding of attendance and wellbeing processes, as well as SWPBS principles, ensuring consistent implementation across classrooms.</p> <p>Behaviour: Teachers will actively reinforce positive behaviour, celebrate successes, and monitor attendance patterns to provide timely interventions.</p> <p>Leaders:</p> <p>Skills: Leaders will develop and implement effective communication strategies to ensure all stakeholders understand and support wellbeing initiatives.</p> <p>Behaviour: Leaders will monitor the effectiveness of wellbeing and SWPBS programs and adjust as needed based on data and feedback.</p> <p>Community:</p> <p>Knowledge: Parents and guardians will understand the school's expectations for attendance and behaviour and recognize the importance of these processes in student success.</p> <p>Behaviour: The community will actively support wellbeing initiatives by encouraging attendance, participation, and positive behaviour at home.</p> <p>Action 2: Build staff awareness of student emotional awareness and regulation</p> |

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| | <p>Students:</p> <p>Knowledge: Students will gain an understanding of their emotions, triggers, and strategies to self-regulate in different situations.</p> <p>Behaviour: Students will demonstrate improved emotional regulation, reducing conflict and enhancing relationships with peers and teachers.</p> <p>Teachers:</p> <p>Knowledge: Teachers will gain insights into emotional intelligence and how to support students in identifying and regulating their emotions.</p> <p>Behaviour: Teachers will incorporate strategies into their teaching practices, such as mindfulness, check-ins, and emotional support tools, to help students manage emotions.</p> <p>Leaders:</p> <p>Knowledge: Leaders will deepen their understanding of emotional regulation programs and frameworks to support staff professional development.</p> <p>Behaviour: Leaders will allocate resources for emotional wellbeing initiatives, including staff training, and monitor their implementation in classrooms.</p> <p>Community:</p> <p>Knowledge: Parents will become more aware of strategies to support their children's emotional regulation at home, enhancing collaboration with the school.</p> <p>Behaviour: The community will provide consistent messages about emotional awareness and regulation, reinforcing the school's efforts in students' daily lives.</p> <p>Action 3: Refine processes and implementation related to the Attitudes to School Survey (AToSS)</p> <p>Students:</p> <p>Knowledge: Students will understand the purpose of the survey and how their feedback contributes to improving the school environment.</p> <p>Behaviour: Students will actively and thoughtfully engage in the survey process, providing honest and constructive feedback.</p> <p>Teachers:</p> <p>Knowledge: Teachers will better understand how to analyze and act on AToSS data to address student concerns and enhance wellbeing.</p> <p>Behaviour: Teachers will implement strategies informed by survey data to foster a more inclusive and engaging classroom environment.</p> <p>Leaders:</p> <p>Skills: Leaders will refine data collection and analysis processes to ensure actionable insights from AToSS results.</p> <p>Behaviour: Leaders will develop and monitor improvement plans based on AToSS findings, ensuring that they address</p> |
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| | <p>key areas of student feedback.</p> <p>Community:</p> <p>Knowledge: Parents will be made aware of the purpose and outcomes of the survey and how these are used to improve the school experience.</p> <p>Behaviour: The community will support initiatives driven by AToSS results, contributing to a collaborative effort to address identified needs.</p> | | | | |
| Success Indicators | <p>Attendance Data:</p> <p>Attendance rates, late arrivals, and unexplained absences (tracked over time).</p> <p>Improved trends in attendance patterns, especially among previously at-risk students.</p> <p>SWPBS Data:</p> <p>Behaviour incident reports (e.g., reduction in negative behaviours).</p> <p>Frequency and type of positive behaviour acknowledgements (e.g., SWPBS points or rewards).</p> <p>AToSS Data:</p> <p>Response rates to the survey compared year over year.</p> <p>Key domains of improvement (e.g., engagement, connectedness, teacher-student relationships).</p> <p>Surveys and Feedback:</p> <p>Student, parent, and staff surveys measuring awareness and understanding of wellbeing and SWPBS programs.</p> <p>Observation and Walkthrough Data:</p> <p>Classroom observations of student behaviour and teacher practices related to emotional regulation and SWPBS.</p> <p>Anecdotal evidence from walkthroughs highlighting improved engagement and participation.</p> <p>Artefacts:</p> <p>Communication materials (newsletters, posters, website updates).</p> <p>SWPBS program guides, policies, and implementation plans.</p> | | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams | |

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| Emotional Awareness & Regulation PL | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> SWPBS leader/team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,000.00 |
| SWPBS PL | <input checked="" type="checkbox"/> SWPBS leader/team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,000.00 |
| Wellbeing Support | <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Student wellbeing co-ordinator | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$100,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Attendance Officer | <input checked="" type="checkbox"/> Administration team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$30,000.00 |

Funding planner

Summary of budget and allocated funding

| Summary of budget | School's total funding (\$) | Funding allocated in activities (\$) | Still available/shortfall |
|-------------------------------------|-----------------------------|--------------------------------------|---------------------------|
| Equity Funding | \$105,212.10 | \$120,000.00 | -\$14,787.90 |
| Disability Inclusion Tier 2 Funding | \$169,159.06 | \$170,000.00 | -\$840.94 |
| Schools Mental Health Fund and Menu | \$61,702.63 | \$100,000.00 | -\$38,297.37 |
| Total | \$336,073.79 | \$390,000.00 | -\$53,926.21 |

Activities and milestones – Total Budget

| Activities and milestones | Budget |
|---------------------------|---------------------|
| Tutoring | \$120,000.00 |
| Wellbeing Support | \$100,000.00 |
| Totals | \$220,000.00 |

Activities and milestones - Equity Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|---------------------------|----------------------------------|------------------------|---|
| Tutoring | from: Term 1 to: Term 4 | \$120,000.00 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources |

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|---------------|--|--------------|--|
| Totals | | \$120,000.00 | |
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Activities and milestones - Disability Inclusion Funding

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

Activities and milestones - Schools Mental Health Fund and Menu

| Activities and milestones | When | Funding allocated (\$) | Category |
|---------------------------|----------------------------------|------------------------|--|
| Wellbeing Support | from: Term 1 to: Term 4 | \$100,000.00 | <input checked="" type="checkbox"/> Employ allied health professional to provide Tier 1 tailored support for students This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (eduPay) |
| Totals | | \$100,000.00 | |

Additional funding planner – Total Budget

| Activities and milestones | Budget |
|-----------------------------|--------------|
| Disability Inclusion Leader | \$75,000.00 |
| Inclusion Support Workers | \$100,000.00 |

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| Totals | \$175,000.00 |
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Additional funding planner – Equity Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|-----------------------------|----------------------------------|------------------------|----------|
| Disability Inclusion Leader | from: Term 1 to: Term 4 | | |
| Inclusion Support Workers | from: Term 1 to: Term 4 | | |
| Totals | | \$0.00 | |

Additional funding planner – Disability Inclusion Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|-----------------------------|----------------------------------|------------------------|--|
| Disability Inclusion Leader | from: Term 1 to: Term 4 | \$70,000.00 | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Disability inclusion coordinator <input checked="" type="checkbox"/> Minor building or internal environmental modifications under \$5,000 (GST inclusive) <ul style="list-style-type: none"> Adaptation to provide wheelchair access (ramps, wider doors) |

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| Inclusion Support Workers | from: Term 1 to: Term 4 | \$100,000.00 | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Education support staff |
| Totals | | \$170,000.00 | |

Additional funding planner – Schools Mental Health Fund and Menu

| Activities and milestones | When | Funding allocated (\$) | Category |
|-----------------------------|----------------------------------|------------------------|----------|
| Disability Inclusion Leader | from: Term 1 to: Term 4 | | |
| Inclusion Support Workers | from: Term 1 to: Term 4 | | |
| Totals | | \$0.00 | |

Professional learning plan

| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
|--------------------------------|-------------------------------|----------------------------------|---|---|---|-----------|
| Leadership Coaching | ✓ Principal | from: Term 1 to: Term 4 | <ul style="list-style-type: none"> ✓ Planning ✓ Preparation | <ul style="list-style-type: none"> ✓ Formal school meeting / internal professional learning sessions | <ul style="list-style-type: none"> ✓ External consultants Bob Stephens | ✓ On-site |
| Intensive School Support | ✓ Principal | from: Term 1 to: Term 4 | <ul style="list-style-type: none"> ✓ Planning ✓ Preparation ✓ Peer observation including feedback and reflection | <ul style="list-style-type: none"> ✓ Formal school meeting / internal professional learning sessions | <ul style="list-style-type: none"> ✓ SEIL ✓ School improvement partnerships ✓ Departmental resources ISS | ✓ On-site |
| Instructional Model PL | ✓ Learning specialist(s) | from: Term 1 to: Term 4 | <ul style="list-style-type: none"> ✓ Planning ✓ Preparation ✓ Collaborative inquiry/action research team | <ul style="list-style-type: none"> ✓ Whole school pupil free day ✓ Formal school meeting / internal professional learning sessions ✓ Communities of practice | <ul style="list-style-type: none"> ✓ Learning specialist ✓ Literacy leaders | ✓ On-site |
| Curriculum PL | ✓ Curriculum co-ordinator (s) | from: Term 1 to: Term 4 | <ul style="list-style-type: none"> ✓ Planning ✓ Preparation ✓ Design of formative assessments | <ul style="list-style-type: none"> ✓ Whole school pupil free day ✓ Formal school meeting / internal | <ul style="list-style-type: none"> ✓ Leadership partners | ✓ On-site |

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| | <input checked="" type="checkbox"/> Learning specialist(s) | | | professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting | | |
| Tutoring | <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning | <input checked="" type="checkbox"/> PLC/PLT meeting | <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> Numeracy leader | <input checked="" type="checkbox"/> On-site |
| Learning Area Leader PLC PL | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team | from: Term 1 to: Term 4 | <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"/> On-site |
| Student Voice & Agency PL | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation | <input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Leadership partners | <input checked="" type="checkbox"/> On-site |
| Emotional Awareness & Regulation PL | <input checked="" type="checkbox"/> Assistant principal | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation | <input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal | <input checked="" type="checkbox"/> Leadership partners | <input checked="" type="checkbox"/> On-site |

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|----------|---|----------------------------------|---|--|---|---|
| | <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> SWPBS leader/team | | | professional learning sessions | | |
| SWPBS PL | <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"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Leadership partners | <input checked="" type="checkbox"/> On-site |