

# **2025 Annual Implementation Plan**

## **for improving student outcomes**

St Albans Secondary College (8330)



**ST ALBANS**  
**SECONDARY COLLEGE**

Submitted for review by Craig Jennings (School Principal) on 16 December, 2024 at 09:15 AM  
Endorsed by Davide Lombardi (Senior Education Improvement Leader) on 19 December, 2024 at 08:23 AM

## Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
<b>Learning</b>	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Embedding
<b>Wellbeing</b>	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Embedding
	FISO 2.0 Dimensions	Self-evaluation level
<b>Leadership</b>	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
<b>Teaching and learning</b>	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding

	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
<b>Assessment</b>	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Support and resources</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Excelling

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
--	---	--

<b>Future planning</b>	<p>The KIS we focussed on in 2024 has enabled us to make some improvements towards meeting our targets set as part the strategic planning process.</p> <p>For 2025 we put a great emphasis on developing staff capacity to support students to have great voice and agency in their learning.</p> <p>We will continue our implementation of School Wide Positive Behaviour Support.</p>
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
To maximise learning and engagement for every student in every classroom.	Yes	NAPLAN—target to be determined.	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Year 9 Reading (exceeding and strong proficiency levels) to increase from 56% to 59%            Year 9 Writing (exceeding and strong proficiency levels) to increase from 64% to 68%            Year 9 Numeracy (exceeding and strong proficiency levels) to increase from 64% to 67%            Year 9 Reading (developing and needs additional support) to decrease from 44% to 41%            Year 9 Numeracy ((developing and needs additional support) to decrease from 36% to 33%</p>
		<p>By 2027,</p> <ul style="list-style-type: none"> <li>to increase the mean All Studies VCE score from 30.96 (2022) to 32.00 (2027)</li> <li>to increase the percentage of VCE study scores that are greater than or equal to 40, from 8.8% (2022) to 9.5% (2027)</li> <li>to increase the VCE completion rate by 5% from a baseline set in 2023.</li> </ul>	<p>To increase the mean All Studies VCE score from 31.0 (2023) to 31.5            To increase the percentage of VCE study scores that are greater than or equal to 40, from 7.8% (2023) to 9.0%            To increase the VCE completion rate from 94% (2023) to 96%</p>

		<p>By 2027, to increase the percentage positive response on the AtoSS from:</p> <ul style="list-style-type: none"> <li>• 65% (2023) to 73% (2027) for Differentiated learning challenge</li> <li>• 58% (2023) to 66% (2027) for Stimulated learning</li> <li>• 49% (2023) to 57% (2027) for Student voice and agency</li> <li>• 69% (2023) to 77% (2027) for Effective teaching time.</li> </ul>	<p>To increase the percentage positive response on the AtoSS from:66% to 68% for Differentiated learning challenge62% to 63% for Stimulated learning51% to 53%for Student voice and agency69% to 71% for Effective teaching time.</p>
		<p>By 2027, to increase the percentage positive response on the SSS from:</p> <ul style="list-style-type: none"> <li>• 52% (2023) to 60% (2027) for Academic emphasis</li> <li>• 73% (2023) to 81% (2027) for Use student feedback to improve practice</li> <li>• 77% (2023) to 85% (2027) for Plan differentiated learning activities.</li> </ul>	<p>To increase the percentage positive response on the SSS from:56% to 58% for Academic emphasis77% to 78% for Use student feedback to improve practice80% to 82% (2027) for Plan differentiated learning activities.</p>
		<p>By 2027, to increase the percentage positive response on the POS from 70% (2023) to 78% (2027) for Stimulating learning environment.</p>	<p>To increase the percentage positive response on the POS from 76% to 77%f or Stimulating learning environment.</p>
<p>To enhance student wellbeing.</p>	<p>Yes</p>	<p>By 2027, to reduce the number of days absent per student per year from 17 days (2023) to 13 days (2027).</p>	<p>To reduce the number of days absent per student per year from 20 days to 18 days.</p>
		<p>By 2027, to increase the percentage positive response on the AtoSS from:</p> <ul style="list-style-type: none"> <li>• 46% (2023) to 54% (2027) for School connectedness</li> <li>• 62% (2023) to 70% (2027) for Advocate at school</li> <li>• 50% (2023) to 58% (2027) for Respect for diversity</li> <li>• 63% (2023) to 71% (2027) for Effective classroom behaviour.</li> </ul>	<p>To increase the percentage positive response on the AtoSS from:49% to 51% for School connectedness64% to 66% for Advocate at school51% to 53% for Respect for diversity61% to 63% (2027) for Effective classroom behaviour.</p>

		<p>By 2027, to increase the percentage positive response on the POS from:</p> <ul style="list-style-type: none"> <li>• 66% (2022) to 74% (2027) for Student motivation and support</li> <li>• 79% (2023) to 87% (2027) for Confidence and resiliency skills.</li> </ul>	<p>To increase the percentage positive response on the POS from:74% to 75% for Student motivation and support79% to 82% for Confidence and resiliency skills.</p>
		<p>By 2027, to increase the percentage positive response on the SSS from:</p> <ul style="list-style-type: none"> <li>• 39% (2023) to 47% (2027) for Shielding and buffering</li> <li>• 46% (2023) to 54% (2027) for Staff professional safety;</li> <li>• 43% (2023) to 51% (2027) for Staff psychological safety</li> <li>• 52% (2023) to 60% (2027) for Staff safety and wellbeing consultation and participation.</li> </ul>	<p>To increase the percentage positive response on the SSS from:43% to 45% for Shielding and buffering49% to 50% for Staff professional safety;51% to 53% for Staff psychological safety55% to 56% for Staff safety and wellbeing consultation and participation.</p>

<b>Goal 1</b>	To maximise learning and engagement for every student in every classroom.
<b>12-month target 1.1</b>	<p>Year 9 Reading (exceeding and strong proficiency levels) to increase from 56% to 59%</p> <p>Year 9 Writing (exceeding and strong proficiency levels) to increase from 64% to 68%</p> <p>Year 9 Numeracy (exceeding and strong proficiency levels) to increase from 64% to 67%</p> <p>Year 9 Reading (developing and needs additional support) to decrease from 44% to 41%</p> <p>Year 9 Numeracy ((developing and needs additional support) to decrease from 36% to 33%</p>
<b>12-month target 1.2</b>	<p>To increase the mean All Studies VCE score from 31.0 (2023) to 31.5</p> <p>To increase the percentage of VCE study scores that are greater than or equal to 40, from 7.8% (2023) to 9.0%</p> <p>To increase the VCE completion rate from 94% (2023) to 96%</p>

<b>12-month target 1.3</b>	To increase the percentage positive response on the AtoSS from: 66% to 68% for Differentiated learning challenge 62% to 63% for Stimulated learning 51% to 53%for Student voice and agency 69% to 71% for Effective teaching time.	
<b>12-month target 1.4</b>	To increase the percentage positive response on the SSS from: 56% to 58% for Academic emphasis 77% to 78% for Use student feedback to improve practice 80% to 82% (2027) for Plan differentiated learning activities.	
<b>12-month target 1.5</b>	To increase the percentage positive response on the POS from 76% to 77% or Stimulating learning environment.	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1.a</b> Assessment	Strengthen teacher capacity to utilise a range of assessment and feedback strategies to improve student outcomes.	Yes
<b>KIS 1.b</b> Engagement	Build teacher capacity to increase student agency and influence in their learning.	Yes
<b>KIS 1.c</b> Teaching and learning	Embed differentiation so that it is consistently observable in classroom practices and curriculum and assessment	Yes
<b>KIS 1.d</b> Teaching and learning	Build excellence in research-based teaching practice.	Yes

<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>Build teacher capacity to increase student agency and influence in their learning will become more of a focus in 2025. We will continue to build excellence in research-based teaching practice, particularly in Literacy and Numeracy, and also through the introduction of the Victorian Teaching and Learning Model. We will continue to use the lenses of assessment and differentiation in our work.</p>	
<p><b>Goal 2</b></p>	<p>To enhance student wellbeing.</p>	
<p><b>12-month target 2.1</b></p>	<p>To reduce the number of days absent per student per year from 20 days to 18 days.</p>	
<p><b>12-month target 2.2</b></p>	<p>To increase the percentage positive response on the AtoSS from:  49% to 51% for School connectedness  64% to 66% for Advocate at school  51% to 53% for Respect for diversity  61% to 63% (2027) for Effective classroom behaviour.</p>	
<p><b>12-month target 2.3</b></p>	<p>To increase the percentage positive response on the POS from:  74% to 75% for Student motivation and support  79% to 82% for Confidence and resiliency skills.</p>	
<p><b>12-month target 2.4</b></p>	<p>To increase the percentage positive response on the SSS from:  43% to 45% for Shielding and buffering  49% to 50% for Staff professional safety;  51% to 53% for Staff psychological safety  55% to 56% for Staff safety and wellbeing consultation and participation.</p>	
<p><b>Key Improvement Strategies</b></p>	<p>Is this KIS selected for focus this year?</p>	
<p><b>KIS 2.a</b> Leadership</p>	<p>Develop the capacity of staff to promote a safe, orderly, inclusive and stimulating school environment.</p> <p>Yes</p>	

<b>KIS 2.b</b> Support and resources	Further develop a school culture that enhances the extent to which all students, families and staff feel connected, protected and respected	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	We will continue to develop the capacity of staff to promote a safe, orderly, inclusive, and stimulating school environment through our work in School Wide Positive Behaviour Support and the Disability Inclusion initiative. Our CPR theme for students, families and staff will continue.	

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	To maximise learning and engagement for every student in every classroom.
<b>12-month target 1.1</b>	Year 9 Reading (exceeding and strong proficiency levels) to increase from 56% to 59% Year 9 Writing (exceeding and strong proficiency levels) to increase from 64% to 68% Year 9 Numeracy (exceeding and strong proficiency levels) to increase from 64% to 67% Year 9 Reading (developing and needs additional support) to decrease from 44% to 41% Year 9 Numeracy ((developing and needs additional support) to decrease from 36% to 33%
<b>12-month target 1.2</b>	To increase the mean All Studies VCE score from 31.0 (2023) to 31.5 To increase the percentage of VCE study scores that are greater than or equal to 40, from 7.8% (2023) to 9.0% To increase the VCE completion rate from 94% (2023) to 96%
<b>12-month target 1.3</b>	To increase the percentage positive response on the AtoSS from: 66% to 68% for Differentiated learning challenge 62% to 63% for Stimulated learning 51% to 53%for Student voice and agency 69% to 71% for Effective teaching time.
<b>12-month target 1.4</b>	To increase the percentage positive response on the SSS from: 56% to 58% for Academic emphasis 77% to 78% for Use student feedback to improve practice 80% to 82% (2027) for Plan differentiated learning activities.
<b>12-month target 1.5</b>	To increase the percentage positive response on the POS from 76% to 77%f or Stimulating learning environment.
<b>KIS 1.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth,	Strengthen teacher capacity to utilise a range of assessment and feedback strategies to improve student outcomes.

attainment and wellbeing capabilities	
<b>Actions</b>	<p>Action 1: To investigate best practice models for assessment and reporting</p> <p>Action 2: To experiment with different approaches to assessment and feedback</p>
<b>Outcomes</b>	<p>Action 1: Leaders will:</p> <ul style="list-style-type: none"> <li>- Evaluate a range of assessment and reporting approaches</li> <li>- Select an assessment and reporting approach for future implementation</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Experiment with a range of assessments</li> <li>- Evaluate current assessment and reporting approaches through consultation with the school community</li> </ul> <p>Action 2: All teachers will:</p> <ul style="list-style-type: none"> <li>- Use a variety of approaches to formative assessment</li> <li>- Use a variety of approaches to ensure student engagement with feedback</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Complete a more diverse range of formative assessment tasks</li> <li>- Engage with feedback more regularly and thoroughly to improve their learning outcomes</li> </ul>
<b>Success Indicators</b>	<p>Action 1: Early indicators:</p> <ul style="list-style-type: none"> <li>- Documentation of evaluation of a range of reporting and assessment approaches</li> </ul> <p>Late Indicators:</p> <ul style="list-style-type: none"> <li>- School community consultation data</li> </ul>

	<p>- Feedback from trial of new models</p> <p>Action 2: Early indicators: - Staff feedback from review of differentiated assessment strategies</p> <p>Late Indicators: - Curriculum Quality Review Panel data shows increased differentiation in assessment - Student forums and AToSS data indicates increased differentiation in the classroom</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Action 1: Evaluate and investigate a range of reporting and assessment models, through liasing with other schools, and select an approach for future implementation	<input checked="" type="checkbox"/> Assessment & reporting coordinator <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teaching and learning coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Action 1: Consult with the school community about current assessment and reporting practices	<input checked="" type="checkbox"/> Assessment & reporting coordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Action 1: Trial new models where possible with targeted group(s) based on evaluations and review using the ABCDE (Accept, Believe, Commit, Discover, Evaluate) model	<input checked="" type="checkbox"/> Assessment & reporting coordinator <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Staff development coordinator <input checked="" type="checkbox"/> Teaching and learning coordinator	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00

<p>Action 2: Trial differentiated assessment strategies in KLAs</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assessment &amp; reporting coordinator</li> <li><input checked="" type="checkbox"/> KLA leader</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p>
<p>Action 2: Review success of differentiated strategies through staff feedback, and refine strategies in KLAs</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assessment &amp; reporting coordinator</li> <li><input checked="" type="checkbox"/> KLA leader</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 3</p>	<p>\$0.00</p>
<p>Action 2: Facilitate professional learning workshops on differentiated assessment and feedback strategies for KLAs</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assessment &amp; reporting coordinator</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Staff development coordinator</li> <li><input checked="" type="checkbox"/> Teaching and learning coordinator</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>
<p><b>KIS 1.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Build teacher capacity to increase student agency and influence in their learning.</p>			
<p><b>Actions</b></p>	<p>Action 1: Build teacher capacity to facilitate student agency in the classroom</p>			

	<p>Action 2: Build student capacity for agency</p>
<p><b>Outcomes</b></p>	<p>Action 1: Teachers will:  <ul style="list-style-type: none"> <li>- Be able to articulate the SASC approach to student agency</li> <li>- Implement student agency strategies in their classrooms</li> </ul> </p> <p>Students will:  <ul style="list-style-type: none"> <li>- Be able to articulate the SASC approach to student agency</li> <li>- Have increased agency in the classroom</li> </ul> </p> <p>Action 2: Teachers will:  <ul style="list-style-type: none"> <li>- Promote and support opportunities for student agency</li> <li>- Interact with PFL goals</li> </ul> </p> <p>Students will:  <ul style="list-style-type: none"> <li>- Have increased agency beyond the classroom</li> <li>- Set and interact with PFL goals</li> </ul> </p>
<p><b>Success Indicators</b></p>	<p>Early indicators:  <ul style="list-style-type: none"> <li>- Staff feedback from PDP conversations indicates understanding of the SASC agency framework</li> <li>- Survey feedback from Term 1 Curriculum Day</li> <li>- Staff participation rates in observation week</li> <li>- Documentation of class captain roles and processes</li> <li>- Formation of the Student Action Learning Team (SLAT) and meeting minutes</li> <li>- Student feedback from the Student Leadership Conference</li> </ul> </p> <p>Late Indicators:  <ul style="list-style-type: none"> <li>- Student forums and AToSS data indicates increased understanding of student agency and opportunities for agency in the classroom</li> <li>- Survey feedback from Term 3 Curriculum Day</li> <li>- Teach the Teacher action plan results</li> </ul> </p>

	<ul style="list-style-type: none"> <li>- Staff feedback from PDP conversations indicates trialling of student agency strategies</li> <li>- Student leadership group meeting minutes (SLAT, class captains, SRC)</li> </ul>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Action 1: Introduce the SASC definition and frameworks for student agency at the Term 1 Curriculum Day and year level assemblies	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Staff development coordinator</li> <li><input checked="" type="checkbox"/> Teaching and learning coordinator</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Action 1: Develop and trial practical classroom strategies to facilitate student agency supported by professional learning modules	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Staff development coordinator</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Teaching and learning coordinator</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Action 2: Investigate and develop an idea for an event similar to 'Night of the Notables'	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curriculum co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Teaching and learning coordinator</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Action 1: Plan for and provide a meeting-free week to enable peer observation of practical classroom strategies	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Teaching and learning coordinator</li> <li><input checked="" type="checkbox"/> Timetable coordinator</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00

<p>Action 1: Provide staff a choice between peer coaching and learning sprints to support individual goal-setting</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Staff development coordinator</li> <li><input checked="" type="checkbox"/> Teaching and learning coordinator</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>
<p>Action 2: Re-establish the Student Learning Action Team, and meet regularly to evaluate and implement AIP activities and student-led projects.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> </ul>	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>
<p>Action 2: Evaluate and update the class leadership program to refine and clarify the role and embed leadership skills</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Mental health and wellbeing leader</li> <li><input checked="" type="checkbox"/> Student leadership coordinator</li> <li><input checked="" type="checkbox"/> Sub school leader/s</li> </ul>	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p>
<p>Action 2: Develop the leadership skills of the various student leaders across the school - College Leadership Team, SRC, CPR ambassadors, class captains, and house captains - through leadership mentoring and public speaking workshops</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Student leadership coordinator</li> <li><input checked="" type="checkbox"/> Sub school leader/s</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>
<p>Action 2: Implement a clear process for supporting a diverse range of students to present at year level assemblies, conduct school tours, make class announcements</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Student leadership coordinator</li> <li><input checked="" type="checkbox"/> Sub school leader/s</li> </ul>	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p>

<p>Action 2: Run the SASC student leadership conference</p>	<input checked="" type="checkbox"/> Student leadership coordinator	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p>
<p>Action 2: Run the Teach the Teacher program in the Term 3 Curriculum Day</p>	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Staff development coordinator <input checked="" type="checkbox"/> Teaching and learning coordinator	<input type="checkbox"/> PLP Priority	<p>from: Term 3 to: Term 3</p>	<p>\$0.00</p>
<p>Action 2: Invite students to take part in the AIP writing and reviews</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 4</p>	<p>\$0.00</p>
<p>Action 2: Support students to set and interact with prepared for learning goals each semester</p>	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and learning coordinator	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>
<p><b>KIS 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Embed differentiation so that it is consistently observable in classroom practices and curriculum and assessment</p>			
<p><b>Actions</b></p>	<p>Action 1: Increase access to resources that support teachers to differentiate</p>			

	<p>Action 2: Continue to build staff capacity to plan for and deliver a differentiated learning experience, with a particular focus on students who require additional support</p>
<p><b>Outcomes</b></p>	<p>Action 1: Teachers will: - Create a variety of exemplar differentiated learning activities and assessment - Regularly access these resources through the pedagogy toolkit</p> <p>Action 2: Students will: - Experience a consistent differentiated learning experience, including differentiated assessment - Experience appropriate adjustments consistently across all areas of learning</p> <p>Teachers will: - Trial and evaluate an approach to differentiated assessment - Build upon their existing differentiation classroom practices, with a particular focus on adjustments for students who require additional support</p>
<p><b>Success Indicators</b></p>	<p>Action 1: Early Indicators: - Teaching staff access the Pedagogy Toolkit and develop differentiated units of work - Teachers report use of the Pedagogy Toolkit through surveys and/or the PDP conversations</p> <p>Late Indicators: - Quality Curriculum Review Panels show an increase in differentiated materials being used consistently across faculties - Student learning forums provide evidence of differentiated classroom activities across learning areas</p> <p>Action 2: Early Indicators: - Staff use data to identify students in need of support - Staff make necessary adjustments regularly in classroom practice</p> <p>Late Indicators:</p>

	<ul style="list-style-type: none"> <li>- Staff have set and worked on goals to differentiate for functional needs</li> <li>- Staff will have interacted with various data sets to make adjustments</li> <li>- Students report increased differentiated learning experience and stimulated learning through student forum and AToSS data</li> </ul>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Action 1: Launch the pedagogy toolkit to all staff early in Term 1 and again for new teachers at the New Staff Day	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teaching and learning coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Action 1: Collect differentiated assessment examples from all KLAs through the pedagogy toolkit and share with all staff	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teaching and learning coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Action 1: Facilitate interaction with the pedagogy toolkit during professional learning	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Staff development coordinator <input checked="" type="checkbox"/> Teaching and learning coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Action 2: Provide professional learning on the SASC differentiation framework for new staff	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Staff development coordinator <input checked="" type="checkbox"/> Teaching and learning coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00

<p>Action 2: Develop staff capacity to differentiate for functional needs through professional learning modules</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Disability inclusion coordinator</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Staff development coordinator</li> <li><input checked="" type="checkbox"/> Teaching and learning coordinator</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
<p>Action 2: Facilitate professional learning workshops on differentiation in the classroom</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Staff development coordinator</li> <li><input checked="" type="checkbox"/> Teaching and learning coordinator</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>Action 2: Conduct an audit of differentiated assessment through the Curriculum Quality Review panels</p>	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00
<p>Action 2: Support staff through literacy and numeracy teams to use data to identify students in need of support and differentiate for them</p>	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$400,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<p><b>KIS 1.d</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build excellence in research-based teaching practice.</p>			

<b>Actions</b>	<p>Action 1: Strengthen and refine research-based approaches for teaching and learning</p> <p>Action 2: Support teachers to effectively implement literacy and numeracy practices across the college</p>
<b>Outcomes</b>	<p>Action 1: Teachers will:</p> <ul style="list-style-type: none"> <li>- Be exposed to research and have more opportunities to engage with materials following professional learning</li> <li>- Implement research-based teaching practices.</li> </ul> <p>Action 2 Students will:</p> <ul style="list-style-type: none"> <li>- Show increased proficiency levels in NAPLAN Numeracy, Reading, PAT-M and PAT-R</li> <li>- Receive numeracy and/or literacy support if identified for intervention</li> <li>- Report increased engagement in Maths, and literacy through student surveys and feedback.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Report increased confidence in teaching numeracy skills in their subject area, including being able to use data to differentiate.</li> <li>- Have a shared and consistent approach to the teaching of reading in English, EAL and Literacy programs</li> <li>- Consistently use red writing books and blue literacy journals to improve students' writing and reading</li> <li>- Identify students' literacy learning needs and collaboratively develop interventions</li> </ul>
<b>Success Indicators</b>	<p>Action 1: Early Indicators:</p> <ul style="list-style-type: none"> <li>- Professional reading group attendance has increased</li> <li>- Professional reading features in leadership agenda items</li> <li>- Positive feedback from staff regarding the choice of professional learning</li> </ul> <p>Action 2: Early Indicators:</p> <ul style="list-style-type: none"> <li>- Students requiring acceleration in maths have been added to supporting Google Classrooms.</li> <li>- Literacy and Numeracy teams have been resourced with support to use data and plan for interventions</li> </ul>

	<ul style="list-style-type: none"> <li>- Literate Practice program teachers have received professional learning and use centralised resources</li> <li>- Writing frameworks and reading periods have been reviewed</li> </ul> <p>Late Indicators:</p> <ul style="list-style-type: none"> <li>- Increased growth in 75th and 95th percentile of PAT-M data</li> <li>- Improvement in DIBELS data of year 7 students and LEP students, and improvement in PAT-R Testing</li> <li>- A reading period in Year 8 and 9 English that is underpinned by Accountable Independent Reading.</li> </ul>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Action 1: Engage with professional reading in leadership meetings and provide links to professional reading as part of all professional learning modules</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Curriculum co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Staff development coordinator</li> <li><input checked="" type="checkbox"/> Teaching and learning coordinator</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>Action 1: Increase participation of the Professional Reading Group and include some areas of educational research relevant to our context and school directions</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>Action 1: Implement the KLA-choice Teaching and Learning Team workshops and evaluate their quality and utility</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Staff development coordinator</li> <li><input checked="" type="checkbox"/> Teaching and learning coordinator</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Action 1: Audit the current SASC Teaching and Learning framework in light of the Victorian Teaching and Learning Model 2.0 and determine any necessary adjustments for 2026	<input checked="" type="checkbox"/> Teaching and learning coordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Action 2 : Improve Numeracy and Literacy Teams' capacity to use research based practice and data to plan and provide interventions for student, and data with centralised resources to support	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Action 2 : Provide whole-staff PL on Literacy and/or Numeracy based on NAPLAN data	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Staff development coordinator <input checked="" type="checkbox"/> Teaching and learning coordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$100,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Action 2 : Include a PDP question on literacy and numeracy teaching	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Staff development coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Action 2 : Facilitate professional learning workshops on literacy and numeracy for KLAs	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Staff development coordinator <input checked="" type="checkbox"/> Teaching and learning coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Action 2 : Implement consistent processes for communication between classroom teachers and tutors/MYLN	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

Action 2 (Numeracy): Implement consistent approach to acceleration of high-ability students in mainstream maths classes	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Action 2 (Numeracy): Consistently provide opportunities for engagement with maths, outside of the maths classroom (e.g. Maths Question of the Week, Australian Maths Competition)	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Action 2 (Numeracy): Consistently utilise pre-tests to effectively identify points of need for students, so that teachers can effectively differentiate for their class	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Action 2 (Literacy): Redesign, implement, and evaluate the Literate Practices curriculum program based on research in teaching reading	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Action 2 (Literacy): Monitor the effectiveness of the LEP and LP programs using DIBELS and other data	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Action 2 (Literacy): Provide ongoing professional learning to Literate Practices teachers to confidently deliver the curriculum	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Staff development coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00

	<input checked="" type="checkbox"/> Teaching and learning coordinator			
Action 2 (Literacy): Update the writing frameworks and build English and EAL staff capacity to teach writing	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Action 2 (Literacy): Investigate and trial Accountable Independent Reading for the reading period in English	<input checked="" type="checkbox"/> KLA leader <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
<b>Goal 2</b>	To enhance student wellbeing.			
<b>12-month target 2.1</b>	To reduce the number of days absent per student per year from 20 days to 18 days.			
<b>12-month target 2.2</b>	To increase the percentage positive response on the AtoSS from: 49% to 51% for School connectedness 64% to 66% for Advocate at school 51% to 53% for Respect for diversity 61% to 63% (2027) for Effective classroom behaviour.			
<b>12-month target 2.3</b>	To increase the percentage positive response on the POS from:  74% to 75% for Student motivation and support 79% to 82% for Confidence and resiliency skills.			
<b>12-month target 2.4</b>	To increase the percentage positive response on the SSS from:  43% to 45% for Shielding and buffering 49% to 50% for Staff professional safety; 51% to 53% for Staff psychological safety 55% to 56% for Staff safety and wellbeing consultation and participation.			

<p><b>KIS 2.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Develop the capacity of staff to promote a safe, orderly, inclusive and stimulating school environment.</p>
<p><b>Actions</b></p>	<p>Action 1: Further develop and embed the whole school approach to creating safe and inclusive classrooms using the SWPBS framework</p> <p>Action 2: Develop staff capacity to implement Disability Inclusion reform</p>
<p><b>Outcomes</b></p>	<p>Action 1: Students will:</p> <ul style="list-style-type: none"> <li>- Be able to articulate and demonstrate clear understanding of behaviour expectations</li> <li>- Engage in more positive behaviour</li> <li>- Report stronger relationships with teachers and staff</li> </ul> <p>Staff will:</p> <ul style="list-style-type: none"> <li>- Develop a shared understanding of behaviour expectations and school wide responses</li> <li>- Use agreed practices and consistent language to confidently teach and reinforce positive behaviour</li> <li>- Use pedagogy that develops engaging classrooms and strengthens relationships with students</li> </ul> <p>Action 2: Students will:</p> <ul style="list-style-type: none"> <li>- Experience inclusive learning environments with learning activities designed to meet them at their point of need</li> </ul> <p>Staff will:</p> <ul style="list-style-type: none"> <li>- Document required adjustments for students' functional needs</li> <li>- Consistently implement adjustments to support students' functional needs</li> </ul>

	<ul style="list-style-type: none"> <li>- Have a shared understanding of the Disability Inclusion framework</li> <li>- Utilise IEPs and snapshots to develop and implement adjustments to support students' functional needs.</li> </ul>
<p><b>Success Indicators</b></p>	<p>Action 1:</p> <p>Early Indicators:</p> <ul style="list-style-type: none"> <li>- SWPBS team and learning specialists complete training</li> <li>- Learning specialists provide coaching on positive classroom management to teachers</li> <li>- Evidence of reward and recognition system in use by staff.</li> <li>- Trialled a pilot PTR-C action plan</li> <li>- SWPBS data shared with staff</li> </ul> <p>Late Indicators:</p> <ul style="list-style-type: none"> <li>- Student forum data demonstrates an increased sense of safety in the school</li> <li>- Staff report improved student behaviour</li> <li>- Fewer red posts and suspensions reported on Compass</li> <li>- Increasing "green posts" or reward posts on Compass</li> <li>- Improved ATOSS data</li> </ul> <p>Action 2:</p> <p>Early Indicators:</p> <ul style="list-style-type: none"> <li>- Evidence of teachers recording adjustments for students</li> <li>- Disability inclusion data has been shared at a staff meeting</li> <li>- Teachers have engaged with IEPs, Snapshots and attended targeted DI meetings</li> <li>- DI team complete classroom observations</li> <li>- Profile meetings are set in Semester 1</li> </ul> <p>Late Indicators:</p> <ul style="list-style-type: none"> <li>- Feedback from students indicates increasing number of staff using and documenting adjustments</li> <li>- Increase in the number of specialist staff completing comprehensive ROSIs</li> <li>- Increase in students receiving Tier 3 funding</li> </ul>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Action 1: SWPBS team complete professional learning course “Tier 1 Intermediate: Universal Prevention Part B (UPB)”	<input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Action 1: SWPBS team and Learning Specialists complete “Tier 1 Advanced: Classroom Systems”	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Staff development coordinator <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teaching and learning coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Action 1: Deliver professional learning to staff to further develop and embed SWPBS framework	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teaching and learning coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Action 1: Implement refined reward and recognition system	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Action 1: Learning Specialists use instructional coaching to develop the capacity of staff to foster and sustain positive relationships with students using research-based approaches	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Staff development coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

	<input checked="" type="checkbox"/> Teaching and learning coordinator			
Action 1: Refine the SWPBS pulse dashboards to make it accessible and usable for teachers, Sub School staff and SWPBS team to support students at their point of need	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Action 1: Provide training for staff in the interpretation and use of SWPBS pulse data	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Action 1: SWPBS team to trial the use of Prevent -Teach Reinforce-Corrective- Consequence (PTR-C) action plans	<input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Action 1: Prioritise time during meetings for staff to log SWPBS chronicles	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Action 1: Implement and evaluate a school-wide approach to teaching expected behaviours through the Learning Manager program and mini-lessons	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Action 2: Provide professional learning opportunities for staff on how to	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$0.00

implement, document and evaluate adjustments (including modified work and assessment) to support students' functional needs	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Learning specialist(s)		to: Term 3	
Action 2: Develop the capacity of Learning Specialists and school-based specialists to complete records of specialist interventions (ROSI)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Action 2: Gather feedback from staff about effectiveness and frequency of adjustments to support students with functional needs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Action 2: Gather feedback from DI supported students about effectiveness and frequency of adjustments to support their functional needs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
<b>KIS 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Further develop a school culture that enhances the extent to which all students, families and staff feel connected, protected and respected			
<b>Actions</b>	Action 1: Develop the culture of CPR through student agency  Action 2: Create further opportunities for parents to engage positively in their child's education.			

	<p>Action 3: Continue to promote a culture that supports staff wellbeing.</p>
<b>Outcomes</b>	<p>Action 1: Students will: - Demonstrate the culture of CPR through their language, behaviour and actions - Know the proper channels and report concerns about psychological health and wellbeing</p> <p>Action 2: Parents will: - Increase positive participation in school programs</p> <p>Action 3: Staff will: - Report improved levels of wellbeing - Report increased confidence to share opinions and raise issues</p>
<b>Success Indicators</b>	<p>Action 1 Early Indicators: -Mental health first aid sessions delivered</p> <p>Late Indicators: -Students report increased school connectedness -Increased student engagement in developing student programs</p> <p>Action 2 Early Indicators: -Schedule for parent events developed Late Indicators: - Increased parent attendance at events</p> <p>Action 3 Early indicators - PDP templates developed with strength focus</p>

	<ul style="list-style-type: none"> <li>- successes celebrated at meetings</li> <li>- development of a leadership action plan</li> </ul> <p>Late Indicators:</p> <ul style="list-style-type: none"> <li>-staff report improved professional and psychological and professional safety through the school staff survey</li> </ul>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Action 1: Provide training to all Year 9 students on mental health first aide	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Action 1: Further develop the skills of CPR ambassadors, peer mentors, class and school captains to support their peers' mental health and how to promote help seeking behaviour	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Action 1: Provide information to students on developing coping skills and the proper channels for seeking help and reporting issues related to psychological health and safety	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Action 1: Continue Semester-based CPR themes and activities to reinforce expected positive behaviour	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Action 2: Gather feedback from parents to reflect on and review current parent evenings	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Sub school leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Action 2: Develop and promote events that provide parents with opportunities to positively engage with the College	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Action 3: Incorporate a focus on staff strengths in PDPs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Staff development coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Action 3: Promote processes for staff to report concerns regarding their own or others' psychological safety and seek support	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Staff development coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Action 3: Review the Department of Education's High Impact	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

Wellbeing Strategies (HIWS) and audit with our current practice to support every teacher in every classroom	<input checked="" type="checkbox"/> Staff development coordinator		to: Term 4	
Action 3: Provide time at meetings to celebrate successes and wins across the College	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Action 3: Develop and implement an action plan to foster the development of a positive leadership culture	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 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	\$2,849,299.22	\$2,849,299.22	\$0.00
Disability Inclusion Tier 2 Funding	\$698,212.13	\$698,212.13	\$0.00
Schools Mental Health Fund and Menu	\$154,872.11	\$154,872.11	\$0.00
<b>Total</b>	<b>\$3,702,383.46</b>	<b>\$3,702,383.46</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Action 2: Support staff through literacy and numeracy teams to use data to identify students in need of support and differentiate for them	\$400,000.00
Action 2 : Improve Numeracy and Literacy Teams' capacity to use research based practice and data to plan and provide interventions for student, and data with centralised resources to support	\$200,000.00
Action 2 : Provide whole-staff PL on Literacy and/or Numeracy based on NAPLAN data	\$100,000.00
Action 2 (Numeracy): Consistently utilise pre-tests to effectively identify points of need for students, so that teachers can effectively differentiate for their class	\$100,000.00

Action 2 (Literacy): Redesign, implement, and evaluate the Literate Practices curriculum program based on research in teaching reading	\$100,000.00
Action 2 (Literacy): Monitor the effectiveness of the LEP and LP programs using DIBELS and other data	\$100,000.00
<b>Totals</b>	<b>\$1,000,000.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Action 2: Support staff through literacy and numeracy teams to use data to identify students in need of support and differentiate for them	from: Term 1 to: Term 4	\$400,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Action 2 : Improve Numeracy and Literacy Teams' capacity to use research based practice and data to plan and provide interventions for student, and data with centralised resources to support	from: Term 1 to: Term 4	\$200,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Action 2 : Provide whole-staff PL on Literacy and/or Numeracy based on NAPLAN data	from: Term 2 to: Term 3	\$100,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

Action 2 (Numeracy): Consistently utilise pre-tests to effectively identify points of need for students, so that teachers can effectively differentiate for their class	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Action 2 (Literacy): Redesign, implement, and evaluate the Literate Practices curriculum program based on research in teaching reading	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Action 2 (Literacy): Monitor the effectiveness of the LEP and LP programs using DIBELS and other data	from: Term 2 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<b>Totals</b>		\$1,000,000.00	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional funding planner – Total Budget

Activities and milestones	Budget
Staffing and time allowance in student support	\$1,600,000.00
Learning supports eg Literate Practices, enrichment programs, reduced class sizes	\$249,299.22
<b>Totals</b>	<b>\$1,849,299.22</b>

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Staffing and time allowance in student support	from: Term 1 to: Term 4	\$1,600,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Learning supports eg Literate Practices, enrichment programs, reduced class sizes	from: Term 1 to: Term 4	\$249,299.22	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		<b>\$1,849,299.22</b>	

### Additional funding planner – Disability Inclusion Funding

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

Staffing and time allowance in student support	from: Term 1 to: Term 4	\$698,212.13	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  •
Learning supports eg Literate Practices, enrichment programs, reduced class sizes	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$698,212.13	

### Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Staffing and time allowance in student support	from: Term 1 to: Term 4	\$154,872.11	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)
Learning supports eg Literate Practices, enrichment programs, reduced class sizes	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$154,872.11	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Action 2: Facilitate professional learning workshops on differentiated assessment and feedback strategies for KLAs	<input checked="" type="checkbox"/> Assessment & reporting coordinator <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Staff development coordinator <input checked="" type="checkbox"/> Teaching and learning coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Action 1: Introduce the SASC definition and frameworks for student agency at the Term 1 Curriculum Day and year level assemblies	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Staff development coordinator <input checked="" type="checkbox"/> Teaching and learning coordinator	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Action 1: Develop and trial practical	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal school meeting / internal	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

classroom strategies to facilitate student agency supported by professional learning modules	<input checked="" type="checkbox"/> Staff development coordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and learning coordinator	to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Student voice, including input and feedback	professional learning sessions		
Action 1: Plan for and provide a meeting-free week to enable peer observation of practical classroom strategies	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teaching and learning coordinator <input checked="" type="checkbox"/> Timetable coordinator	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Action 1: Provide staff a choice between peer coaching and learning sprints to support individual goal-setting	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Staff development coordinator <input checked="" type="checkbox"/> Teaching and learning coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Action 2: Provide professional learning on the SASC differentiation framework for new staff</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Staff development coordinator</li> <li><input checked="" type="checkbox"/> Teaching and learning coordinator</li> </ul>	<p>from: Term 1 to: Term 1</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Timetabled planning day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> External consultants</li> </ul> <p>Glenn Pearsall</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Action 2: Develop staff capacity to differentiate for functional needs through professional learning modules</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Disability inclusion coordinator</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Staff development coordinator</li> <li><input checked="" type="checkbox"/> Teaching and learning coordinator</li> </ul>	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Timetabled planning day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Action 2: Facilitate professional learning workshops on differentiation in the classroom</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Staff development coordinator</li> <li><input checked="" type="checkbox"/> Teaching and learning coordinator</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

<p>Action 2 : Facilitate professional learning workshops on literacy and numeracy for KLAs</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Staff development coordinator</li> <li><input checked="" type="checkbox"/> Teaching and learning coordinator</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Action 2 (Literacy): Provide ongoing professional learning to Literate Practices teachers to confidently deliver the curriculum</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Staff development coordinator</li> <li><input checked="" type="checkbox"/> Teaching and learning coordinator</li> </ul>	<p>from: Term 1 to: Term 3</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Action 1: Deliver professional learning to staff to further develop and embed SWPBS framework</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> SWPBS leader/team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> External consultants SWPBS Coach</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

	<input checked="" type="checkbox"/> Teaching and learning coordinator					
<b>Action 1:</b> Provide training for staff in the interpretation and use of SWPBS pulse data	<input checked="" type="checkbox"/> Assistant principal <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"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants SWPBS Coach	<input checked="" type="checkbox"/> On-site
<b>Action 2:</b> Provide professional learning opportunities for staff on how to implement, document and evaluate adjustments (including modified work and assessment) to support students' functional needs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site