

2025 Annual Implementation Plan

for improving student outcomes

Box Hill Senior Secondary College (7050)



Submitted for review by Warren Dawson (School Principal) on 03 March, 2025 at 11:10 AM
Endorsed by Joanne Wastle (Senior Education Improvement Leader) on 03 March, 2025 at 11:17 AM

Self-evaluation summary - 2025

Box Hill Senior Secondary College (7050)

	FISO 2.0 outcomes	Self-evaluation level	Evidence and analysis
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Embedding	
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	Evidence and analysis
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding	

	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core		
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding	
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships		
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving	
	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	Embedding	
	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	Embedding	
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students		

Assessment			

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Leadership			
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Engagement			

Support			

Future planning	<p>Real Schools delivery not to expected level (common consensus amongst other schools). Difficulty in making staffing appointments in ES positions (advertised, not filled). Vacant positions to be addressed at beginning of 2025.</p> <p>More work with staff in relationships, restorative practices etc. SWPB implementation for 2025 planned. On-going and more deliberate PD support in terms of student management, building positive relationships, the resilience project (linked to our pastoral care diaries and associated activities) will also be re-visited and improved upon in 2025.</p>
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
To improve outcomes in literacy and numeracy for all students.	Yes	<p>To increase the mean study score in the following VCE Study Groups:</p> <ul style="list-style-type: none"> • English – from 25.5 (2022) to 27.5 (2026) • Business Studies- Business Management – from 23.6 (2022) to 25.6 (2026) • Mathematics – Further Mathematics from 24.4 (2022) to 26.4 (2026) • Mathematics – Mathematical Methods (CAS) from 23.0 (2022) to 25.0 (2026) • Science – Biology from 22.9 (2022) to 24.9 (2026) • Science – Chemistry from 23.0 (2022) to 25.0 (2026) • Science – Physics from 24.6 (2022) to 26.6 (2026) • Science – Psychology from 21.6 (2022) to 23.6 (2026) • Technology – Design and Technology from 23.0 (2022) to 25.0 (2026) • Technology – Food and Technology from 25.6 (2022) to 27.6 (2026) 	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Given that there has been gradual improvement over the past 3 years in particular our general 12 month targets will be to improve by 0.5 - 1.0 in terms of study scores. As of 2025 our general targets will be: English 28 to 28.5 Business Studies 25 - 25.5/26 Maths: General 27-27.5 Maths: Foundation 30-30.5 Maths: Methods 26-26.5 Science-Biology: 29-29.5 Science-Chemistry: 31-31.5 Science-Physics: 29.5-30 Science-Psychology: 32-32.5 Technology-Design: did not run in 2024 Technology-Food: 28-28.5</p>
		<p>By 2026, increase the percentage of positive responses on the School Staff Survey to the following factor:</p> <ul style="list-style-type: none"> • Teaching and Learning- Practice Improvement module: Use pedagogical model from 50% (2022) to 65%. 	<p>For 2025, Staff Survey - Teaching and Learning Practice Improvement - "Teachers in this school use an explicit pedagogical model to guide</p>

			their practice - 2024 (48%) - in 2025 we want to improve this to 58%
		By 2026, increase the percentage of positive responses on the School Staff Survey to the following factor: <ul style="list-style-type: none"> Teaching and Learning- Evaluation module: Understand how to analyse data from 38% (2022) to 50%. 	For 2025, Staff Survey - Teaching and Learning - Evaluation Module - "Teachers in this school have a deep understanding of how to analyse data" - 2024 (43%) - in 2025 we want to improve this to 55%
		By 2026, increase the percentage of positive responses on the School Staff Survey to the following factor: <ul style="list-style-type: none"> Teaching and Learning- Implementation module: Use high impact teaching strategies from 56% (2022) to 67%. 	For 2025, Staff Survey - Teaching and Learning - Implementation Module - "Teachers in this school use evidence based high impact teaching strategies in their daily practice" - 2024 (52%) - in 2025 we want to improve this to 62%
To improve wellbeing for all students	Yes	By 2026, increase the percentage of positive responses on the School Staff Survey to the following factor: <ul style="list-style-type: none"> Teaching and Learning-Planning module: plan differentiated learning activities from 50% (2022) to 60%. 	For 2025, Staff Survey - Teaching and Learning Planning Module - "Teachers in this school plan differentiated learning activities based on student learning needs" - 2024 (43%) - in 2025 we want to improve this to 53%
		By 2026, maintain or increase the percentage of positive responses on the Attitudes to School Survey to the following factors: <ul style="list-style-type: none"> Social engagement module: Sense of connectedness at 71% (2022) or higher. 	For 2025, SATSS Survey - Social Engagement Module - "Sense of Connectedness" - 2024 (52%) - in 2025 we want to improve this to 60%
		By 2026, decrease the percentage of not positive responses on the Attitudes to School Survey to the following factors:	For 2025, SATSS Survey - decrease/reduce the percentage of not positive responses for Effective

		<ul style="list-style-type: none"> Effective teaching practice for cognitive engagement module: Stimulated learning from 26% (2022) to 15%. 	Teaching Practice for Cognitive Engagement Module: "Stimulated Learning" - 2024 (30%) - in 2025 we want to improve Stimulate Learning, by reducing the not positive responses to 20%
		<p>By 2026, increase the percentage of positive responses on the Parent Opinion Survey to the following factors:</p> <ul style="list-style-type: none"> Parent community engagement module: School communication from 54% (2022) to 66%. 	For 2025, Parent Survey - Parent community engagement module: "School Communication" - 2024 (80%) - in 2025 we would like to improve this to 85% (Note: There is a casual link to Teacher Communication, which only accorded a 65% rating so an overall improvement of information from the College is needed)
To improve student agency and pathways for all students.	No	<p>By 2026, increase the percentage of positive responses on the School Staff Survey to the following factor:</p> <ul style="list-style-type: none"> Teaching and Learning- Evaluation module: use student feedback to improve practice from 38% (2022) to 50%. 	
		<p>By 2026, increase the percentage of positive responses on the School Staff Survey to the following factor:</p> <ul style="list-style-type: none"> School climate module: Collective efficacy from 44% (2022) to 55%. 	
		<p>By 2026, maintain or increase the percentage of positive responses on the Attitudes to School Survey to the following factors:</p>	

		<ul style="list-style-type: none"> • Social engagement module: Student voice and agency at 53% (2022) or higher. 	
		<p>By 2026, increase the percentage of positive responses on the Parent Opinion Survey to the following factors:</p> <ul style="list-style-type: none"> • School ethos and environment module: General school satisfaction from 52% (2022) to 67%. 	

Goal 1	To improve outcomes in literacy and numeracy for all students.
12-month target 1.1	<p>Given that there has been gradual improvement over the past 3 years in particular our general 12 month targets will be to improve by 0.5 - 1.0 in terms of study scores. As of 2025 our general targets will be:</p> <p>English 28 to 28.5 Business Studies 25 - 25.5/26 Maths: General 27-27.5 Maths: Foundation 30-30.5 Maths: Methods 26-26.5 Science-Biology: 29-29.5 Science-Chemistry: 31-31.5 Science-Physics: 29.5-30 Science-Psychology: 32-32.5 Technology-Design: did not run in 2024 Technology-Food: 28-28.5</p>
12-month target 1.2	For 2025, Staff Survey - Teaching and Learning Practice Improvement - "Teachers in this school use an explicit pedagogical model to guide their practice - 2024 (48%) - in 2025 we want to improve this to 58%
12-month target 1.3	For 2025, Staff Survey - Teaching and Learning - Evaluation Module - "Teachers in this school have a deep understanding of how to analyse data" - 2024 (43%) - in 2025 we want to improve this to 55%

12-month target 1.4	For 2025, Staff Survey - Teaching and Learning - Implementation Module - "Teachers in this school use evidence based high impact teaching strategies in their daily practice" - 2024 (52%) - in 2025 we want to improve this to 62%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Leadership	Develop and implement a whole college literacy and numeracy plan.	Yes
KIS 1.b Teaching and learning	Develop and implement a PLC model	No
KIS 1.c Support and resources	Develop a consistent approach to the implementation of High Impact Teaching Strategies (HITS).	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.	The College has demonstrated a general level of improvement in terms of teaching and learning outcomes, but there is a further need to improve the consistency and point of need instructional practice in literacy and numeracy across the curriculum. This will be supported through more consistent reference to the use of HITS when teachers are planning and delivering curriculum. Based on staff and student survey feedback from 2024, there is a need to look at greater levels of understanding across all teachers, supported through the introduction of Learning Walks (with an initial focus around HITS such as Learning Intentions and Success Criteria) and on-going PD or examination of practice (both instructional and through the use of the College LEARN pedagogical model), even though it is being reviewed this year.	
Goal 2	To improve wellbeing for all students	
12-month target 2.1	For 2025, Staff Survey - Teaching and Learning Planning Module - "Teachers in this school plan differentiated learning activities based on student learning needs" - 2024 (43%) - in 2025 we want to improve this to 53%	
12-month target 2.2	For 2025, SATSS Survey - Social Engagement Module - "Sense of Connectedness" - 2024 (52%) - in 2025 we want to improve this to 60%	

12-month target 2.3	For 2025, SATSS Survey - decrease/reduce the percentage of not positive responses for Effective Teaching Practice for Cognitive Engagement Module: "Stimulated Learning" - 2024 (30%) - in 2025 we want to improve Stimulate Learning, by reducing the not positive responses to 20%	
12-month target 2.4	For 2025, Parent Survey - Parent community engagement module: "School Communication" - 2024 (80%) - in 2025 we would like to improve this to 85% (Note: There is a casual link to Teacher Communication, which only accorded a 65% rating so an overall improvement of information from the College is needed)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Build all staff capability to respond to the learning and wellbeing needs of individual groups and priority cohorts.	Yes
KIS 2.b Engagement	Embed multi-tiered systems of support that enhance student wellbeing and mental health, engagement and inclusion.	No
KIS 2.c Support and resources	Develop a consistent approach to the implementation of High Impact Wellbeing Strategies (HIWS).	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.	Based on staff and student survey feedback, along with College attendance data, there is a need to examine, review and improve our practice and elements of approach to better engage students, create more point of need learning opportunities through improved voice and agency in all classrooms. There needs to be a focus on the College and all staff improving our communication and dialogue with students and parents, to create increased and improved connections, based on relevant Student and Parent survey data. While we are going to begin implementation of SWPBS beginning in 2025, there is a need to provide all staff with PD regarding the High Impact Wellbeing Strategies to build capacity over time. While the College implemented a new pastoral care program (called GEM) in 2024, there has been a general acknowledgement that this mentor/support program has not been delivered consistently, undermining a consistent approach to general pastoral care, which has impacted on student engagement levels. More support and a more prescribed and documented approach to the available sessions, linked to more explicit use of the College diary will be an area of focus and PD for staff as well.	

Define actions, outcomes, success indicators and activities

Goal 1	To improve outcomes in literacy and numeracy for all students.
12-month target 1.1	Given that there has been gradual improvement over the past 3 years in particular our general 12 month targets will be to improve by 0.5 - 1.0 in terms of study scores. As of 2025 our general targets will be: English 28 to 28.5 Business Studies 25 - 25.5/26 Maths: General 27-27.5 Maths: Foundation 30-30.5 Maths: Methods 26-26.5 Science-Biology: 29-29.5 Science-Chemistry: 31-31.5 Science-Physics: 29.5-30 Science-Psychology: 32-32.5 Technology-Design: did not run in 2024 Technology-Food: 28-28.5
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12-month target 1.3	For 2025, Staff Survey - Teaching and Learning - Evaluation Module - "Teachers in this school have a deep understanding of how to analyse data" - 2024 (43%) - in 2025 we want to improve this to 55%
12-month target 1.4	For 2025, Staff Survey - Teaching and Learning - Implementation Module - "Teachers in this school use evidence based high impact teaching strategies in their daily practice" - 2024 (52%) - in 2025 we want to improve this to 62%
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive,	Develop and implement a whole college literacy and numeracy plan.

safe and orderly learning environment	
Actions	<p>On-going support, beginning with English and Maths, will be provided in a variety of ways to assist with not only completing Literacy and Numeracy Plans but also to review elements of the respective plans and whether they need additional components added to them, such as further dedicated planning, assessment, moderation and curriculum development time to build staff capacity but also deliver a fully documented plan for the next 3 years. Where applicable, PD will also be provided to support staff learning needs, along with also using MLYNS and TLI funding to support with in-class support of students identified as needing support. There is scope to also run a Homework Support Club, to provide interested or identified students with additional support, once or twice a week to further support student learning outcomes.</p> <p>Targeted time release for English and Maths staff will also be needed to ensure that plans can be completed and/or other PL needs are addressed or planned for.</p>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - have an improved understanding of key concepts, skills and knowledge in personal development of literacy and numeracy, as there will be an improved "point of need" delivery (differentiation). - have improved engagement in the key areas of literacy and numeracy, linked explicitly to improved learning outcomes over time. - have increased opportunity to access support through homework, Mylns and TLI <p>Teachers will:</p> <ul style="list-style-type: none"> - have improved documentation across Years 9-12, in terms of general curriculum documents and associated resources - have improved collaboration and sharing of resources - have dedicated planning time for moderation, general assessment and collaboration as team members - have access to a range of PD, inclusive of Network, subject association or related "Academy" leadership courses - have improved data knowledge and strategies to better meet the needs of students, to cater for student point of need <p>Leaders will:</p> <ul style="list-style-type: none"> - regularly consult with TLA leaders and staff, as a measure of collegial support - provide access to necessary PD and other system supports, where required, including the use of MLYNS and TLI tutor sessions - leaders support the TLA leaders through curriculum committee to disseminate information regarding strategies to improve literacy and numeracy to faculty teams

Success Indicators	<p>As a starting point, both English and Maths will have fully documented plans that address staff learning over time and focus on incremental improvement of student learning outcomes. These plans will also identify professional learning needs and other relevant learning supports.</p> <p>Data sources to inform us of improvement will be the following:</p> <p>Staff Survey - Teaching and Learning Practice Improvement - "Teachers in this school use an explicit pedagogical model to guide their practice - 2024 (48%) - in 2025 we want to improve this to 58%</p> <p>Staff Survey - Teaching and Learning - Evaluation Module - "Teachers in this school have a deep understanding of how to analyse data" - 2024 (43%) - in 2025 we want to improve this to 55%</p> <p>Staff Survey - Teaching and Learning - Implementation Module - "Teachers in this school use evidence based high impact teaching strategies in their daily practice" - 2024 (52%) - in 2025 we want to improve this to 62%</p> <p>It should be noted that across a range of VCE studies, performance has improved quite significantly over the past 3 years, so there is scope for small improvements in VCE performance scores, which are represented somewhat in the targets above.</p> <p>Starting with English and Maths, there should be improvement in terms of curriculum planning documents and improved "point of need" delivery to students, as evidenced in general lesson plans listed on Compass. Evidence of moderation strategies and associated documents should also be another area of artifacts indicating the work staff are undertaking through 2025.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Learning Walks will be formally introduced beginning in Term1. The focus will be on TLA groups working collaboratively within their groups, with all teachers undertaking 2 x 3-7 learning walks around a specific focus for the each Term. Data will be collated at TLA meetings each Term, for discussion at the College Curriculum Committee. This will assist us in further identifying teacher and student learning needs moving ahead. The initial focus for all TLA's will be in regards to the use and effectiveness of Learning Intentions and Success Criteria (HITS) to improve consistency and general practice in the classroom.</p> <p>Note: Separate to the TLA walks, the Leadership Team, will</p>	<p>☑ All staff</p>	<p>☑ PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$1,000.00</p> <p>☑ Equity funding will be used</p>

also conduct separate learning walks with a similar focus to gather additional data to be unpacked and solutions provided to improve overall teaching and learning					
On-going PD and allocated staff meeting time to improve documentation across the English and Maths TLA's will be needed to document the literacy and numeracy plans, while also developing areas of focus to up-skill staff on. There is scope to also be more formally involved in Riversdale Network PL sessions, where appropriate.		<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Numeracy Data analytics to be reviewed in the maths faculty from Maths Pathway implementation		<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Numeracy improvement teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
PAT testing results analysed for both numeracy and literacy in TLA's		<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Numeracy improvement teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00
KIS 1.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop a consistent approach to the implementation of High Impact Teaching Strategies (HITS).				
Actions	The school will support the on-going development, documentation and use of HITS when planning curriculum across the College. This will be supported through dedicated meeting and PD time and associated resources for all teachers. A structured approach to building teacher capacity around the use of HITS will begin in Term 1, as an area of explicit focus				

	in Learning Walks, where Learning Intentions and Success Criteria will be examined. On-going re-development and support around the College instructional model.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Demonstrate an improved understanding of the Learning Intentions for each lesson (including skills and key knowledge being learned) and what success looks like (in demonstrating knowledge of the key skills and content being examined from an individual learning perspective) - understand the learning goals and success criteria for each lesson <p>Teachers will:</p> <ul style="list-style-type: none"> - Demonstrate improved usage of HITS through their general curriculum planning, lesson plans and associated documentation - Demonstrate greater levels of consistency, initially focused around Learning Intentions and Success Criteria, as evidenced through Learning Walks - Demonstrate improvements in the use of data to inform practice, supported through additional PD and PLC's - Demonstrate improvements in consistency related to the explicit use of the College Instructional Model (LEARN) - which will be further reviewed in 2025 - <p>Leaders will:</p> <ul style="list-style-type: none"> - Demonstrate a commitment to improving classroom practice, through on-going Learning Walks and associated resources to build capacity and actively support teacher development and student learning outcomes - Create a PD schedule to raise awareness and provide resources to support the more explicit use and implementation of HITS - Manage general resources to provide learning areas with "blocks of time" to effectively plan and document curriculum -
Success Indicators	<ul style="list-style-type: none"> - increased student engagement through improvement in stimulating learning in AToSS -increased references to HITS in curriculum/lesson planning -staff opinion survey shows an improvement in teacher use of HITS -PD schedule created to increase awareness of HITS to staff -all teachers include explicit reference to HITS in their PPD

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Learning Walks will be formally introduced beginning in Term1. The focus will be on TLA groups working collaboratively within their groups, with all teachers undertaking 2 x 3-7 learning walks around a specific focus for the each Term. Data will be collated at TLA meetings each Term, for discussion at the College Curriculum Committee. This will assist us in further identifying teacher and student learning needs moving ahead. The initial focus for all TLA's will be in regards to the use and effectiveness of Learning Intentions and Success Criteria (HITS) to improve consistency and general practice in the classroom. Note: Separate to the TLA walks, the Leadership Team, will also conduct separate learning walks with a similar focus to gather additional data to be unpacked and solutions provided to improve overall teaching and learning	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00
HITS have again been provided as another support document, to be utilised through PLC's to assist with identification of relevant "problems of practice", with research, evidence and associated strategies being examined each Term. PLC groups will present their findings back to staff, with recommendations to be tabled each Term so that all teachers are building professional practice skills, through collaboration. Collated strategies and other related artefacts will be added/saved on Compass as additional documents for professional reference.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00
Teachers showcasing their use of HITS to staff in staff meetings each term.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Staff access to information regarding HITs through visual reminders in common areas such as the Ops and Staff rooms.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
PLC groups provided with relevant resources and guides produced by DET in the use of HITs in their teaching practice.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00
Goal 2	To improve wellbeing for all students			
12-month target 2.1	For 2025, Staff Survey - Teaching and Learning Planning Module - "Teachers in this school plan differentiated learning activities based on student learning needs" - 2024 (43%) - in 2025 we want to improve this to 53%			
12-month target 2.2	For 2025, SATSS Survey - Social Engagement Module - "Sense of Connectedness" - 2024 (52%) - in 2025 we want to improve this to 60%			
12-month target 2.3	For 2025, SATSS Survey - decrease/reduce the percentage of not positive responses for Effective Teaching Practice for Cognitive Engagement Module: "Stimulated Learning" - 2024 (30%) - in 2025 we want to improve Stimulate Learning, by reducing the not positive responses to 20%			
12-month target 2.4	For 2025, Parent Survey - Parent community engagement module: "School Communication" - 2024 (80%) - in 2025 we would like to improve this to 85% (Note: There is a casual link to Teacher Communication, which only accorded a 65% rating so an overall improvement of information from the College is needed)			
KIS 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build all staff capability to respond to the learning and wellbeing needs of individual groups and priority cohorts.			

Actions	The school will review a range of general wellbeing and engagement approaches, activities and associated processes to improve overall attendance, student confidence in their learning and effective communication within classrooms and with families. Teachers will be further supported through on-going PD to build and improve capacity around differentiation, feedback, student voice and agency in classrooms, and creating a more stimulating and engaging learning environment.			
Outcomes	<p>Students will...</p> <ul style="list-style-type: none"> - have access to build safe regulating well-being strategies through the GEM and TRP programs <p>Teachers will...</p> <ul style="list-style-type: none"> -Engage in PD with a focus on student wellbeing improvements -will engage in subschool meetings with a wellbeing focus -use restorative practices <p>Leaders will...</p> <ul style="list-style-type: none"> -facilitate school wide growth strategies through Real Schools, SWPBs, VTLM 2.0 implementation and IM adjustments -will meet regularly with SWB team -invest in ongoing PD for staff on well-being strategies to improve student outcomes 			
Success Indicators	<ul style="list-style-type: none"> -Progress towards VTLM 2.0 implementation with a new iteration of the college LEARN instructional model -Improved attendance data -improved ATss in the area of school contentedness -improved class room environment to increase students awareness of expected learning behaviors -improved staff opinion survey results around collective efficacy 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Introduction of SWPBS will occur in 2025, with a selected team of staff beginning a PD program and relevant learnings. A staged plan of implementation and ongoing PD will occur throughout 2025 and beyond, with all staff receiving PD over time to develop improved consistency in terms of general practice, understanding and related documentation to build	<ul style="list-style-type: none"> ☑ All staff ☑ Leadership team 	<ul style="list-style-type: none"> ☑ PLP Priority 	from: Term 1 to: Term 4	\$6,000.00 ☑ Disability Inclusion Tier 2

improved engagement, relationships and understanding with students, staff and families.				Funding will be used
Real Schools PD for all staff	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Staff access to information regarding HIWS visible in Ups room and staff rooms	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00
Staff showcasing their use of HIWS in staff meetings	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Subschool meetings to include regular agenda item of SWB concerns	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Wellbeing meetings included in the meeting schedule providing support and or PD to the whole staff.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Student leadership coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00

KIS 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop a consistent approach to the implementation of High Impact Wellbeing Strategies (HIWS).				
Actions	Increase staff capacity to utilise HIWs through staff PDs on their implementation in the classroom. Reviewing the Instructional Model to explicitly include HIWs. Introduction of the SWPBs to develop a whole school approach to student wellbeing. GEM, TRP delivered to students with support for staff through PD and resource development.				
Outcomes	Students will:- - Have improved their ability to self regulate. - Have improved knowledge and understanding of well being strategies such as conflict resolution. Teachers will:- -Utilise HIWs in their classroom practice -Consistently demonstrate the school value -Support and deliver the GEM/TRP program as part of the pastoral care responsibilities -Refer to HIWs in their PPD and in their PLC enquiries Leaders will :- - Provide PD opportunities for staff on the use of HIWs - Implement the SWPBs program at the college				
Success Indicators	-Improved student attendance data -Improved ATOSS results in the area of school connectedness -Improved ATOSS results in the area of safety -Staff include HIWs in their curriculum and lesson planning -Staff include HIWs in their PLC enquirers -Staff include HIWSs in their PPD plans				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	

-PD of staff in the use of HIWs	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Partnership with real schools to providing support in the implementation of HIWs	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Staff showcasing their use of HIWs in staff meetings.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
GEM values highlighted in school assemblies through the inclusion of the GEM student and staff awards.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00
Students participate in the GEM programs.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Sub school leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
SWPBs implementation in 2025	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$52,948.20	\$4,000.00	\$48,948.20
Disability Inclusion Tier 2 Funding	\$94,041.72	\$11,000.00	\$83,041.72
Schools Mental Health Fund and Menu	\$32,021.11	\$20,000.00	\$12,021.11
Total	\$179,011.03	\$35,000.00	\$144,011.03

Activities and milestones – Total Budget

Activities and milestones	Budget
<p>Learning Walks will be formally introduced beginning in Term1. The focus will be on TLA groups working collaboratively within their groups, with all teachers undertaking 2 x 3-7 learning walks around a specific focus for the each Term. Data will be collated at TLA meetings each Term, for discussion at the College Curriculum Committee. This will assist us in further identifying teacher and student learning needs moving ahead. The initial focus for all TLA's will be in regards to the use and effectiveness of Learning Intentions and Success Criteria (HITS) to improve consistency and general practice in the classroom.</p> <p>Note: Separate to the TLA walks, the Leadership Team, will also conduct separate learning walks with a similar focus to gather additional data to be unpacked and solutions provided to improve overall teaching and learning</p>	\$1,000.00

On-going PD and allocated staff meeting time to improve documentation across the English and Maths TLA's will be needed to document the literacy and numeracy plans, while also developing areas of focus to up-skill staff on. There is scope to also be more formally involved in Riversdale Network PL sessions, where appropriate.	\$1,000.00
Numeracy Data analytics to be reviewed in the maths faculty from Maths Pathway implementation	\$2,000.00
Introduction of SWPBS will occur in 2025, with a selected team of staff beginning a PD program and relevant learnings. A staged plan of implementation and ongoing PD will occur throughout 2025 and beyond, with all staff receiving PD over time to develop improved consistency in terms of general practice, understanding and related documentation to build improved engagement, relationships and understanding with students, staff and families.	\$6,000.00
Real Schools PD for all staff	\$20,000.00
SWPBS implementation in 2025	\$5,000.00
Totals	\$35,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Learning Walks will be formally introduced beginning in Term1. The focus will be on TLA groups working collaboratively within	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT

<p>their groups, with all teachers undertaking 2 x 3-7 learning walks around a specific focus for the each Term. Data will be collated at TLA meetings each Term, for discussion at the College Curriculum Committee. This will assist us in further identifying teacher and student learning needs moving ahead. The initial focus for all TLA's will be in regards to the use and effectiveness of Learning Intentions and Success Criteria (HITS) to improve consistency and general practice in the classroom.</p> <p>Note: Separate to the TLA walks, the Leadership Team, will also conduct separate learning walks with a similar focus to gather additional data to be unpacked and solutions provided to improve overall teaching and learning</p>			
<p>On-going PD and allocated staff meeting time to improve documentation across the English and Maths TLA's will be needed to document the literacy and numeracy plans, while also developing areas of focus to up-skill staff on. There is scope to also be more formally involved</p>	<p>from: Term 1 to: Term 4</p>	<p>\$1,000.00</p>	<p><input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT</p>

in Riversdale Network PL sessions, where appropriate.			
Numeracy Data analytics to be reviewed in the maths faculty from Maths Pathway implementation	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Totals		\$4,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Introduction of SWPBS will occur in 2025, with a selected team of staff beginning a PD program and relevant learnings. A staged plan of implementation and ongoing PD will occur throughout 2025 and beyond, with all staff receiving PD over time to develop improved consistency in terms of general practice, understanding and related documentation to build improved engagement, relationships and understanding with students, staff and families.	from: Term 1 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Teachers
SWPBs implementation in 2025	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Teachers

Totals		\$11,000.00	
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Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Real Schools PD for all staff	from: Term 1 to: Term 4	\$20,000.00	
Totals		\$20,000.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Totals		\$0.00	
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Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Learning Walks will be formally introduced beginning in Term1. The focus will be on TLA groups working collaboratively within their groups, with all teachers undertaking 2 x 3-7 learning walks around a specific focus for the each Term. Data will be collated at TLA meetings each Term, for discussion at the College Curriculum Committee. This will assist us in further identifying teacher and student learning needs moving ahead. The initial focus for all TLA's will be in regards to the use and effectiveness of Learning Intentions and Success Criteria (HITS) to improve consistency and general practice in the classroom. Note: Separate to the TLA walks, the Leadership Team, will also conduct separate learning walks	✓ All staff	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"> ✓ Internal staff 	<ul style="list-style-type: none"> ✓ On-site

with a similar focus to gather additional data to be unpacked and solutions provided to improve overall teaching and learning						
On-going PD and allocated staff meeting time to improve documentation across the English and Maths TLA's will be needed to document the literacy and numeracy plans, while also developing areas of focus to up-skill staff on. There is scope to also be more formally involved in Riversdale Network PL sessions, where appropriate.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Maths/Sci specialist <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
Learning Walks will be formally introduced beginning in Term1. The focus will be on TLA groups working collaboratively within their groups, with all teachers undertaking 2 x 3-7 learning walks around a specific focus for the each Term. Data will be collated at TLA meetings each Term, for discussion at the	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

College Curriculum Committee. This will assist us in further identifying teacher and student learning needs moving ahead. The initial focus for all TLA's will be in regards to the use and effectiveness of Learning Intentions and Success Criteria (HITS) to improve consistency and general practice in the classroom. Note: Separate to the TLA walks, the Leadership Team, will also conduct separate learning walks with a similar focus to gather additional data to be unpacked and solutions provided to improve overall teaching and learning						
Introduction of SWPBS will occur in 2025, with a selected team of staff beginning a PD program and relevant learnings. A staged plan of implementation and ongoing PD will occur throughout 2025 and beyond, with all staff receiving PD over time to develop improved	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership 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"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Academy program/course <input checked="" type="checkbox"/> Departmental resources SWPBS tools and strategies	<input checked="" type="checkbox"/> On-site

consistency in terms of general practice, understanding and related documentation to build improved engagement, relationships and understanding with students, staff and families.						
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