

# **2025 Annual Implementation Plan**

## **for improving student outcomes**

Epping Secondary College (7813)



Submitted for review by Neil Baillie (School Principal) on 04 February, 2025 at 08:21 AM

Endorsed by Losh Pillay (Senior Education Improvement Leader) on 16 June, 2025 at 12:06 PM

## 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.	
<b>Wellbeing</b>	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
	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	
	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	

	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.	
	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	
	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	

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
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<b>Enter your reflective comments</b>	
<b>Considerations for 2025</b>	
<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 improve students' literacy and numeracy achievements throughout their schooling.	Yes	NAPLAN: To increase the percentage of Year 9 students in the top 2 NAPLAN Bands in: <ul style="list-style-type: none"> <li>• Reading from 11 per cent (2019) to 16 per cent (2024)</li> <li>• Writing from 5 per cent (2019) to 11 per cent (2024)</li> <li>• Numeracy from 8 per cent (2019) to 18 per cent (2024)</li> </ul>	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.  NAPLAN: To increase the percentage of Year 9 students in the strong and exceeding band: Reading: 45% (2025) Writing: 53% (2025) Numeracy: 40% (2025)
		Teacher Judgements: By 2024, at least 75 per cent of Years 7–10 students will demonstrate at least one Victorian Curriculum Level of learning progress in each school year in English and Mathematics (Panorama – 2020).	Teacher Judgements: By 2025, at least 75 per cent of Years 7–10 students will demonstrate at least one Victorian Curriculum Level of learning progress in each school year in English and Mathematics (Panorama – 2020).
		VCE: <ul style="list-style-type: none"> <li>• To increase the VCE mean study score from 28 (2020) to at least 29 (2024)</li> <li>• To increase the percentage of students with a study score above 40 from 2 per cent (2020) to 4 per cent (2024)</li> </ul>	To increase the VCE mean study score from 28 (2020) to at least 29 (2025) To increase the percentage of students with a study score above 40 from 2 per cent (2020) to 4 per cent (2025)

To develop independent and self-regulated learners.	No	<p>To increase the positive endorsements in the Attitudes to School Survey (AtoSS) in the following factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 46 per cent (2019) to 60 per cent (2024)</li> <li>• Learning confidence from 61 per cent (2019) to 70 per cent (2024)</li> <li>• Self-regulation and goal setting from 54 per cent (2019) to 65 per cent (2024)</li> </ul>	
		<p>To increase the positive endorsements in the Parent Opinion Survey (POS) in the following factors:</p> <ul style="list-style-type: none"> <li>• Student Voice and Agency from 79 per cent (2019) to 85 per cent (2024)</li> <li>• Confidence and Resilience from 77 per cent (2019) to 80 per cent (2024)</li> <li>• Student Motivation and Support from 62 per cent (2019) to 65 per cent (2024)</li> </ul>	
		<p>Student Attendance: To reduce the number of average absence days per student from 22.5 (2019) to 19 (2024).</p>	
To improve emotional intelligence and resiliency.	Yes	<p>To increase the positive endorsements in the AtoSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Resilience from 59 per cent (2019) to 65 per cent (2024)</li> <li>• School Connectedness from 54 per cent (2019) to 64 per cent (2024)</li> <li>• Sense of Confidence from 61 per cent (2019) to 68 per cent (2024)</li> </ul>	<p>Resilience 75% (2025) School Connectedness 44% (2025) Sense of Confidence 58% (2025)</p>

		<p>To increase the positive endorsements in the School Staff Survey (SSS) for the following factors:</p> <ul style="list-style-type: none"> <li>• Build resilience and a resilient supportive environment from 54 per cent (2019) to 60 per cent (2024)</li> <li>• Staff trust in colleagues from (To be determined)</li> </ul>	Staff trust in colleagues - 68% (2025)
		<p>To increase the positive endorsements in the POS for the following factors:</p> <ul style="list-style-type: none"> <li>• Confidence and resiliency skills from 77 per cent (2019) to 82 per cent (2024)</li> </ul>	Confidence and resiliency skills 60% per cent (2025)

Goal 1	To improve students' literacy and numeracy achievements throughout their schooling.	
12-month target 1.1	NAPLAN: To increase the percentage of Year 9 students in the strong and exceeding band: Reading: 45% (2025) Writing: 53% (2025) Numeracy: 40% (2025)	
12-month target 1.2	Teacher Judgements: By 2025, at least 75 per cent of Years 7–10 students will demonstrate at least one Victorian Curriculum Level of learning progress in each school year in English and Mathematics (Panorama – 2020).	
12-month target 1.3	To increase the VCE mean study score from 28 (2020) to at least 29 (2025) To increase the percentage of students with a study score above 40 from 2 per cent (2020) to 4 per cent (2025)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Excellence in teaching and learning	To ensure curriculum planning and assessment documentation includes agreed ESC literacy & numeracy strategies	Yes

<b>KIS 1.b</b> Excellence in teaching and learning	To build teacher confidence, competence & capacity to implement with high fidelity the ESC Instructional Model, incorporate HITS and the agreed ESC literacy and numeracy strategies.	Yes
<b>KIS 1.c</b> Excellence in teaching and learning	To utilise evidence of student learning to inform targeted teaching and learning practices across the college.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	In 2024, there was a focus on explicit teaching and worked examples as part of a drive to improve the consistency and effectiveness of the Instructional model. This was supported though a term with DSSI. There has been some work on literacy and numeracy strategies, however, there is not a consistent method of planning and documenting curriculum and strategies. NAPLAN data for student outcomes is still low and growth for NAPLAN has a large amount of low growth. VCE results are strong and this is based on high expectations and good pathways options for students.	
<b>Goal 3</b>	<b>To improve emotional intelligence and resiliency.</b>	
<b>12-month target 3.1</b>	Resilience 75% (2025) School Connectedness 44% (2025) Sense of Confidence 58% (2025)	
<b>12-month target 3.2</b>	Staff trust in colleagues - 68% (2025)	
<b>12-month target 3.3</b>	Confidence and resiliency skills 60% per cent (2025)	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Positive climate for learning	To develop a whole school approach to equip young people with personal skills to support their emotional intelligence and resiliency (to support a holistic approach to student development).	Yes
<b>KIS 3.b</b> Excellence in teaching and learning	To build staff capacity for the high-fidelity implementation of the whole school approach.	No



<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>SWPBS has been implemented over the past few years and has seen an improvement in school climate measures. A focus of 2025 will be continuing to embed positive classroom management strategies, positive recognition, house system and student leadership to raise outcomes of school connectedness , confidence and resilience. ATOSS levels are currently rated as medium overall and in line with similar schools.</p>
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## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	To improve students' literacy and numeracy achievements throughout their schooling.
<b>12-month target 1.1</b>	NAPLAN: To increase the percentage of Year 9 students in the strong and exceeding band: Reading: 45% (2025) Writing: 53% (2025) Numeracy: 40% (2025)
<b>12-month target 1.2</b>	Teacher Judgements: By 2025, at least 75 per cent of Years 7–10 students will demonstrate at least one Victorian Curriculum Level of learning progress in each school year in English and Mathematics (Panorama – 2020).
<b>12-month target 1.3</b>	To increase the VCE mean study score from 28 (2020) to at least 29 (2025) To increase the percentage of students with a study score above 40 from 2 per cent (2020) to 4 per cent (2025)
<b>KIS 1.a</b> Curriculum planning and assessment	To ensure curriculum planning and assessment documentation includes agreed ESC literacy & numeracy strategies
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Implement Literacy and Numeracy strategies into Yr 7-9 English and Maths</li> <li>- Review and revise transition and pathway programs and activities to provide high quality outcomes.</li> </ul>
<b>Outcomes</b>	<p>Leaders will</p> <ul style="list-style-type: none"> <li>• Identify specific strategies to increase literacy and numeracy.</li> <li>• Develop professional learning and use coaching to build staff capacity to implement the specific Literacy and Numeracy strategies.</li> </ul> <p>Teachers will</p> <ul style="list-style-type: none"> <li>• Apply and document the specific literacy and numeracy strategies.</li> <li>• Share effective pedagogical strategies in KLA meetings</li> </ul> <p>Students will</p> <ul style="list-style-type: none"> <li>• Use the literacy and numeracy strategies to improve their own learning.</li> </ul>

	<p>Leaders will</p> <ul style="list-style-type: none"> <li>• Actively monitor and track student transition and pathway data.</li> <li>• Seek feedback on transitions, pathways, subject selection and careers activities and programs.</li> <li>• Ensure students are provided with a high-quality transition, induction and pathways program.</li> <li>• Build increased connections with primary schools through leadership and student visits.</li> </ul> <p>Teachers will</p> <ul style="list-style-type: none"> <li>• Actively teach careers and pathways activities and programs as part of a whole school approach.</li> <li>• Support students with inductions and transitions.</li> </ul> <p>Students will</p> <ul style="list-style-type: none"> <li>• Enjoy the transition to high school through a clear induction program</li> <li>• Make informed subject, careers and pathways choices.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Documented plan and approach to literacy and numeracy strategies.</li> <li>• Literacy and numeracy strategies will be visible inside of classrooms.</li> <li>• Observations and feedback relating to coaching and implementation of the Literacy and Numeracy strategies.</li> <li>• Visits to feeder primary schools and student-led activities.</li> <li>• Documented transition and induction timeline, events and administration process.</li> <li>• Careers scope and sequence documented with careers education lessons embedded into curriculum / activities / events.</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
<ul style="list-style-type: none"> <li>• Implement literacy and numeracy strategies in English and Maths classes 7-9</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PLP Priority</li> </ul>	from: Term 1 to: Term 4	\$0.00

• Coaching of staff in literacy and numeracy	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
• Review transitions at 6-7, 9-10, 10-11 and 12+ and revise using data to support a high quality program.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
• Plan, document and implement a high-quality transition and induction program for Year 6-7 and new students.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
• Review, update and document the careers education program	<input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
• Develop a careers scope and sequence	<input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
<b>KIS 1.b</b> Building practice excellence	To build teacher confidence, competence & capacity to implement with high fidelity the ESC Instructional Model, incorporate HITS and the agreed ESC literacy and numeracy strategies.			
<b>Actions</b>	Embed Explicit Teaching strategies consistently.			
<b>Outcomes</b>	Leaders will <ul style="list-style-type: none"> <li>• Design a PL Action Plan that targets AIP priorities through explicit teaching.</li> <li>• Design a common Unit Plan template (with feedback from Middle Leaders).</li> </ul>			

	<ul style="list-style-type: none"> <li>Monitor the implementation of the common Unit Plan and the coaching of graduates.</li> </ul> <p>Teachers will</p> <ul style="list-style-type: none"> <li>Document and implement explicit teaching strategies in Unit Plans and lesson delivery.</li> </ul> <p>Students will</p> <ul style="list-style-type: none"> <li>Have increased opportunities to respond and receive instruction at point of need.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>PL schedule.</li> <li>Evidence of explicit teaching being documented into lesson / unit plans.</li> <li>Observations and feedback relating to graduate coaching.</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
<ul style="list-style-type: none"> <li>Plan and deliver professional learning across the year on explicit teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assistant principal</li> <li>✓ Learning specialist(s)</li> </ul>	<ul style="list-style-type: none"> <li>✓ PLP Priority</li> </ul>	from: Term 1 to: Term 4	\$0.00
<ul style="list-style-type: none"> <li>Develop a common approach to documenting explicit teaching.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assistant principal</li> <li>✓ KLA leader</li> <li>✓ Learning specialist(s)</li> </ul>	<ul style="list-style-type: none"> <li>□ PLP Priority</li> </ul>	from: Term 1 to: Term 4	\$0.00
<ul style="list-style-type: none"> <li>Implement the coaching of graduates with a focus on explicit teaching.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learning specialist(s)</li> </ul>	<ul style="list-style-type: none"> <li>□ PLP Priority</li> </ul>	from: Term 1 to: Term 4	\$0.00
<b>KIS 1.c</b> Evaluating impact on learning	To utilise evidence of student learning to inform targeted teaching and learning practices across the college.			

<b>Actions</b>	<p>Building teacher capacity re: data literacy</p> <p>Develop Inclusive practices to support Tier 2 and 3 students.</p> <p>Develop and implement a targeted intervention and support program using student data.</p>
<b>Outcomes</b>	<p>Leaders will</p> <ul style="list-style-type: none"> <li>• Develop a data map and promote increased use of data.</li> <li>• Share relevant student wellbeing, attendance and learning data with staff.</li> </ul> <p>Teachers will</p> <ul style="list-style-type: none"> <li>• Have an increased understanding of student data and how to use it to improve learning.</li> <li>• Teachers will use student data to influence planning, delivery and assessment of learning.</li> </ul> <p>Students will</p> <ul style="list-style-type: none"> <li>• Begin to understand how to analyse their own data using</li> </ul> <p>Leaders will</p> <ul style="list-style-type: none"> <li>• Develop knowledge and confidence in the Disability Inclusion process running successful meetings.</li> <li>• Coach staff in implementing inclusive strategies with specific tier 2 and 3 students.</li> </ul> <p>Teachers will</p> <ul style="list-style-type: none"> <li>• Be involved in the DIP process and implement classroom-based modifications and adjustments for students.</li> <li>• Start to document inclusive adjustments as part of the DIP process.</li> </ul> <p>Students will</p> <ul style="list-style-type: none"> <li>• Be more engaged with lessons and have increased learning as a response to the modifications and adjustments.</li> </ul> <p>Leaders will</p> <ul style="list-style-type: none"> <li>• Document and promote a cohesive and data driven framework for intervention and support.</li> <li>• Lead the multi faceted programs to effectively document, implement and monitor intervention and support programs.</li> <li>• Manage a referral process for intervention and support.</li> </ul> <p>Teachers will</p> <ul style="list-style-type: none"> <li>• Use student data to identify and refer students for intervention and support.</li> <li>• Provide in class, small group and 1-1 tutoring / intervention programs</li> </ul>

	Students will <ul style="list-style-type: none"> <li>Show a greater level of engagement and progress in learning due to the intervention and support provided.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>Data Map document.</li> <li>Observable data sets on Compass.</li> <li>Observe and monitor PL delivery.</li> <li>Observe the documentation and use of data in PLC and KLA meetings.</li> <li>Completed DIP profiles and interviews</li> <li>Coaching feedback and observed in classes</li> <li>Professional learning observed being delivered and coaching in classes</li> <li>Unit planner developed with adjustments and modifications able to be documented.</li> <li>Documented tiered framework of intervention and support for learning.</li> <li>Documented and implemented referral process</li> <li>Data identified and used to group students for tutoring and interventions</li> <li>Intervention programs implemented</li> </ul>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<ul style="list-style-type: none"> <li>Identify and develop a whole college data map.</li> </ul>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
<ul style="list-style-type: none"> <li>Collate data onto appropriate platforms.</li> </ul>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<ul style="list-style-type: none"> <li>Plan and deliver professional learning to build staff capacity on using data to inform teaching and learning.</li> </ul>	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Learning specialist(s)		to: Term 4	
• Use PLC cycles to introduce data as inquiry tools.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
• Introduce data review and practices into KLA meetings.	<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 3 to: Term 4	\$0.00
• Teachers demonstrate to students where to locate their individual data.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
• Document and Implement Disability Inclusion Profile process	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
• Work with the curriculum leader to develop a unit planner with inclusive adjustments documented.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
• Coaching of staff as part of the DIP process	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$150,000.00



			to: Term 4	<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
• Plan and implement professional learning to support inclusive practices for tier 2 and 3 students	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$162,517.70  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
• Plan a tiered framework of intervention and support for learning.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
• Implement targeted intervention programs using student data to identify and monitor progress.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,207,469.18  <input checked="" type="checkbox"/> Equity funding will be used
• Ensure that all intervention and support programs are documented and structured.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>Goal 3</b>	To improve emotional intelligence and resiliency.			
<b>12-month target 3.1</b>	Resilience 75% (2025) School Connectedness 44% (2025) Sense of Confidence 58% (2025)			

<b>12-month target 3.2</b>	Staff trust in colleagues - 68% (2025)
<b>12-month target 3.3</b>	Confidence and resiliency skills 60% per cent (2025)
<b>KIS 3.a</b> Health and wellbeing	To develop a whole school approach to equip young people with personal skills to support their emotional intelligence and resiliency (to support a holistic approach to student development).
<b>Actions</b>	<p>Embed and/or enact PCMS 1 - 4</p> <p>Embed and strengthen existing SWPBS initiatives</p> <p>Continue to develop a common approach to school Wellbeing student support and programs with targeted supports.</p> <p>Implement a school attendance policy that involves staff, students and families with a tiered approach to attendance support and intervention</p>
<b>Outcomes</b>	<p>Leaders will</p> <ul style="list-style-type: none"> <li>• Be upskilled in leading staff.</li> <li>• Monitor the implementation through Learning Walks and Data Tracking.</li> </ul> <p>Teachers will</p> <ul style="list-style-type: none"> <li>• Implement PCMS in a consistent manner.</li> </ul> <p>Students will</p> <ul style="list-style-type: none"> <li>• Be clear of expectations.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Be upskilled in and using an agreed data tracking process.</li> <li>• Have an agreed and documented approach to the SWPBS House, Merit and Student Leadership programs.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Be implementing the merit system, be engaged in house system.</li> <li>• Be using the Compass chronicle system to record tiered behaviours.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Have clear knowledge of the school's merit system, House system and Leadership programs.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop a whole-school Wellbeing Programs scope and sequence based off a mental health action plan.</li> <li>• Develop a tiered framework of intervention for wellbeing support across the school.</li> <li>• Consolidate a Wellbeing student support chart</li> <li>• Provide targeted interventions to student wellbeing needs using student data as indicators.</li> </ul> <p>Leaders will</p> <ul style="list-style-type: none"> <li>• Promote wellbeing strategies and programs across the school</li> <li>• Monitor student attendance and wellbeing data to identify necessary supports and interventions.</li> </ul> <p>Teachers will</p> <ul style="list-style-type: none"> <li>• Encourage student attendance.</li> </ul> <p>Students will</p> <ul style="list-style-type: none"> <li>• Feel supported, engaged and confident to attend school.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Documented and implemented approach to teaching behaviours relating to PCMS.</li> <li>• Learning walks feedback is recorded.</li> <li>• Coaching / mentoring feedback is recorded.</li> <li>• Professional learning observed and documented.</li> <li>• Data tracking and monitoring process established in Compass.</li> <li>• Documented house system with an implementation plan.</li> <li>• Documented plan to recognise students' positive achievements with recorded outcomes eg merits, awards observed.</li> <li>• Documented student leadership plan.</li> <li>• Observed and documented student voice sessions.</li> <li>• Mental health action plan and documented whole school wellbeing program</li> <li>• Planned approach responding to ATOSS student wellbeing data.</li> <li>• Attendance policy, process and interventions developed and implemented.</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>

<ul style="list-style-type: none"> <li>Consolidate PCMS 1 - Classroom Expectations with a focus in semester one on professional learning, documentation, mentoring and coaching.</li> </ul>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
<ul style="list-style-type: none"> <li>Consolidate PCMS 2 – Classroom Procedures &amp; Routines. Provide professional learning, mentoring and coaching.</li> </ul>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<ul style="list-style-type: none"> <li>Implement PCMS 3 – Encouraging Expected Behaviour. Provide professional learning, mentoring and coaching</li> </ul>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<ul style="list-style-type: none"> <li>Implement PCMS 4 – Discouraging Inappropriate Behaviour Provide professional learning, mentoring and coaching.</li> </ul>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<ul style="list-style-type: none"> <li>Develop and implement a SWPBS data tracking and monitoring process.</li> </ul>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
<ul style="list-style-type: none"> <li>Plan and begin a staged approach to strengthening the school's existing House System with key stakeholders</li> </ul>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<ul style="list-style-type: none"> <li>Develop and implement a plan to provide positive recognition to students.</li> </ul>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
<ul style="list-style-type: none"> <li>Document the whole school's Student Leadership Program and further develop student leadership opportunities across 7-12</li> </ul>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<ul style="list-style-type: none"> <li>Introduce Student voice sessions for each year level each term.</li> </ul>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<ul style="list-style-type: none"> <li>Develop a whole-school Wellbeing Programs scope and sequence based off a mental health action plan.</li> </ul>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
<ul style="list-style-type: none"> <li>Develop a tiered framework of intervention for wellbeing support across the school.</li> </ul>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<ul style="list-style-type: none"> <li>Consolidate a Wellbeing student support chart</li> </ul>	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<ul style="list-style-type: none"> <li>Provide targeted interventions to student wellbeing needs using student data as indicators.</li> </ul>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$95,514.59  <input checked="" type="checkbox"/> Schools Mental Health Menu items

				will be used which may include DET funded or free items
<ul style="list-style-type: none"> <li>Familiarise staff with the school approach to attendance and provide support to implement</li> </ul>	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<ul style="list-style-type: none"> <li>Plan for systematic monitoring and tracking of attendance</li> </ul>	<input checked="" type="checkbox"/> Assistant 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	\$1,207,469.18	\$1,207,469.18	\$0.00
Disability Inclusion Tier 2 Funding	\$392,512.70	\$392,512.70	\$0.00
Schools Mental Health Fund and Menu	\$95,514.59	\$95,514.59	\$0.00
<b>Total</b>	<b>\$1,695,496.47</b>	<b>\$1,695,496.47</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
• Document and Implement Disability Inclusion Profile process	\$80,000.00
• Coaching of staff as part of the DIP process	\$150,000.00
• Plan and implement professional learning to support inclusive practices for tier 2 and 3 students	\$162,517.70
• Implement targeted intervention programs using student data to identify and monitor progress.	\$1,207,469.18
• Provide targeted interventions to student wellbeing needs using student data as indicators.	\$95,514.59
<b>Totals</b>	<b>\$1,695,501.47</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<ul style="list-style-type: none"> <li>Implement targeted intervention programs using student data to identify and monitor progress.</li> </ul>	from: Term 1 to: Term 4	\$1,207,469.18	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$1,207,469.18	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<ul style="list-style-type: none"> <li>Document and Implement Disability Inclusion Profile process</li> </ul>	from: Term 1 to: Term 4	\$80,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>Disability inclusion coordinator</li> </ul>
<ul style="list-style-type: none"> <li>Coaching of staff as part of the DIP process</li> </ul>	from: Term 1 to: Term 4	\$150,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>Learning specialist</li> <li>Other Assistant Principal</li> </ul>
<ul style="list-style-type: none"> <li>Plan and implement professional learning to support inclusive practices for tier 2 and 3 students</li> </ul>	from: Term 1 to: Term 4	\$162,512.70	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>Education support staff</li> </ul> <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> <li></li> </ul>



<b>Totals</b>		\$392,512.70	
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### Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
<ul style="list-style-type: none"> <li>Provide targeted interventions to student wellbeing needs using student data as indicators.</li> </ul>	from: Term 1 to: Term 4	\$95,514.59	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students
<b>Totals</b>		\$95,514.59	

### Additional funding planner – Total Budget

Activities and milestones	Budget
<b>Totals</b>	\$0.00

### Additional funding planner – Equity Funding

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

### Additional funding planner – Disability Inclusion Funding

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

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

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
<ul style="list-style-type: none"> <li>Plan and deliver professional learning across the year on explicit teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assistant principal</li> <li>✓ Learning specialist(s)</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Curriculum development</li> <li>✓ Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li>✓ School improvement partnerships</li> <li>✓ Learning specialist</li> <li>✓ Pedagogical Model</li> <li>✓ High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
<ul style="list-style-type: none"> <li>Plan and deliver professional learning to build staff capacity on using data to inform teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assistant principal</li> <li>✓ Learning specialist(s)</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Planning</li> </ul>	<ul style="list-style-type: none"> <li>✓ Whole school pupil free day</li> <li>✓ Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li>✓ School improvement partnerships</li> <li>✓ Learning specialist</li> <li>✓ High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
<ul style="list-style-type: none"> <li>Plan and implement professional learning to support inclusive practices for tier 2 and 3 students</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assistant principal</li> <li>✓ Learning specialist(s)</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Design of formative assessments</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li>✓ School improvement partnerships</li> <li>✓ Learning specialist</li> <li>✓ Departmental resources</li> <li>Disability Inclusion resources</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>

					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
<ul style="list-style-type: none"> <li>Consolidate PCMS 1 - Classroom Expectations with a focus in semester one on professional learning, documentation, mentoring and coaching.</li> </ul>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources PCMS	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> <li>Consolidate PCMS 2 – Classroom Procedures &amp; Routines. Provide professional learning, mentoring and coaching.</li> </ul>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources PCMS	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> <li>Implement PCMS 3 – Encouraging Expected Behaviour. Provide professional learning, mentoring and coaching</li> </ul>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources PCMS	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> <li>Implement PCMS 4 – Discouraging Inappropriate Behaviour Provide professional learning, mentoring and coaching.</li> </ul>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources PCMS	<input checked="" type="checkbox"/> On-site