

# 2025 Annual Implementation Plan

## for improving student outcomes

Craigieburn Secondary College (8705)



Submitted for review by Kate Morphy (School Principal) on 09 May, 2025 at 04:29 PM

Endorsed by Jason Coningsby (Senior Education Improvement Leader) on 09 May, 2025 at 04:50 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.	Evolving
<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	Evolving

	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.	Evolving
	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	Evolving
	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	Evolving

	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>Future planning</b>	Good progress with Business and Rugby academies. Program development and external partners sourced and engaged. Strong outcomes from both programs regarding student engagement and pathways connections	
<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
Improve student learning outcomes.	Yes	<p>*Placeholders TBC when data available:</p> <p>By 2028 and for each year of the SSP, maintain the 2025* percentage of matched cohort students in NAPLAN 'Exceeding' (same students achieving Exceeding in year 7 and again in year 9):</p> <ul style="list-style-type: none"> <li>• Reading at xx%</li> <li>• Writing at xx%</li> <li>• Numeracy at xx%</li> </ul> <p>By 2028 and for each year of the SSP, decrease the 2025* percentage of matched cohort students in NAPLAN 'Needs additional support' (same students in 'Needs additional support' in year 7 and again in year 9):</p> <ul style="list-style-type: none"> <li>• Reading at xx%</li> <li>• Writing at xx%</li> <li>• Numeracy at xx%</li> </ul> <p>By 2028, increase the 2025* percentage of NAPLAN 'Strong' students achieving above benchmark growth:</p> <ul style="list-style-type: none"> <li>• Reading from xx% to xx% (i.e. Reading from xx% (2025) to xx% (2028))</li> <li>• Writing from xx% to xx%</li> <li>• Numeracy from xx% to xx%.</li> </ul> <p>By 2028, increase the 2025* percentage of NAPLAN 'Exceeding' students achieving above benchmark growth:</p> <ul style="list-style-type: none"> <li>• Reading from xx% to xx%</li> <li>• Writing from xx% to xx%</li> </ul>	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By the end of 2025: Maintain the 2025* percentage of matched cohort students in NAPLAN 'Exceeding' (same students achieving Exceeding in year 7 and again in year 9): Reading at xx%Writing at xx%Numeracy at xx%Decrease the 2025* percentage of matched cohort students in NAPLAN 'Needs additional support' (same students in 'Needs additional support' in year 7 and again in year 9): Reading at xx%Writing at xx%Numeracy at xx%Increase the 2025* percentage of NAPLAN 'Strong' students achieving above benchmark growth:Reading from xx% to xx% (i.e. Reading from xx% (2025) to xx% (2028))Writing from xx% to xx%Numeracy from xx% to xx%.Increase the 2025* percentage of NAPLAN 'Exceeding' students achieving above benchmark growth:Reading from xx% to xx%Writing from xx% to xx%Numeracy from xx% to xx%.</p>

		<ul style="list-style-type: none"> <li>Numeracy from xx% to xx%.</li> </ul>	
		By 2028, increase the 2023 mean VCE: <ul style="list-style-type: none"> <li>All Study score from 21.97 to 24</li> <li>English score from 22.07 to 25</li> <li>English score for equity funded students from 20.36 to 25</li> </ul>	By the end of 2025: increase the 2023 mean VCEAll Study score from 21.97 to 22.5 English score from 22.07 to 22.5English score for equity funded students from 20.36 to 21
		By 2028, increase the 2024 percentage positive endorsement on the student Attitudes to School Survey (AtoSS): <ul style="list-style-type: none"> <li>Effective teaching time from 65% to 73%</li> <li>Effective classroom behaviour from 57% to 65%</li> <li>Differentiated learning challenge from 59% to 67%</li> <li>Stimulated learning from 56% to 64%</li> </ul>	By the end of 2025: increase the 2024 percentage positive endorsement on the student Attitudes to School Survey (AtoSS): Effective teaching time from 65% to 68%% Effective classroom behaviour from 57% to 58%Differentiated learning challenge from 59% to 60%Stimulated learning from 56% to 58%
		By 2028, increase the 2024 percentage positive endorsement on the School Staff Survey (SSS): <ul style="list-style-type: none"> <li>Collective efficacy from 36% to 44%</li> <li>Academic emphasis from 24% to 32%</li> <li>Instructional leadership from 65% to 73%</li> </ul>	By the end of 2025: increase the 2024 percentage positive endorsement on the School Staff Survey (SSS):Collective efficacy from 36% to 39%Academic emphasis from 24% to 26%Instructional leadership from 65% to 67%
Improve student wellbeing and engagement.	Yes	By 2028, reduce the 2023 percentage of students with more than 20 days absence per year: <ul style="list-style-type: none"> <li>from 57% to 45%.</li> </ul>	By the end of 2025: reduce the 2023 percentage of students with more than 20 days absence per year:from 57% to 55%.

		By 2028, increase the 2023 VCE completion rate: • from 96% to 100%	By the end of 2025: increase the 2023 VCE completion rate:from 96% to 97%
		By 2028, increase the 2023 percentage of year 12 exits to further education: • from 64% to 70%.	By the end of 2025: increase the 2023 percentage of year 12 exits to further education: from 64% to 68%.
		By 2028, increase the 2024 percentage positive endorsement in the AtoSS: • Teacher concern from in 44% to 52% • Advocate at school from 69% to 73% • Managing bullying from 44% to 52%	By the end of 2025: increase the 2024 percentage positive endorsement in the AtoSS:Teacher concern from in 44% to 47%Advocate at school from 69% to 70% Managing bullying from 44% to 46%
		By 2028, increase the 2024 percentage positive endorsement in the SSS: • Trust in students and parents from 27% to 33%	By the end of 2025: increase the 2024 percentage positive endorsement in the SSS:Trust in students and parents from 27% to 29%

<b>Goal 1</b>	<b>Improve student learning outcomes.</b>
<b>12-month target 1.1</b>	<p>By the end of 2025: Maintain the 2025* percentage of matched cohort students in NAPLAN 'Exceeding' (same students achieving Exceeding in year 7 and again in year 9): Reading at xx% Writing at xx% Numeracy at xx%</p> <p>Decrease the 2025* percentage of matched cohort students in NAPLAN 'Needs additional support' (same students in 'Needs additional support' in year 7 and again in year 9):</p>

	<p>Reading at xx%</p> <p>Writing at xx%</p> <p>Numeracy at xx%</p> <p>Increase the 2025* percentage of NAPLAN 'Strong' students achieving above benchmark growth:  Reading from xx% to xx% (i.e. Reading from xx% (2025) to xx% (2028)  Writing from xx% to xx%  Numeracy from xx% to xx%.</p> <p>Increase the 2025* percentage of NAPLAN 'Exceeding' students achieving above benchmark growth:  Reading from xx% to xx%  Writing from xx% to xx%  Numeracy from xx% to xx%.</p>	
<b>12-month target 1.2</b>	<p>By the end of 2025: increase the 2023 mean VCE  All Study score from 21.97 to 22.5  English score from 22.07 to 22.5  English score for equity funded students from 20.36 to 21</p>	
<b>12-month target 1.3</b>	<p>By the end of 2025: increase the 2024 percentage positive endorsement on the student Attitudes to School Survey (AtoSS):  Effective teaching time from 65% to 68%%  Effective classroom behaviour from 57% to 58%  Differentiated learning challenge from 59% to 60%  Stimulated learning from 56% to 58%</p>	
<b>12-month target 1.4</b>	<p>By the end of 2025: increase the 2024 percentage positive endorsement on the School Staff Survey (SSS):  Collective efficacy from 36% to 39%  Academic emphasis from 24% to 26%  Instructional leadership from 65% to 67%</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b>	Implement and embed consistent, evidence informed pedagogical practice.	Yes



Teaching and learning		
<b>KIS 1.b</b> Support and resources	Develop the processes and capability of staff to implement inclusive practices.	Yes
<b>KIS 1.c</b> Teaching and learning	Strengthen sustainable routines for student focussed collaboration.	Yes
<b>KIS 1.d</b> Leadership	Develop the expertise and empower leaders in a distributed leadership model.	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.	Actions were developed under each KIS in collaboration with the review panel and ILT which were then reorganised into the school themes of Professional Culture, Know our Students, Curriculum and Pedagogy. Under these themes activities were cross referenced and prioritised by ILT and School Council. These has meant that all KIS for goal 1 were represented in the first year of Actions.	
<b>Goal 2</b>	<b>Improve student wellbeing and engagement.</b>	
<b>12-month target 2.1</b>	By the end of 2025: reduce the 2023 percentage of students with more than 20 days absence per year:  from 57% to 55%.	
<b>12-month target 2.2</b>	By the end of 2025: increase the 2023 VCE completion rate:  from 96% to 97%	
<b>12-month target 2.3</b>	By the end of 2025: increase the 2023 percentage of year 12 exits to further education:  from 64% to 68%.	

<b>12-month target 2.4</b>	By the end of 2025: increase the 2024 percentage positive endorsement in the AtoSS:  Teacher concern from in 44% to 47% Advocate at school from 69% to 70% Managing bullying from 44% to 46%	
<b>12-month target 2.5</b>	By the end of 2025: increase the 2024 percentage positive endorsement in the SSS:  Trust in students and parents from 27% to 29%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Leadership	Establish and embed a student centred and integrated tiered system of support.	Yes
<b>KIS 2.b</b> Leadership	Develop and implement an engagement and attendance strategy that leverages partnership with students, families and the school.	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.	Actions were developed under each KIS in collaboration with the review panel and ILT which were then reorganised into the school themes of Professional Culture, Know our Students, Curriculum and Pedagogy. Under these themes activities were cross referenced and prioritised by ILT and School Council. These has meant that both KIS for goal 2 were represented in the first year of Actions.	

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	Improve student learning outcomes.
<b>12-month target 1.1</b>	<p>By the end of 2025:  Maintain the 2025* percentage of matched cohort students in NAPLAN 'Exceeding' (same students achieving Exceeding in year 7 and again in year 9):  Reading at xx%  Writing at xx%  Numeracy at xx%</p> <p>Decrease the 2025* percentage of matched cohort students in NAPLAN 'Needs additional support' (same students in 'Needs additional support' in year 7 and again in year 9):  Reading at xx%  Writing at xx%  Numeracy at xx%</p> <p>Increase the 2025* percentage of NAPLAN 'Strong' students achieving above benchmark growth:  Reading from xx% to xx% (i.e. Reading from xx% (2025) to xx% (2028))  Writing from xx% to xx%  Numeracy from xx% to xx%.</p> <p>Increase the 2025* percentage of NAPLAN 'Exceeding' students achieving above benchmark growth:  Reading from xx% to xx%  Writing from xx% to xx%  Numeracy from xx% to xx%.</p>
<b>12-month target 1.2</b>	<p>By the end of 2025: increase the 2023 mean VCE  All Study score from 21.97 to 22.5  English score from 22.07 to 22.5  English score for equity funded students from 20.36 to 21</p>
<b>12-month target 1.3</b>	<p>By the end of 2025: increase the 2024 percentage positive endorsement on the student Attitudes to School Survey (AtoSS):</p>

	<p>Effective teaching time from 65% to 68%%</p> <p>Effective classroom behaviour from 57% to 58%</p> <p>Differentiated learning challenge from 59% to 60%</p> <p>Stimulated learning from 56% to 58%</p>
<b>12-month target 1.4</b>	<p>By the end of 2025: increase the 2024 percentage positive endorsement on the School Staff Survey (SSS):</p> <p>Collective efficacy from 36% to 39%</p> <p>Academic emphasis from 24% to 26%</p> <p>Instructional leadership from 65% to 67%</p>
<b>KIS 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Implement and embed consistent, evidence informed pedagogical practice.
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Implement an Instructional Model aligned to evidence-based pedagogical practices in the Victorian Teaching and Learning Model 2.0 incorporating literacy, numeracy and positive classroom management strategies.</li> <li>2. Continued refinement of the documented curriculum, aligned to the Victorian Curriculum 2.0.</li> <li>3. Strengthen content pedagogies within all learning areas.</li> <li>4. Continue to create developmental rubrics and embed their use in teacher practice.</li> </ol>
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>1. Student will be exposed to consistent classroom instruction and routines</li> <li>1. Students will use numeracy profiles and reading reflection sheets to set individual learning goals</li> <li>1. Teacher will embed the VTLM2.0 into their planning and practice through the instructional model</li> <li>1. Teachers will be using the PCMS and tracking their growth against the mastery continua</li> <li>1. Leaders will monitor the implementation of the VTLM 2.0 and provide targeted support via direct coaching</li> <li>2. Students will participate in learning sequences aligned to Victorian Curriculum 2.0</li> <li>2. Teachers will be implementing a documented curriculum aligned to Victorian Curriculum 2.0</li> <li>2. Leaders will audit curriculum documentation and ensuring that curriculum available to staff is aligned to VC2.0</li> <li>3. Teachers will be engaging in professional learning about learning area content delivery and applying this to their</li> </ol>

	<p>practice</p> <p>3. Leaders will schedule regular meeting times with curriculum teams and lead professional learning in learning area content delivery</p> <p>4. Students will use assessment tools to set goals, track their learning and set new learning goals.</p> <p>4. Students will be able to articulate their learning growth across each subject.</p> <p>4. Teachers will implement developmental rubrics into their learning sequence</p> <p>4. Leaders will audit rubrics developmental rubrics, and provide professional learning in rubric implementation</p>			
<b>Success Indicators</b>	<p>1.- Professional Learning in Explicit Teaching Instructional Model</p> <p>1.- Professional Learning in Instructional Practice and Coaching for Instructional Leadership Team</p> <p>1.- School Improvement Team: VTLM 2.0 meeting minutes</p> <p>1.- Meeting survey data from ILT, LALs and staff</p> <p>1.- KOS PLC shows improvement in data related to SP targets</p> <p>2.- Unit planners that reflect the Explicit Teaching Instructional Model: Teaching and Learning Cycle</p> <p>2.- Documented lesson plans that reflect the Explicit Teaching Instructional Model template across all Learning Areas</p> <p>2.- Differentiation based on cohort needs documented in unit planning</p> <p>2.- Consolidation tasks embedded in unit planning</p> <p>1&amp;3.- Classroom observations and Learning Walks demonstrating use of strategies from PL</p> <p>4. Documented action plan with some activities having started</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
1.&2. Develop an action plan with LALs to ensure literacy and numeracy demands of each unit are documented	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input checked="" type="checkbox"/> Other funding will be used

	<input checked="" type="checkbox"/> School improvement team			
4. Develop an action plan for embedding developmental rubrics into staff practice  (Melb Uni consultancy)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$25,000.00
2. Audit and align current curriculum documentation to VC 2.0	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input checked="" type="checkbox"/> Other funding will be used
1. Create an action plan for the roll out of VTLM 2.0 & ETIM (AP x 2 x 0.2 = \$350K, LT x 2 x 0.6 = \$156K, LALs 6 x 8000 x 11 + 6000 x 11 = \$595k)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,100,000.00  <input checked="" type="checkbox"/> Equity funding will be used
4. Develop and implement a method of evaluation of documented developmental rubrics (Asst LT 1.0, AP 0.2)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$200,000.00
2. Develop and implement a method of evaluation of VC 2.0 documented curriculum (Curriculum LT)	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$120,000.00
1. Deliver PL on Explicit Teaching Instructional Model aligned to Victorian Teaching and Learning Model 2.0	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> School leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

3. Develop a meeting structure that provides curriculum teams time to strengthen the method of how content is delivered	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Schedule and organise PL on Action plan development and monitoring (CRT for PL Day for ILT and LAL)	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$12,500.00
<b>KIS 1.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop the processes and capability of staff to implement inclusive practices.			
<b>Actions</b>	1. Strengthen teacher practices for the use of quality assessment to inform the differentiated learning experience 2. Adapt and refine classroom practices to ensure quality, differentiated teaching practice in every classroom focussing on year 7			
<b>Outcomes</b>	1. Teachers will be using formative and summative assessments linked to a rubric and explicitly teach and give feedback for each student's point of need. They will be able to track learning growth using the rubric. 1&2. Staff will regularly reflect on and refine their practice in response to student outcomes.  2. Students will engage in learning that is accessible, challenging, and responsive to their individual needs. 2. Students will feel included, supported, and capable of success in their classroom environment. 2. Staff will work collaboratively to design inclusive units, lessons, and tasks that support diverse learners. 2. Teachers will develop knowledge of inclusive planning processes and plan for differentiation in their learning sequence. 2. Teachers will document differentiation and adjustments within their curriculum documents. 2. Leaders will provide professional learning and coaching aligned with inclusive teaching frameworks (e.g., UDL, VTLM). 2. Community will engage in partnerships that support the inclusion, participation, and achievement of all students.			

<b>Success Indicators</b>	2.Students can explain what they learning, what they have achieved and their next level of learning 2.Documented planning processes that embeds inclusive, differentiated practice across year 7 classrooms. 2.Increased teacher capability and consistency in meeting diverse learning needs (AToSS, SSS) 2.Greater student growth and engagement, particularly for priority cohorts (Year 7, PAT, Compass, GPA) 2. School-wide culture of inclusive, responsive teaching supported by staff, students, and families (AToSS).			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
1.Audit current assessment practices	<input checked="" type="checkbox"/> Assessment & reporting coordinator <input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
VTLM SIT to develop and implement a clear inclusive planning process for aligned to the VTLM that supports teachers and education support staff to collaboratively embed differentiation in unit planners, and to plan for classroom level and individual adjustments (AP x 4 0.1, Prin, LT 0.1)	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00
2.Develop an action plan for school wide understanding of differentiated teaching practices  HKE 0.20 \$34K, MKO 1.0 \$120K, Fareena 0.8 \$56, Kathryn 1.0 \$120K, EILs x 6 @ 2 periods f/nx \$16k = \$72	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership partners (DSSI) <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$402,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<b>KIS 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Strengthen sustainable routines for student focussed collaboration.			



incorporating extra-curricula programs				
<b>Actions</b>	Strengthen opportunities for teachers, ES and leaders to analyse, plan and respond to student data - Knowing Our Students			
<b>Outcomes</b>	All staff will participate in KOS meetings Leaders will create structures and professional learning that empowers staff to analyse plan and respond to student data with peers Leaders will model collaborative practices driven by data			
<b>Success Indicators</b>	Staff will report an increase in positive endorsement for using data for curriculum planning SSS will show increased collective efficacy for both teaching and ES staff			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Action plan to review whole school data map to determine consistency of data and how it is collected and used	<input checked="" type="checkbox"/> Assessment & reporting coordinator <input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Schedule dedicated meeting time for Know Our Students (YL & FG) (PLC) (ES) meetings (G1 KIS 1a3)	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>KIS 1.d</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive,	Develop the expertise and empower leaders in a distributed leadership model.			

safe and orderly learning environment					
Actions	1.Maximise engagement and achievement of the strategic intent/objectives through a concise school improvement agenda - Professional Culture 2.Promote and facilitate leadership development and empowerment - Professional Culture 3.Develop a documented Position Description for every role in the school which includes specific links to AIP.				
Outcomes	1.All staff will be able to articulate their contributions to school improvement  2.Staff will engage in identifying and being coached in school rocks 2.Leaders will be knowledgeable and skilled, and coach in school rocks 2.Leaders will document portfolio plans and identify opportunities for collaboration  3.Staff will co-create position descriptions and have greater clarity				
Success Indicators	1. SSS shows increase in staff efficacy for both ES and teaching staff  2.FISO continua will show improvement in self evaluation for the leadership domain by staff  3.SSS shows increase in school climate				
Activities		People responsible	Is this a PL priority	When	Activity cost and funding streams
1(i) Audit staff understanding of AIP and SP		✔ Leadership team	✔ PLP Priority	from: Term 1 to: Term 4	\$0.00

1(ii) Audit current job descriptions against SP (consultant)	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$50,000.00
1(iii) Co-design revised job descriptions against SP	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$50,000.00
2 Create annual plans (ganttt) in portfolios and review collaboration opportunities.1 per prin team member (ILT meeting schedule) 35 x 0.03 x average wage of team \$120k) x .5	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$65,000.00
1(v) Open SIT to staff - invitations on regular basis (CRT costs)	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00
<b>Goal 2</b>	Improve student wellbeing and engagement.			
<b>12-month target 2.1</b>	By the end of 2025: reduce the 2023 percentage of students with more than 20 days absence per year:  from 57% to 55%.			
<b>12-month target 2.2</b>	By the end of 2025: increase the 2023 VCE completion rate:  from 96% to 97%			
<b>12-month target 2.3</b>	By the end of 2025: increase the 2023 percentage of year 12 exits to further education:  from 64% to 68%.			

<b>12-month target 2.4</b>	<p>By the end of 2025: increase the 2024 percentage positive endorsement in the AtoSS:</p> <p>Teacher concern from 44% to 47%</p> <p>Advocate at school from 69% to 70%</p> <p>Managing bullying from 44% to 46%</p>
<b>12-month target 2.5</b>	<p>By the end of 2025: increase the 2024 percentage positive endorsement in the SSS:</p> <p>Trust in students and parents from 27% to 29%</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	Establish and embed a student centred and integrated tiered system of support.
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Strengthen professional partnerships between classroom teachers and ES staff - Professional Culture</li> <li>2. Formalise opportunities for cohort teams to use data to monitor student risk profiles, monitor participation in and impact of, interventions and to intervene. Cohort teams use data to identify and monitor students at risk and implement and evaluate interventions - Knowing our Students</li> </ol>
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>1. Teachers and ES will collaboratively engage in Professional Learning Community structure that supports a 'wrap around the class' model, using data to co-design, implement and evaluate targeted interventions.</li> <li>1&amp;2. Leaders and ES staff will build capacity to collaboratively engage in a Tier 3 'wrap around the student' model, using data to co-design, implement, and review intensive, individualised supports that address complex academic, behavioural, and wellbeing needs.</li> <li>2. Students will develop the skills and dispositions, to successfully engage with both universal supports and targeted interventions, demonstrating an increased engagement in learning and improved ability to regulate emotions and behaviour.</li> <li>2. Teachers will strengthen their capacity to collect, analyse and response to a range of student data, allowing them to</li> </ol>

	<p>implement timely and appropriate Tier 1, 2 or 3 supports</p> <p>2. Leaders will build capability in driving a whole-school approach to intervention by embedding a structured, data-informed cycle of review and improvement.</p> <p>2. Our community members will increase their understanding of and participation in intervention processes, fostering stronger school partnerships.</p>			
<b>Success Indicators</b>	<p>1&amp;2. A clearly defined, documented, and embedded referral process for accessing Tier 1, 2, and 3 supports, consistently applied by staff and understood by stakeholders.</p> <p>1&amp;2. All Tier 2 and Tier 3 documentation templates (e.g. ILPs, IEPs, CICO plans, Safety Plans) are reviewed, updated, and aligned to ensure consistent recording of student adjustments and responses, effective use in planning, monitoring, and refining support, and clear evidence of individualised and responsive intervention.</p> <p>1&amp;2. A systemised model for data-based decision-making, outlining tools and processes for assessing need and allocating academic, social/emotional, and wellbeing supports across all tiers.</p> <p>1&amp;2. Scheduled case meetings use relevant data (e.g. behaviour, academic, wellbeing) to inform tailored student plans.</p> <p>1&amp;2. A measurable reduction in the frequency and severity of Minor and Major Behaviour Chronicles recorded on COMPASS, indicating improved student self-regulation and proactive staff intervention.</p> <p>2. A comprehensive, up-to-date inventory of all current Tier 1, 2, and 3 interventions in use across the College, identifying overlaps, gaps, and areas for scaling.</p> <p>2. Regular PLC meetings that focus on whole-class and individual student data to identify needs, with teachers co-developing strategies and share responsibility for class-wide support plans.</p> <p>2. Increased collective efficacy, reflected in improved student learning and wellbeing data.</p> <p>2. Pilot implementation of the data-based decision-making model and referral system within an active intervention program, using a full 1&amp;2. PLC inquiry cycle to evaluate impact and refine practice.</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
<p>1(i) Create a forum for ES and TS with a purpose to map out opportunities for increased collaboration across teams</p> <p>Student Counsellors 2 x 0.5 \$60</p>	<p><input checked="" type="checkbox"/> Administration team</p> <p><input checked="" type="checkbox"/> Leadership team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$61,315.00</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET</p>

				funded or free items
2(i) Compass audit to refine compass chronicles SWPBS SIT, PEGS, Attendance, Allied Health, Compass	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
2(ii) Process for handover post intervention including observations of intervention programs - Engage, HOL, Multi-Lit, Tutoring, FLO	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
2(iii) Identify and use assessment tools for wellbeing, behaviour, quality of life and school experiences to assist the evaluations of interventions	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
<b>KIS 2.b</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	Develop and implement an engagement and attendance strategy that leverages partnership with students, families and the school.			
<b>Actions</b>	Simplify the attendance process - Professional Culture			
<b>Outcomes</b>	Students will attend school more often. Teachers will follow the attendance policy and flow chart demonstrating teacher concern.			

	Leaders will support the implementation of a revised attendance policy and flow chart Our Community will have a shared understanding of the attendance process.			
<b>Success Indicators</b>	Documented policy that is concise and clear Communications and PL to staff, students and families Semester 1 attendance is improved on 2024 average across all year levels; explained absences have increased across all year levels ATSS shows increased teacher concern across all year levels SSS shows increased % positive endorsement for trust in students and parents			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
1(ii) Create clear role descriptions of attendance process	☑ School improvement team	☑ PLP Priority	from: Term 3 to: Term 4	\$0.00
1(i) Review and refine attendance policy  Community SIT, PEGS,  (truancy and attendance officer, youth workers 1.0 \$80K, MEA 3 x 0.1 \$20K , TA for form teachers \$224k, attendance officer and EO \$155K	☑ School improvement team	☑ PLP Priority	from: Term 2 to: Term 2	\$479,000.00  ☑ Equity 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	\$2,731,293.45	\$2,731,293.00	\$0.45
Disability Inclusion Tier 2 Funding	\$461,735.31	\$402,000.00	\$59,735.31
Schools Mental Health Fund and Menu	\$97,627.83	\$96,315.00	\$1,312.83
<b>Total</b>	<b>\$3,290,656.59</b>	<b>\$3,229,608.00</b>	<b>\$61,048.59</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
1. Create an action plan for the roll out of VTLM 2.0 & ETIM (AP x 2 x 0.2 = \$350K, LT x 2 x 0.6 = \$156K, LALs 6 x 8000 x 11 + 6000 x 11 = \$595k)	\$1,100,000.00
2. Develop an action plan for school wide understanding of differentiated teaching practices  HKE 0.20 \$34K, MKO 1.0 \$120K, Fareena 0.8 \$56, Kathryn 1.0 \$120K, EILs x 6 @ 2 periods f/nx \$16k = \$72	\$402,000.00
1(i) Create a forum for ES and TS with a purpose to map out opportunities for increased collaboration across teams  Student Counsellors 2 x 0.5 \$60	\$61,315.00



1(i) Review and refine attendance policy  Community SIT, PEGS,  (truancy and attendance officer, youth workers 1.0 \$80K, MEA 3 x 0.1 \$20K , TA for form teachers \$224k, attendance officer and EO \$155K	\$479,000.00
<b>Totals</b>	\$2,042,315.00

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
1. Create an action plan for the roll out of VTLM 2.0 & ETIM (AP x 2 x 0.2 = \$350K, LT x 2 x 0.6 = \$156K, LALs 6 x 8000 x 11 + 6000 x 11 = \$595k)	from: Term 1 to: Term 3	\$1,100,000.00	☑ School-based staffing
1(i) Review and refine attendance policy  Community SIT, PEGS,  (truancy and attendance officer, youth workers 1.0 \$80K, MEA 3 x 0.1 \$20K , TA for form teachers \$224k, attendance officer and EO \$155K	from: Term 2 to: Term 2	\$479,000.00	☑ School-based staffing
<b>Totals</b>		\$1,579,000.00	

## Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
2.Develop an action plan for school wide understanding of differentiated teaching practices  HKE 0.20 \$34K, MKO 1.0 \$120K, Fareena 0.8 \$56, Kathryn 1.0 \$120K, EILs x 6 @ 2 periods f/nx \$16k =\$72	from: Term 1 to: Term 2	\$402,000.00	<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> <li>• Leading teacher</li> <li>• Learning specialist</li> <li>• Inclusion leader</li> <li>• Other AP 0.2 \$34000</li> </ul> <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> <li>•</li> </ul> <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li>•</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>		\$402,000.00	

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

Activities and milestones	When	Funding allocated (\$)	Category
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1(i) Create a forum for ES and TS with a purpose to map out opportunities for increased collaboration across teams  Student Counsellors 2 x 0.5 \$60	from: Term 2 to: Term 4	\$61,315.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
<b>Totals</b>		\$61,315.00	

### Additional funding planner – Total Budget

Activities and milestones	Budget
Equity - cash program budgets	\$715,000.00
Equity - cash to credit	\$413,546.00
Equity - Professional Learning	\$23,747.00
SMHF - cash program budgets \$5k & staffing contribution 30K	\$35,000.00
<b>Totals</b>	\$1,187,293.00

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Equity - cash program budgets	from: Term 1 to: Term 4	\$715,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

Equity - cash to credit	from: Term 1 to: Term 4	\$413,546.00	<input checked="" type="checkbox"/> Other cash to credit for staffing
Equity - Professional Learning	from: Term 1 to: Term 4	\$23,747.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
SMHF - cash program budgets \$5k & staffing contribution 30K	from: Term 1 to: Term 4		
<b>Totals</b>		\$1,152,293.00	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Equity - cash program budgets	from: Term 1 to: Term 4		
Equity - cash to credit	from: Term 1 to: Term 4		
Equity - Professional Learning	from: Term 1		

	to: Term 4		
SMHF - cash program budgets \$5k & staffing contribution 30K	from: Term 1 to: Term 4		
<b>Totals</b>		\$0.00	

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

Activities and milestones	When	Funding allocated (\$)	Category
Equity - cash program budgets	from: Term 1 to: Term 4		
Equity - cash to credit	from: Term 1 to: Term 4		
Equity - Professional Learning	from: Term 1 to: Term 4		
SMHF - cash program budgets \$5k & staffing contribution 30K	from: Term 1 to: Term 4	\$35,000.00	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives

Totals		\$35,000.00	
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## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
1. Deliver PL on Explicit Teaching Instructional Model aligned to Victorian Teaching and Learning Model 2.0	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting <input checked="" type="checkbox"/> Area principal forums	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources VC and VTLM resources <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Schedule and organise PL on Action plan development and monitoring (CRT for PL Day for ILT and LAL)	<input checked="" type="checkbox"/> Leadership team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning	<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"/> On-site
VTLM SIT to develop and implement a clear inclusive planning process for aligned to the VTLM that supports teachers and education support staff to collaboratively embed differentiation in unit planners, and to plan for	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

classroom level and individual adjustments (AP x 4 0.1, Prin, LT 0.1)						
1(i) Audit staff understanding of AIP and SP	✓ Leadership team	from: Term 1 to: Term 4	✓ Collaborative inquiry/action research team ✓ Individualised reflection	✓ Formal school meeting / internal professional learning sessions	✓ Internal staff	✓ On-site
2 Create annual plans (gantt) in portfolios and review collaboration opportunities.1 per prin team member (ILT meeting schedule) 35 x 0.03 x average wage of team \$120k) x .5	✓ Leadership team	from: Term 1 to: Term 4	✓ Planning ✓ Preparation	✓ Formal school meeting / internal professional learning sessions	✓ Internal staff	✓ On-site
1(i) Create a forum for ES and TS with a purpose to map out opportunities for increased collaboration across teams  Student Counsellors 2 x 0.5 \$60	✓ Administration team ✓ Leadership team	from: Term 2 to: Term 4	✓ Collaborative inquiry/action research team	✓ Formal school meeting / internal professional learning sessions	✓ Internal staff	✓ On-site
1(ii) Create clear role descriptions of attendance process	✓ School improvement team	from: Term 3 to: Term 4	✓ Collaborative inquiry/action research team	✓ Formal school meeting / internal professional learning sessions	✓ Internal staff	✓ On-site



1(i) Review and refine attendance policy  Community SIT, PEGS,  (truancy and attendance officer, youth workers 1.0 \$80K, MEA 3 x 0.1 \$20K , TA for form teachers \$224k, attendance officer and EO \$155K	<input checked="" type="checkbox"/> School improvement team	from: Term 2 to: Term 2	<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
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