

2025 Annual Implementation Plan

for improving student outcomes

Baden Powell P-9 College (5315)



BADEN POWELL COLLEGE

Submitted for review by Vicki Minton (School Principal) on 19 February, 2025 at 04:19 PM
Awaiting endorsement by Senior Education Improvement Leader

Self-evaluation summary

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

	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	Evolving
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving

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

Throughout the year, Baden Powell College has made significant strides towards achieving the goals set in the Annual Implementation Plan (AIP). The college has shown dedication to improving teaching practices, embedding inclusive and wellbeing practices, and fostering a positive learning climate.

Below is a reflection on the progress in each key area and the focus for future improvement:

Teaching and Learning Consistency:

Progress: Professional Learning Teams (PLTs) have established consistent processes, such as data walls and visible learning goals, to inform differentiated teaching. Efforts to align professional development with the instructional model and embed it across the college have strengthened instructional practices. Work programs now document differentiation strategies, and there is greater equity in coaching support across staff.

Future Focus: Continue to build staff data literacy and streamline data collection processes from P-9 to ensure uniformity. Strengthen the use of data platforms and refine differentiation strategies to address inconsistencies in work programs. Consistent documentation of instructional strategies will be a priority.

Data-Driven Instruction and Student Support:

Progress: The college has effectively utilised data walls and the 'Faces on Data' approach to visually track student progress. SMART goals for IEPs are in place, and staff have been trained in key assessment tools. Differentiation and small group instruction are now more structured, with improved processes for identifying and supporting students needing Individual Education Plans (IEPs).

Future Focus: Improve the consistency and quality of data literacy across staff to maximise the impact of data-driven instruction. Focus on enhancing differentiation and alternative learning strategies, ensuring these are well-documented and applied consistently.

Inclusion, Health, and Wellbeing:

Progress: Inclusive practices have been embedded with tools like Ready to Learn (RTL) plans, behaviour regulators, and Berry Street strategies. Disability Inclusion applications have progressed, and the Wellbeing Room is actively utilised at Tarneit, supporting a growing number of students. Social skills programs are underway, and professional learning on individualised adjustments has been provided.

Future Focus: Embed social and emotional regulation strategies consistently across all classrooms and develop

	<p>Tier 2 interventions to complement existing Tier 1 and Tier 3 supports. Further enhance staff capacity to tailor adjustments and monitor the effectiveness of wellbeing resources.</p> <p>Positive Climate for Learning: Progress: The college has worked to create calm, orderly classrooms with clear behavioural expectations, supported by the Regulator and merit badge incentive programs. Leadership support in behaviour management has been responsive and data-informed. Berry Street practices, Quality Beginning programs, and consistent behaviour management frameworks have contributed to a positive climate for learning. Future Focus: Continue embedding Berry Street practices and the Real Schools framework across all classrooms to build consistency in behaviour management and student engagement. Increase the use of data analysis in behaviour tracking and focus on consistency among staff in implementing behaviour management strategies.</p> <p>Overall Reflection and Future Focus: Baden Powell College has made commendable progress in creating a cohesive and inclusive learning environment driven by data and consistent practices. Staff engagement in professional learning, particularly in data literacy, instructional models, and wellbeing, has established a strong foundation for continued improvement. The focus on embedding these practices consistently across the college has helped drive improvements in teaching quality, student engagement, and support structures.</p>
<p>Documents that support this plan</p>	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
To maximise learning growth for every student.	Yes	<p>By 2028 increase the percentage of students achieving at <i>exceeding and strong</i> in NAPLAN proficiency levels for the domains of:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Reading from 50% (2023) to 58% • Writing from 65% (2023) to 70% • Numeracy from 54% (2023) to 58% <p>Year 5</p> <ul style="list-style-type: none"> • Reading from 74% (2023) to 78% • Writing from 68% (2023) to 75% • Numeracy from 53% (2023) to 60% <p>Year 7</p> <ul style="list-style-type: none"> • Reading from 65% (2023) to 70% • Writing from 63% (2023) to 68% • Numeracy from 59% (2023) to 65% <p>Year 9</p> <ul style="list-style-type: none"> • Reading from 35% (2023) to 42% • Writing from 38% (2023) to 44% • Numeracy from 45% (2023) to 52% <p>*This target may require adjustment once trend data is available</p>	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>In 2025 increase the percentage of students achieving at exceeding and strong in NAPLAN proficiency levels for the domains of: Year 3 Reading from 48% (2024) to 50% Writing from 61% (2024) to 63% Numeracy from 48% (2024) to 49% Year 5 Reading from 59% (2024) to 60% Writing from 64% (2024) to 65% Numeracy from 53% (2024) to 54% Year 7 Reading from 53% (2024) to 54% Writing from 49% (2024) to 50% Numeracy from 45% (2024) to 46% Year 9 Reading from 40% (2024) to 41% Writing from 51% (2024) to 52% Numeracy from 42% (2024) to 43%</p>
		NAPLAN target for student learning growth by 2028 - to be confirmed	In 2025 to decrease the number of students assessed as 'Needs

			<p>additional support in Reading:Year 3 from 24% in 2024 to 20% in 2025Year 5 from 12% in 2024 to 8% in 2025Year 7 from 21% in 2024 to 17% in 2025Year 9 from 8% in 2024 to 6% in 2025In 2025 to decrease the number of students assessed as 'Needs additional support in Numeracy:Year 3 from 22% in 2024 to 18% in 2025Year 5 from 12% in 2024 to 10% in 2025Year 7 from 25% in 2024 to 21% in 2025Year 9 from 23% in 2024 to 20% in 2025</p>
		<p>By 2028, increase the percentage of Year 1-6 and 7-10 students assessed as at or above expected growth on Victorian Curriculum Levels F-10: (Semester 2 - Semester 2)</p> <p>English (Year 1-6)</p> <ul style="list-style-type: none"> • Reading and viewing from 60% (2023) to 65% • Writing from 64% (2023) 70% • Speaking and listening from 58% (2023) 62% <p>English (Year 7-10)</p> <ul style="list-style-type: none"> • Reading and viewing from 60% (2023) to 65% • Writing from 64% (2023) 70% • Speaking and listening from 55% (2023) 60% <p>Mathematics (Year 1-6)</p> <ul style="list-style-type: none"> • Number and Algebra from 75% (2023) to 80% • Measurement and Geometry from 68% (2023) to 75% • Statistics and Probability from 74% (2023) to 78% <p>Mathematics (Year 7-10)</p> <ul style="list-style-type: none"> • Number and Algebra from 69% (2023) to xx% • Measurement and Geometry from 69% (2023) to xx% • Statistics and Probability from 47% (2023) to 55% 	<p>In 2025 to increase the percentage of Year 1-6 and 7-10 students assessed as at or above expected growth on Victorian Curriculum Levels F-10: (Semester 2 - Semester 2):English (Year 1-6):Reading and viewing from 77% (2024) to 78%Writing from 74% (2024) to 75%Speaking and listening from 82% (2024) to 83%English (Year 7-10):Reading and viewing from 60% (2024) to 61%Writing from 77% (2024) to 78%Speaking and listening from 74% (2024) to 75%Mathematics 2.0 (Year 3-5):% of students with high or medium relative growth to be above 66%Mathematics 2.0 (Year 5-7):% of students with high or medium relative growth to be above 60%Mathematics 2.0 (Year 7-9):% of students with high or medium relative growth to be above 66%</p>

		<p>By 2028 increase the percentage of positive endorsement on the 4-6 and 7-9 Student Attitudes to School Survey for the factors of:</p> <p>Years 4-6</p> <ul style="list-style-type: none"> • Stimulated learning from 73% (2023) to 78% • Effective teaching time from 81% (2023) to 85% • Motivation and interest from 69% (2023) to 75% <p>Years 7-9</p> <ul style="list-style-type: none"> • Stimulated learning from 40% (2023) to 46% • Effective teaching time from 58% (2023) to 62% • Differentiated learning challenge from 59% (2023) to 65% • Motivation and interest from 41% (2023) to 48% 	<p>In 2025 increase the percentage of positive endorsement on the 4-6 and 7-9 Student Attitudes to School Survey for the factors of:Years 4-6Stimulated learning from 66% (2024) to 72%Effective teaching time from 79% (2024) to 83%Motivation and interest from 68% (2024) to 71%Years 7-9Stimulated learning from 36% (2024) to 40%Effective teaching time from 57% (2024) to 60%Differentiated learning challenge from 59% (2024) to 62%Motivation and interest from 43% (2024) to 45%</p>
		<p>By 2028 increase the percentage of positive endorsement on the School Staff Survey (SSS) for the measures of:</p> <ul style="list-style-type: none"> • Cultural leadership from 63% (2023) to 70% • Academic emphasis from 53% (2023) to 60% • Collective efficacy from 67% (2023) to 72% • Understand how to analyse data from 67% (2023) to 50% • Seek feedback to improve practice from 56% (2023) to 62% 	<p>In 2025 increase the percentage of positive endorsement on the School Staff Survey (SSS) for the measures of: Cultural leadership from 67% (2024) to 69%Academic emphasis from 50% (2024) to 53%Collective efficacy from 57% (2024) to 61%Understand how to analyse data from 65% (2024) to 67%Seek feedback to improve practice from 67% (2024) to 70%BPC have added positive endorsement of instructional leadership from 80% (2024) to 83%</p>
<p>To improve student engagement, learning and wellbeing.</p>	<p>Yes</p>	<p>By 2028 increase the percentage of positive endorsement on the 4-6 and 7-9 Student Attitudes to School Survey for the factors of:</p> <p>Years 4-6</p> <ul style="list-style-type: none"> • Student voice and agency from 51% (2023) to 58% • Respect for diversity from 64% (2023) to 70% 	<p>In 2025 to increase the percentage of positive endorsement on the 4-6 and 7-9 Student Attitudes to School Survey for the factors of:Years 4-6:Student voice and agency from 53% (2024) to 54%Managing bullying</p>

		<ul style="list-style-type: none"> • Teacher concern from 67% (2023) to 73% • Managing bullying from 58% (2023) to 63% <p>Years 7-9</p> <ul style="list-style-type: none"> • Student voice and agency from 29% (2023) to 39% • Respect for diversity from 25% (2023) to 30% • Teacher concern from 27% (2023) to 35% • Advocate at school from 56% (2023) to 62% • Managing bullying from 25% (2023) to 30% 	<p>from 57% (2024) to 58%BPC have added Sense of Connectedness from 63% (2024) to 64%BPC have added Emotional Awareness and Regulation from 66% (2024) to 66%BPC have added Stimulated Learning from 66% (2024) to 67%Years 7-9:Student voice and agency from 29% (2024) to 30%Managing bullying from 21% (2024) to 22%BPC have added Sense of Connectedness from 30% (2024) to 31%BPC have added Emotional Awareness and Regulation from 65% (2024) to 65%BPC have added Stimulated Learning from 36% (2024) to 37%</p>
		<p>By 2028 increase the percentage of positive endorsement on School Staff Survey (SSS) for the measures of:</p> <ul style="list-style-type: none"> • Use student feedback to inform teaching practice from 67% (2023) to 72%. • Promote student ownership of learning from 75% (2023) to 80%. 	<p>In 2025 increase the percentage of positive endorsement on School Staff Survey (SSS) for the measures of: Use student feedback to inform teaching practice from 73% (2024) to 75%.Promote student ownership of learning from 84% (2024) to 86%.</p>
		<p>By 2028 increase the percentage of positive endorsement on Parent/Guardian/Caregiver Survey (PGCS) for the measures of:</p> <ul style="list-style-type: none"> • Stimulating learning Environment from 65% (2023) to 70% • Parent participation and involvement from 62% percent (2023) to 66%. 	<p>In 2025 increase the percentage of positive endorsement on Parent/Guardian/Caregiver Survey (PGCS) for the measures of:Stimulating learning Environment from 65% (2024) to 67%Parent participation and involvement from 62% percent (2024) to 64%.</p>

	<p>By 2028 Reduce the percentage of students with 20 or more absent days:</p> <ul style="list-style-type: none"> • Years P-6 from 50% (2023) to 42% • Years 7-9 from 55% (2023) to 48% <p>Reduce average absences per student FTE (2023):</p> <ul style="list-style-type: none"> • Years P-6 from 27.5 days to <24 days per student. • Years 7–9 from 34.7 days to <28 days per student. 	<p>In 2025: Attendance rate Prep to Six from 85% to 85.5% Attendance rate Seven to Nine from 81% to 81.5%</p>
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Goal 1	To maximise learning growth for every student.
12-month target 1.1	<p>In 2025 increase the percentage of students achieving at exceeding and strong in NAPLAN proficiency levels for the domains of:</p> <p>Year 3 Reading from 48% (2024) to 50% Writing from 61% (2024) to 63% Numeracy from 48% (2024) to 49%</p> <p>Year 5 Reading from 59% (2024) to 60% Writing from 64% (2024) to 65% Numeracy from 53% (2024) to 54%</p> <p>Year 7 Reading from 53% (2024) to 54% Writing from 49% (2024) to 50% Numeracy from 45% (2024) to 46%</p> <p>Year 9 Reading from 40% (2024) to 41% Writing from 51%(2024) to 52%</p>

	Numeracy from 42% (2024) to 43%
12-month target 1.2	<p>In 2025 to decrease the number of students assessed as 'Needs additional support in Reading: Year 3 from 24% in 2024 to 20% in 2025 Year 5 from 12% in 2024 to 8% in 2025 Year 7 from 21% in 2024 to 17% in 2025 Year 9 from 8% in 2024 to 6% in 2025</p> <p>In 2025 to decrease the number of students assessed as 'Needs additional support in Numeracy: Year 3 from 22% in 2024 to 18% in 2025 Year 5 from 12% in 2024 to 10% in 2025 Year 7 from 25% in 2024 to 21% in 2025 Year 9 from 23% in 2024 to 20% in 2025</p>
12-month target 1.3	<p>In 2025 to increase the percentage of Year 1-6 and 7-10 students assessed as at or above expected growth on Victorian Curriculum Levels F-10: (Semester 2 - Semester 2):</p> <p>English (Year 1-6): Reading and viewing from 77% (2024) to 78% Writing from 74% (2024) to 75% Speaking and listening from 82% (2024) to 83%</p> <p>English (Year 7-10): Reading and viewing from 60% (2024) to 61% Writing from 77% (2024) to 78% Speaking and listening from 74% (2024) to 75%</p> <p>Mathematics 2.0 (Year 3-5): % of students with high or medium relative growth to be above 66%</p> <p>Mathematics 2.0 (Year 5-7): % of students with high or medium relative growth to be above 60%</p>

	Mathematics 2.0 (Year 7-9): % of students with high or medium relative growth to be above 66%	
12-month target 1.4	In 2025 increase the percentage of positive endorsement on the 4-6 and 7-9 Student Attitudes to School Survey for the factors of: Years 4-6 Stimulated learning from 66% (2024) to 72% Effective teaching time from 79% (2024) to 83% Motivation and interest from 68% (2024) to 71% Years 7-9 Stimulated learning from 36% (2024) to 40% Effective teaching time from 57% (2024) to 60% Differentiated learning challenge from 59% (2024) to 62% Motivation and interest from 43% (2024) to 45%	
12-month target 1.5	In 2025 increase the percentage of positive endorsement on the School Staff Survey (SSS) for the measures of: Cultural leadership from 67% (2024) to 69% Academic emphasis from 50% (2024) to 53% Collective efficacy from 57% (2024) to 61% Understand how to analyse data from 65% (2024) to 67% Seek feedback to improve practice from 67% (2024) to 70% BPC have added positive endorsement of instructional leadership from 80% (2024) to 83%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Strengthen and embed a culture of continual improvement through feedback	No

Leadership		
KIS 1.b Teaching and learning	Strengthen staff capability to embed agreed teaching and learning practices	Yes
KIS 1.c Assessment	Strengthen staff capability to use data and assessment practices to improve student learning growth	Yes
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>The school has made strong progress in building effective teaching, learning, and assessment practices. However, a focused effort on consistency is essential to enhance these foundations across the college. Embedding agreed teaching practices will ensure that every student benefits from clear, targeted instruction aligned with their needs. Consistency in work programs, instructional models, and lesson planning across all year levels, especially 7-9, will promote coherence in teaching approaches.</p> <p>In assessment, improved data literacy and standardised data collection will allow all staff to analyse student progress accurately, fostering more tailored interventions. Strengthening the use of data walls and platforms, like SPA and Faces on Data, will also support visible tracking of student growth, driving differentiated instruction.</p> <p>Continued emphasis on developing a strong coaching culture, refining classroom resources, and embedding structured routines like small group instruction will help create a cohesive learning environment. With these consistent, college-wide practices, the school can build upon its strong foundations to ensure optimal learning growth and inclusion for every student.</p>	
Goal 2	To improve student engagement, learning and wellbeing.	
12-month target 2.1	<p>In 2025 to increase the percentage of positive endorsement on the 4-6 and 7-9 Student Attitudes to School Survey for the factors of:</p> <p>Years 4-6: Student voice and agency from 53% (2024) to 54% Managing bullying from 57% (2024) to 58% BPC have added Sense of Connectedness from 63% (2024) to 64% BPC have added Emotional Awareness and Regulation from 66% (2024) to 66%</p>	

	<p>BPC have added Stimulated Learning from 66% (2024) to 67%</p> <p>Years 7-9: Student voice and agency from 29% (2024) to 30% Managing bullying from 21% (2024) to 22% BPC have added Sense of Connectedness from 30% (2024) to 31% BPC have added Emotional Awareness and Regulation from 65% (2024) to 65% BPC have added Stimulated Learning from 36% (2024) to 37%</p>	
12-month target 2.2	<p>In 2025 increase the percentage of positive endorsement on School Staff Survey (SSS) for the measures of:</p> <p>Use student feedback to inform teaching practice from 73% (2024) to 75%. Promote student ownership of learning from 84% (2024) to 86%.</p>	
12-month target 2.3	<p>In 2025 increase the percentage of positive endorsement on Parent/Guardian/Caregiver Survey (PGCS) for the measures of:</p> <p>Stimulating learning Environment from 65% (2024) to 67% Parent participation and involvement from 62% percent (2024) to 64%.</p>	
12-month target 2.4	<p>In 2025: Attendance rate Prep to Six from 85% to 85.5% Attendance rate Seven to Nine from 81% to 81.5%</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 2.a Engagement	Strengthen and embed a consistent whole school understanding and approach to student agency in learning.	No
KIS 2.b Support and resources	Refine and embed the school's practices for supporting students' inclusion, health and wellbeing.	Yes

<p>KIS 2.c Engagement</p>	<p>Strengthen the school's positive climate for learning with a focus on building a culture of respect.</p>	<p>Yes</p>
<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>The school has laid a solid foundation for supporting students' inclusion, health, and wellbeing, with a clear focus on refining and embedding practices to further enhance student engagement, behaviour, and emotional regulation. Strengthening these practices ensures that students receive the necessary support to thrive academically and socially.</p> <p>Key initiatives such as the consistent application of social and emotional regulation strategies (e.g., RTL plans, Berry Street practices, and Real Schools) have been introduced, though continued focus is needed to ensure uniformity in their implementation across classrooms. Educational adjustments are documented and in place in some classrooms however these are not consistent and further work is required to align these with SMART goals, supporting students' individual learning needs, and ongoing work is required to address Tier 2 interventions and ensure broader consistency in these practices.</p> <p>The school has made significant strides in embedding wellbeing and support services, such as counselling and the wellbeing room, though further consistency in usage and integration into daily routines is necessary. Additionally, the school has made progress in implementing behaviour management strategies through the Regulator system and staff capacity-building, but continued refinement and monitoring are needed to ensure all students benefit consistently.</p> <p>The focus on providing comprehensive individualised support (through IEPs, BSPs, and Safety Plans) and integrating the Personal Growth Scope and Sequence into lesson planning reflects a strong commitment to personalised student care. However, consistent review and refinement of these plans, along with ongoing professional development for staff, are essential for sustaining these practices and ensuring their long-term impact on student outcomes.</p> <p>Overall, the school has made valuable progress in building a positive, supportive learning environment. However continued efforts are required to refine and embed these practices, with a focus on consistency and staff capacity, will further strengthen the school's culture of respect and inclusion, ensuring all students are supported in their academic and personal growth.</p>	

Define actions, outcomes, success indicators and activities

Goal 1	To maximise learning growth for every student.
12-month target 1.1	<p>In 2025 increase the percentage of students achieving at exceeding and strong in NAPLAN proficiency levels for the domains of:</p> <p>Year 3 Reading from 48% (2024) to 50% Writing from 61% (2024) to 63% Numeracy from 48% (2024) to 49%</p> <p>Year 5 Reading from 59% (2024) to 60% Writing from 64% (2024) to 65% Numeracy from 53% (2024) to 54%</p> <p>Year 7 Reading from 53% (2024) to 54% Writing from 49% (2024) to 50% Numeracy from 45% (2024) to 46%</p> <p>Year 9 Reading from 40% (2024) to 41% Writing from 51%(2024) to 52% Numeracy from 42% (2024) to 43%</p>
12-month target 1.2	<p>In 2025 to decrease the number of students assessed as 'Needs additional support in Reading:</p> <p>Year 3 from 24% in 2024 to 20% in 2025 Year 5 from 12% in 2024 to 8% in 2025 Year 7 from 21% in 2024 to 17% in 2025 Year 9 from 8% in 2024 to 6% in 2025</p> <p>In 2025 to decrease the number of students assessed as 'Needs additional support in Numeracy:</p>

	<p>Year 3 from 22% in 2024 to 18% in 2025 Year 5 from 12% in 2024 to 10% in 2025 Year 7 from 25% in 2024 to 21% in 2025 Year 9 from 23% in 2024 to 20% in 2025</p>
12-month target 1.3	<p>In 2025 to increase the percentage of Year 1-6 and 7-10 students assessed as at or above expected growth on Victorian Curriculum Levels F-10: (Semester 2 - Semester 2):</p> <p>English (Year 1-6): Reading and viewing from 77% (2024) to 78% Writing from 74% (2024) to 75% Speaking and listening from 82% (2024) to 83%</p> <p>English (Year 7-10): Reading and viewing from 60% (2024) to 61% Writing from 77% (2024) to 78% Speaking and listening from 74% (2024) to 75%</p> <p>Mathematics 2.0 (Year 3-5): % of students with high or medium relative growth to be above 66%</p> <p>Mathematics 2.0 (Year 5-7): % of students with high or medium relative growth to be above 60%</p> <p>Mathematics 2.0 (Year 7-9): % of students with high or medium relative growth to be above 66%</p>
12-month target 1.4	<p>In 2025 increase the percentage of positive endorsement on the 4-6 and 7-9 Student Attitudes to School Survey for the factors of:</p> <p>Years 4-6 Stimulated learning from 66% (2024) to 72% Effective teaching time from 79% (2024) to 83%</p>

	<p>Motivation and interest from 68% (2024) to 71%</p> <p>Years 7-9</p> <p>Stimulated learning from 36% (2024) to 40%</p> <p>Effective teaching time from 57% (2024) to 60%</p> <p>Differentiated learning challenge from 59% (2024) to 62%</p> <p>Motivation and interest from 43% (2024) to 45%</p>
12-month target 1.5	<p>In 2025 increase the percentage of positive endorsement on the School Staff Survey (SSS) for the measures of:</p> <p>Cultural leadership from 67% (2024) to 69%</p> <p>Academic emphasis from 50% (2024) to 53%</p> <p>Collective efficacy from 57% (2024) to 61%</p> <p>Understand how to analyse data from 65% (2024) to 67%</p> <p>Seek feedback to improve practice from 67% (2024) to 70%</p> <p>BPC have added positive endorsement of instructional leadership from 80% (2024) to 83%</p>
<p>KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Strengthen staff capability to embed agreed teaching and learning practices</p>
Actions	<p>High-Level Actions to Maximise Learning Growth for Every Student:</p> <p>Ensure Consistency in PLT Operations:</p> <ul style="list-style-type: none"> - Standardise the processes and operations of Professional Learning Teams (PLTs) across the college, ensuring consistency in their approach to analysing data and driving differentiated teaching practices. - Continue to build the capacity of staff to understand the key learnings in the 2.0 curriculum, the sequence of learning

	<p>and how to teach this effectively.</p> <p>Explore the VTLM 2.0 and implement the Instructional Model Consistently:</p> <ul style="list-style-type: none"> - Monitor the implementation of the Instructional model using observation protocols and coaching. - Explore the VTLM 2.0 and identify what elements are currently in place and what needs to be added or strengthened. - Building the capacity of staff to understand current Department initiatives (including phonics and FISO 2.0) and use this to connect to our Instructional Model and use this to enhance classroom practice. <p>Promote a Culture of Coaching:</p> <ul style="list-style-type: none"> - Enhance the culture of staff valuing coaching, with regular opportunities to review and enhance their teaching practices through feedback and professional development. - Begin to develop strategies across the college for broader peer observation and feedback within and across teams. - Build the capacity of new staff on the purpose and approach to keep classroom libraries well-maintained and actively used throughout the year to support literacy and foster a love of reading among students. - Identified staff supported to ensure conferences are utilised to make learning goals visible in every classroom throughout the college to provide clear direction and focus for both students and teachers. - Work intensively with 7-9 English team on our approach to text study and genres to support students needs when accessing texts and apply explicit teaching practices in their own reading.
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Benefit from a considered teaching and learning program that is differentiated for their point of need. - Participate in 25 minutes of daily phonic instruction to improve reading in all P-2 classrooms. - Be immersed in effective literacy instruction which includes the 'Big 6' to improve reading in all P-2 classrooms. - Benefit from a classroom environment with a specific focus on enhancing the 'Enabling Learning' element of the VTLM 2.0. - Students in all grade levels across the college will know their learning goals and apply strategies to achieve them. Goals and progress will be discussed at individual student/teacher conferences. <p>Teachers will:</p> <ul style="list-style-type: none"> - Be actively engaged and high-level participation in PLTs using data to collaboratively plan differentiated units of work. - Engage in conversations at a PLT level for feedback and development through coaching and peer observations. - collaboratively update GVCs in alignment with 2.0 curriculum changes and utilise these in teams, units of work developed to capture differentiated learning outcomes. - Actively participate in professional development that builds their understanding of the 'Big 6' based on the Action Plan.

	<ul style="list-style-type: none"> - Actively participate in professional development that builds their understanding of the 'VTLM 2.0' based on the Action Plan. - Ensure lessons align with the BPC instructional model. - Engage with coaching and mentoring programs, taking on board feedback and using this to improve practice. - Implement effective reading and writing strategies and practices in their classrooms and make connections in all subject areas. <p>Leaders will:</p> <ul style="list-style-type: none"> - Work with individuals and PLTs to implement consistent practices across the college. - Leading Teachers and Assistant Principals present to support and build the capacity of all staff at Professional Development meetings and PLT meetings. - Continuing to build the capacity of team/subject leaders to ensure PLT meetings are implementing the BPC PLT Cycle and using data to drive differentiated practice. - Prioritise PLT meetings. - Lead staff and ensure that the GVC is finalised in all subject areas. - Attend Network Professional Development sessions. - Lead P-2 teams through professional development that builds their understanding of the 'Big 6' and Phonics approach. - Lead staff to participate in professional development that builds their understanding of the 'VTLM 2.0'. - Document a College Action Plan for the strategic implementation and targeted work for the Phonics approach and monitor the ongoing work for its roll out. - Document a College Action Plan for the strategic implementation and targeted work for the 'VTLM 2.0' and monitor the ongoing work for its roll out. - Leading Teachers will coach staff on the BPC Lesson Structures, Instructional models and other school-based priorities such as reading and writing practices and strategies and/or behaviour management practices. - Coach and mentor staff and provide feedback for them to reflect upon and improve their practice.
<p>Success Indicators</p>	<p>Early indicators:</p> <ul style="list-style-type: none"> - There is a documented College Action Plan for the strategic implementation and targeted work for the Phonics approach and monitor the ongoing work for its roll out. - There is a document a College Action Plan for the strategic implementation and targeted work for the 'VTLM 2.0' and monitor the ongoing work for its roll out. - Lessons align with Instructional Model. - All elements of the BPC PLT Cycle are covered as evident in PLT agendas. - Leaders are present and visible in PLTs.

Late indicators:

- College has implemented and achieved milestones as documented in the College Action Plan for the strategic implementation and targeted work for the Phonics approach.
- College has implemented and achieved milestones as documented in the College Action Plan for the strategic implementation and targeted work for the 'VTLM 2.0' .
- There is a document a College Action Plan for the strategic implementation and targeted work for the 'VTLM 2.0' and monitor the ongoing work for its roll out.
- Instructional model evident in all lessons/classes and units of work across the college.
- School Staff Survey results show growth in the following components:
Professional Learning targeted to improving Literacy and Numeracy
Professional learning to improve practice
Leaders support for change

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
PLTs: - Staff implement the elements of the BPC PLT Cycle and instructional Model. - Consistency in the process PLTs follow and how they operate across the college. - Leaders are present and visible in PLTs. - PLTs analyse and use data to drive differentiation of practice. - Build the capacity of staff to understand the key learnings in the 2.0 curriculum, the sequence of learning and how to teach this effectively.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$394,992.00 <input checked="" type="checkbox"/> Equity funding will be used
Explore the VTLM 2.0 and implement the Instructional Model Consistently: - Explore the VTLM 2.0 and identify what elements are currently in place and what needs to be added or	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<p>strengthened.</p> <ul style="list-style-type: none"> - Explore the VTLM 2.0 with a focus on the Elements of Teaching, specifically Enabling Learning. - Document a College Action Plan for the strategic implementation and targeted work for the 'VTLM 2.0' and monitor the ongoing work for its roll out. - Document a College Action Plan for the strategic implementation and targeted work for the Phonics approach and monitor the ongoing work for its roll out. - Building the capacity of staff to understand current Department initiatives (including phonics) and use this to connect to our Instructional Model and use this to enhance classroom practice. 	<input checked="" type="checkbox"/> Teacher(s)			
<p>Promote a Culture of Coaching:</p> <ul style="list-style-type: none"> - Coaching timetables created with staff identified based on school priorities. - Leaders prioritising coaching in classrooms in their weekly timetables. - Coaching cycle followed when working with individual staff. - Literacy and Numeracy Consultants engaged to work with staff across the college. 	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$145,500.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen staff capability to use data and assessment practices to improve student learning growth			

Actions	<p>High-Level Actions to Maximise Learning Growth for Every Student: Enhance Data Literacy and Utilise Assessment:</p> <ul style="list-style-type: none"> - Build teacher capability in analysing and using formative and summative assessment to inform and implement differentiated learning programs that cater to individual student needs.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Benefit from a considered teaching and learning program that is differentiated for their point of need. - Students in all grade levels across the college will know their learning goals and apply strategies to achieve them. Goals and progress will be discussed at individual student/teacher conferences. <p>Teachers will:</p> <ul style="list-style-type: none"> - Know the current levels and abilities of their students and tailor the educational program to their point of need to build academic growth. - Actively contribute to PLTS and come prepared with completed assessments ready for moderation. - PLTs will analyse, regularly update, moderate data and assessment in alignment with the documented BPC PLT cycle. - Use student data to plan differentiated lessons and units of work. - Ensure all essential skills of summative assessments are placed into ZPD Data tracker and/or rubric. - Continue to monitor and track student results and put faces to the data through a whole college data wall. - Implement the documented BPC Assessment Schedule and meet all timelines. - Moderate, monitor and track student results. <p>Leaders will:</p> <ul style="list-style-type: none"> - Leadership team to continue to build the capacity of team/subject and next level leaders to further enhance and embed a consistent approach to PLT meetings. - Embed a moderation process into the PLT meeting structure. - Lead PLTs to ensure that teachers know the current levels and abilities of their students and tailor the educational program to their point of need to build academic growth. - Ensure PLTs analyse, regularly update and moderate data and assessment in alignment with the documented BPC PLT cycle. - Lead PLTs to continue to monitor and track student results and put faces to the data through a whole college data wall. - Attend Network Professional Development sessions.
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Data wall visible and Faces to Data document accessed in PLT spaces.

	<p>- Evidence of documented work programs that reflect differentiated student learning needs based on improved data literacy capacity developed at PLT meetings.</p> <p>Late Indicators:</p> <ul style="list-style-type: none"> - Staff show a higher level of confidence in analysing and using multiple data sets to inform a differentiated program. - Data wall and Faces to the Data maintained and utilised by PLTs. - Evidence of documented work programs that reflect differentiated student learning needs based on improved data literacy capacity developed at PLT meetings. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>PLTs using Data:</p> <ul style="list-style-type: none"> - Leaders work with PLTs to build improved data literacy capacity. - Ensure all essential skills of summative assessments are placed into ZPD Data tracker and /or rubric. - Utilise and enhance the whole college data wall and Faces to Data for the effective tracking and monitoring of all students. - Leadership team to review, refine and enhance processes/structures for collecting and monitoring school-wide data. - PLTs to use data to develop units of work and teachers to develop work programs that reflect differentiated student learning needs. - Teams to engage in the moderation process into the PLT meeting structure. - Assistant Principals and leading Teachers present at PLTs to drive targeted discussion, data analysis and differentiation. - Consultants used to drive school improvement at PLTs and to build staff capacity. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>

Goal 2	To improve student engagement, learning and wellbeing.
12-month target 2.1	<p>In 2025 to increase the percentage of positive endorsement on the 4-6 and 7-9 Student Attitudes to School Survey for the factors of:</p> <p>Years 4-6: Student voice and agency from 53% (2024) to 54% Managing bullying from 57% (2024) to 58% BPC have added Sense of Connectedness from 63% (2024) to 64% BPC have added Emotional Awareness and Regulation from 66% (2024) to 66% BPC have added Stimulated Learning from 66% (2024) to 67%</p> <p>Years 7-9: Student voice and agency from 29% (2024) to 30% Managing bullying from 21% (2024) to 22% BPC have added Sense of Connectedness from 30% (2024) to 31% BPC have added Emotional Awareness and Regulation from 65% (2024) to 65% BPC have added Stimulated Learning from 36% (2024) to 37%</p>
12-month target 2.2	<p>In 2025 increase the percentage of positive endorsement on School Staff Survey (SSS) for the measures of:</p> <p>Use student feedback to inform teaching practice from 73% (2024) to 75%. Promote student ownership of learning from 84% (2024) to 86%.</p>
12-month target 2.3	<p>In 2025 increase the percentage of positive endorsement on Parent/Guardian/Caregiver Survey (PGCS) for the measures of:</p> <p>Stimulating learning Environment from 65% (2024) to 67% Parent participation and involvement from 62% percent (2024) to 64%.</p>
12-month target 2.4	<p>In 2025: Attendance rate Prep to Six from 85% to 85.5% Attendance rate Seven to Nine from 81% to 81.5%</p>

<p>KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Refine and embed the school's practices for supporting students' inclusion, health and wellbeing.</p>
<p>Actions</p>	<p>High-Level Actions to Improve Student Engagement, Learning, and Wellbeing: Refine and Embed Social and Emotional Regulation Practices:</p> <ul style="list-style-type: none"> - Ensure consistent application of social and emotional regulation strategies across all classrooms to improve student behaviour and engagement. <p>Implement and Monitor Educational Adjustments:</p> <ul style="list-style-type: none"> - Regularly document, review, and refine educational adjustments to meet individual student needs, driving sustained improvements in student outcomes. <p>Strengthen the Implement of Disability Inclusion and MHiPS Processes:</p> <ul style="list-style-type: none"> - Provide comprehensive support to students through the Disability Inclusion process, with active involvement from teachers and leaders. - Provide comprehensive support and build teacher capacity in the detail for the documented adjustments for all students but in particular those in the lead up for the Disability Inclusion process. - Provide comprehensive support to students through the MHiPS initiative.
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Learn effective strategies and techniques for social and emotional regulation. - Receive adjustments in their education program to support their learning needs. - Benefit from the additional support if a Disability Inclusion process is actioned. - Access support and/or individual counselling through MHiPS, MHP or sessions with school wellbeing team staff. <p>Teachers will:</p> <ul style="list-style-type: none"> - Implement effective strategies and techniques for social and emotional regulation. - Strengthen the documentation and implementation of adjustments in their education program to support students learning needs. - Actively participate and provide documentation for a Disability Inclusion process.

	<ul style="list-style-type: none"> - Refer students for support and/or individual counselling through MHiPS, MHP or sessions with school wellbeing team staff. - Through Coaching teachers will take on feedback from Wellbeing Team members on strategies and adjustments for students. <p>Leaders will:</p> <ul style="list-style-type: none"> - Build teacher capacity to implement effective strategies and techniques for social and emotional regulation. - Guide staff on the level of document required and implementation of adjustments in teachers' education programs to support students learning needs. - Engage in all professional learning for Disability Inclusion reform and the Mental Health in Primary Schools initiatives. - Refer students and facilitate support and/or individual counselling through MHiPS, MHP or sessions. - Attend Network Professional Development sessions.
<p>Success Indicators</p>	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Social and emotional regulation strategies begin to be observed in classroom settings, with both students and teachers implementing basic techniques. - Initial adjustments in education programs are made to support individual learning needs, with early documentation and application by teachers. - Disability Inclusion processes are initiated, with early assessments and documentation provided by teachers and supported by leaders. - Support services, including individual counselling through MHiPS, MHP, or school wellbeing team sessions, are accessed by students, with initial referrals made by teachers. - Teachers begin to seek and apply feedback from Wellbeing Team members on strategies and adjustments for student support. <p>Late Indicators:</p> <ul style="list-style-type: none"> - Consistent application of social and emotional regulation strategies is observed across classrooms, leading to improved student behaviour and engagement. - Educational adjustments are well-documented, regularly reviewed, and effectively implemented, showing sustained progress in student outcomes. - Disability Inclusion processes are fully implemented, with comprehensive support provided to students, and active participation from teachers and leaders. - Feedback from Wellbeing Team members is routinely integrated into classroom strategies and student support plans, leading to more effective interventions.

	<ul style="list-style-type: none"> - Leaders demonstrate increased capacity among staff to implement effective strategies and ensure the consistent application of adjustments and support mechanisms across the school. - Increased number of students with Disability Inclusion funding. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Disability Inclusion:</p> <ul style="list-style-type: none"> - Display and utilise behaviour pyramids in the Wellbeing space to guide student support. - Staff to document adjustments, BMPs and IEPs - Wellbeing leaders build the capacity of staff to document adjustments. - Wellbeing leaders to actively participate in Department professional development. - Wellbeing leaders to submit D.I applications for identified students - Leaders conduct initial professional development to build teacher capacity and provide guidance on documenting and implementing educational adjustments. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>MHP and MHiPS initiatives</p> <ul style="list-style-type: none"> - Wellbeing leaders to actively participate in Department professional development - Wellbeing leaders to implement and monitor the MHiPS program - Mental Health Practitioner and College Counsellor working with students across the college. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$87,420.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Whole College attendance focus:</p> <ul style="list-style-type: none"> - Documented college Action Plan for attendance. - Action Plan followed and continuously monitored by leadership. - leaders tracking attendance data and actioning timely interventions and follow up for high risk students. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>KIS 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Strengthen the school's positive climate for learning with a focus on building a culture of respect.			
<p>Actions</p>	<p>High-Level Actions to Improve Student Engagement, Learning, and Wellbeing:</p> <p>Cultivating a Positive Climate for Learning:</p> <ul style="list-style-type: none"> - Ensure classroom environments are calm and orderly, fostering a conducive atmosphere for learning. - Refine the implementation of the Regulator across all classrooms, encouraging students to achieve positive behaviour milestones through a badge system. <p>Behaviour Management Consistency:</p> <ul style="list-style-type: none"> - Leaders will actively respond to student behaviour, support staff, build capacity, analyse data, and regularly review and refine school policies and processes. - Continuously review and refine behaviour management processes, ensuring consistent implementation by teachers across the college. <p>Embedding Berry Street Practices:</p> <ul style="list-style-type: none"> - Integrate Berry Street practices into units of work, work programs, and classroom activities throughout the college. <p>Professional Development:</p>			

	<ul style="list-style-type: none"> - Provide Real Schools professional development for all staff, ensuring the implementation of strategies and practices in classrooms. - Explore the VTLM 2.0 and identify what elements are currently in place and what needs to be added or strengthened. <p>Personal Growth and Individualised Support:</p> <ul style="list-style-type: none"> - Document Individual Education Plans (IEPs) for students requiring targeted intervention, additional monitoring, and support. - Develop and document Behaviour Management Plans (BMPs) and Safety Plans for students needing support with behaviour and emotional regulation.
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Learn effective strategies and techniques for social and emotional regulation. - Benefit from the increased capacity of staff in social/emotional teaching. <p>Teachers will:</p> <ul style="list-style-type: none"> - Ensure the classroom environment is calm and orderly. - Targeted professional learning to build the capacity of the Berry Street practices being included in their units of work, work programs and classroom environment in all classes. - Actively take on new learning from the Real Schools professional development and implement these practices in their classrooms. - Explicitly teach emotional regulation, relationships, RR lessons, SWPBS values lessons and wellbeing strategies in a one-hour Personal Growth session every week. - Document high quality BSP, Safety Plans, Individual Education Plan for students who need targeted intervention and support with their behaviour and emotional regulation. <p>Leaders will:</p> <ul style="list-style-type: none"> - Lead teams at PLT meetings to incorporate Berry Street strategies into classroom practice and be documented in units of work. - Leaders to model Berry Street, Real Schools and SWPBS strategies when coaching and teaching in classrooms. - Ensure that BSPs, Safety Plans, Individual Education Plans are documented for students in their sub school who need targeted intervention and support with behaviour and emotional regulation. - Continue to model and reinforce high expectations and effective behaviour management strategies when addressing high level behaviour when leadership support is called for with all students across the college. - Wellbeing Leading teachers in classrooms working to build staff capacity with behaviour management and specific

	behaviour issues of some students. - Attend Network Professional Development sessions.			
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Classroom environments are calm and orderly. - Leaders responding to behaviour, supporting staff, building capacity, analysing data, reviewing school policies and processes. - Behaviour pyramids evident in Wellbeing space. - Teachers follow and implement college documented behaviour management processes. - Documented Berry Street and Real Schools practices evident in their units of work and work programs at PLT meetings. - Documented BSP, Safety Plans, Individual Education Plans for students who need targeted intervention and support with their behaviour and emotional regulation. - PLTs will focus on placing students on a behaviour diamond to identify students with challenging behaviours and what these behaviours are. These discussions will help staff address concerns and identify strategies to address these behaviours. <p>Late Indicators:</p> <ul style="list-style-type: none"> - College environments are all calm and orderly. - Regulator being used in all classrooms and students working to receive badges by achieving positive behaviour milestones. - Leaders responding to behaviour, supporting staff, building capacity, analysing data, reviewing school policies and processes. - Berry Street practices evident in units of work and work programs across the college. - Berry Street practices evident in all classrooms across the college. - 'Quality Beginning' program is reviewed, refined, and updated for 2026 school year. - Real Schools professional development for all staff and strategies/practices implemented in classrooms. - Personal Growth Scope and Sequence documentation informs lesson plans and is implemented across the college. - Documented BSP, Safety Plans and Individual Education Plans for students who need targeted intervention and support with their behaviour and emotional regulation. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

<p>Real Schools</p> <ul style="list-style-type: none"> - Real Schools strategies evident in work programs across the college - Real Schools practices evident in all classrooms - School documentation reviewed and enhanced to reflect the professional knowledge of staff and Real Schools practices 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Positive climate and engagement practices:</p> <ul style="list-style-type: none"> - Wellbeing Leading teachers and Learning Specialist in classrooms working to build staff capacity with behaviour management and specific behaviour issues of some students. Working with staff about adjustments and the documentation of adjustments. - High level documented Behaviour Management Plans, Safety Plans, and Individual Education Plans for students across the college. - Continue to review, refine and enhance SWPBS practices across the college. - Refine the use of the Regulator in all classrooms and a college wide incentive program. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$368,657.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<p>Explore the VTLM 2.0 with a lens of Wellbeing and 'Enabling Learners':</p> <ul style="list-style-type: none"> - Explore the VTLM 2.0 and identify what elements are currently in place and what needs to be added or strengthened. - Explore the VTLM 2.0 with a focus on the Elements of Teaching, specifically Enabling Learning. - Document a College Action Plan for the strategic implementation and targeted work for the 'VTLM 2.0' and 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<p>monitor the ongoing work for its roll out. - Building the capacity of staff to understand current Department initiatives (including Positive Classroom Management Strategies) and use this to connect to our Instructional Model and use this to enhance classroom practice.</p>				
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Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$512,655.34	\$565,492.00	-\$52,836.66
Disability Inclusion Tier 2 Funding	\$266,255.24	\$368,657.00	-\$102,401.76
Schools Mental Health Fund and Menu	\$86,923.58	\$87,420.00	-\$496.42
Total	\$865,834.16	\$1,021,569.00	-\$155,734.84

Activities and milestones – Total Budget

Activities and milestones	Budget
PLTs: - Staff implement the elements of the BPC PLT Cycle and instructional Model. - Consistency in the process PLTs follow and how they operate across the college. - Leaders are present and visible in PLTs. - PLTs analyse and use data to drive differentiation of practice. - Build the capacity of staff to understand the key learnings in the 2.0 curriculum, the sequence of learning and how to teach this effectively.	\$394,992.00
Promote a Culture of Coaching: - Coaching timetables created with staff identified based on school priorities. - Leaders prioritising coaching in classrooms in their weekly timetables.	\$145,500.00

<ul style="list-style-type: none"> - Coaching cycle followed when working with individual staff. - Literacy and Numeracy Consultants engaged to work with staff across the college. 	
<p>MHP and MHiPS initiatives</p> <ul style="list-style-type: none"> - Wellbeing leaders to actively participate in Department professional development - Wellbeing leaders to implement and monitor the MHiPS program - Mental Health Practitioner and College Counsellor working with students across the college. 	\$87,420.00
<p>Real Schools</p> <ul style="list-style-type: none"> - Real Schools strategies evident in work programs across the college - Real Schools practices evident in all classrooms - School documentation reviewed and enhanced to reflect the professional knowledge of staff and Real Schools practices 	\$25,000.00
<p>Positive climate and engagement practices:</p> <ul style="list-style-type: none"> - Wellbeing Leading teachers and Learning Specialist in classrooms working to build staff capacity with behaviour management and specific behaviour issues of some students. Working with staff about adjustments and the documentation of adjustments. - High level documented Behaviour Management Plans, Safety Plans, and Individual Education Plans for students across the college. - Continue to review, refine and enhance SWPBS practices across the college. - Refine the use of the Regulator in all classrooms and a college wide incentive program. 	\$368,657.00

Totals	\$1,021,569.00
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Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
PLTs: - Staff implement the elements of the BPC PLT Cycle and instructional Model. - Consistency in the process PLTs follow and how they operate across the college. - Leaders are present and visible in PLTs. - PLTs analyse and use data to drive differentiation of practice. - Build the capacity of staff to understand the key learnings in the 2.0 curriculum, the sequence of learning and how to teach this effectively.	from: Term 1 to: Term 4	\$394,992.00	<input checked="" type="checkbox"/> School-based staffing
Promote a Culture of Coaching: - Coaching timetables created with staff identified based on school priorities. - Leaders prioritising coaching in classrooms in their weekly timetables. - Coaching cycle followed when working with individual staff. - Literacy and Numeracy	from: Term 1 to: Term 4	\$145,500.00	<input checked="" type="checkbox"/> Other Literacy Consultant Bobbie Cameron

Consultants engaged to work with staff across the college.			
Real Schools - Real Schools strategies evident in work programs across the college - Real Schools practices evident in all classrooms - School documentation reviewed and enhanced to reflect the professional knowledge of staff and Real Schools practices	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$565,492.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Positive climate and engagement practices: - Wellbeing Leading teachers and Learning Specialist in classrooms working to build staff capacity with behaviour management and specific behaviour issues of some students. Working with staff about adjustments and the documentation of adjustments.	from: Term 1 to: Term 4	\$368,657.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •

<ul style="list-style-type: none"> - High level documented Behaviour Management Plans, Safety Plans, and Individual Education Plans for students across the college. - Continue to review, refine and enhance SWPBS practices across the college. - Refine the use of the Regulator in all classrooms and a college wide incentive program. 			
Totals		\$368,657.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
MHP and MHiPS initiatives <ul style="list-style-type: none"> - Wellbeing leaders to actively participate in Department professional development - Wellbeing leaders to implement and monitor the MHiPS program - Mental Health Practitioner and College Counsellor working with students across the college. 	from: Term 1 to: Term 4	\$87,420.00	<input checked="" type="checkbox"/> Suicide and Self Harm Guidelines (free) <p style="margin-left: 40px;">This activity will use Foundation Resources (DET Funded initiatives or other free resources)</p> <ul style="list-style-type: none"> o Employ Mental Health Staff in school (eduPay or non-teaching staff) o Social worker

Totals		\$87,420.00	
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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
Totals		\$0.00	

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
<p>Explore the VTLM 2.0 and implement the Instructional Model Consistently:</p> <ul style="list-style-type: none"> - Explore the VTLM 2.0 and identify what elements are currently in place and what needs to be added or strengthened. - Explore the VTLM 2.0 with a focus on the Elements of Teaching, specifically Enabling Learning. - Document a College Action Plan for the strategic implementation and targeted work for the 'VTLM 2.0' and monitor the ongoing work for its roll out. - Document a College Action Plan for the strategic implementation and targeted work for the Phonics approach and monitor the ongoing work for its roll out. - Building the capacity of staff to understand current Department initiatives 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> PLC/PLT meeting <input checked="" type="checkbox"/> Area principal forums <input checked="" type="checkbox"/> Regional leadership conferences 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants <p>Bobbie Cameron Literacy Consultant for Phonics</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Departmental resources <p>VTLM, PCMS and Phonics resources</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

(including phonics) and use this to connect to our Instructional Model and use this to enhance classroom practice.						
<p>Promote a Culture of Coaching:</p> <ul style="list-style-type: none"> - Coaching timetables created with staff identified based on school priorities. - Leaders prioritising coaching in classrooms in their weekly timetables. - Coaching cycle followed when working with individual staff. - Literacy and Numeracy Consultants engaged to work with staff across the college. 	<ul style="list-style-type: none"> ✓ Assistant principal ✓ Leadership team ✓ Leading teacher(s) ✓ Principal ✓ Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> ✓ Curriculum development ✓ Peer observation including feedback and reflection ✓ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✓ Whole school pupil free day ✓ Formal school meeting / internal professional learning sessions ✓ PLC/PLT meeting 	<ul style="list-style-type: none"> ✓ Literacy expertise ✓ Learning specialist ✓ Literacy leaders ✓ External consultants <p>Literacy Consultant - Bobbie Cameron</p>	<ul style="list-style-type: none"> ✓ On-site
<p>PLTs using Data:</p> <ul style="list-style-type: none"> - Leaders work with PLTs to build improved data literacy capacity. - Ensure all essential skills of summative assessments are placed into ZPD Data tracker and /or rubric. - Utilise and enhance the whole college data wall and Faces to Data for the 	<ul style="list-style-type: none"> ✓ Assistant principal ✓ Leadership team ✓ Leading teacher(s) ✓ Learning specialist(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> ✓ Design of formative assessments ✓ Moderated assessment of student learning ✓ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✓ Formal school meeting / internal professional learning sessions ✓ Timetabled planning day ✓ PLC/PLT meeting 	<ul style="list-style-type: none"> ✓ Literacy expertise ✓ Internal staff ✓ Learning specialist 	<ul style="list-style-type: none"> ✓ On-site

<p>effective tracking and monitoring of all students.</p> <ul style="list-style-type: none"> - Leadership team to review, refine and enhance processes/structures for collecting and monitoring school-wide data. - PLTs to use data to develop units of work and teachers to develop work programs that reflect differentiated student learning needs. - Teams to engage in the moderation process into the PLT meeting structure. - Assistant Principals and leading Teachers present at PLTs to drive targeted discussion, data analysis and differentiation. - Consultants used to drive school improvement at PLTs and to build staff capacity. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 					
<p>Real Schools</p> <ul style="list-style-type: none"> - Real Schools strategies evident in work programs across the college - Real Schools practices evident in all classrooms - School documentation reviewed and enhanced to 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants <p>Real Schools - Daniel Vella</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>reflect the professional knowledge of staff and Real Schools practices</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Timetabled planning day 		
<p>Positive climate and engagement practices:</p> <ul style="list-style-type: none"> - Wellbeing Leading teachers and Learning Specialist in classrooms working to build staff capacity with behaviour management and specific behaviour issues of some students. Working with staff about adjustments and the documentation of adjustments. - High level documented Behaviour Management Plans, Safety Plans, and Individual Education Plans for students across the college. - Continue to review, refine and enhance SWPBS practices across the college. - Refine the use of the 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

Regulator in all classrooms and a college wide incentive program.						
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