2025 Annual Implementation Plan

for improving student outcomes

Buckley Park College (7670)

BUCKLEY PARK COLLEGE

Submitted for review by Harold Cheung (School Principal) on 31 January, 2025 at 03:14 PM
Endorsed by Alex Artavilla (Senior Education Improvement Leader) on 23 February, 2025 at 12:07 PM

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.	

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	

	FISO 2.0 Dimensions	Self-evaluation level
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	
	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	

	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.	
	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	
	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	

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

Enter your reflective comments	
Considerations for 2025	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
To maximise and extend learning growth for every student	Yes	By 2026, increase the percentage of Year 9 students in the top 2 NAPLAN bands for the domains of: • Reading from 25 per cent in 2021 to 30 per cent • Writing from 8 per cent in 2021 to 14 per cent • Numeracy from 24 per cent in 2021 to 30 per cent	Improve % of Exceeding in Year 9 reading from 19% to 21%Maintain % of Exceeding in Year 9 writing of 30%Improve % of Exceeding in Year 9 Numeracy from 7% to 11%
		By 2026, increase the percentage of Year 9 students assessed as above benchmark growth in NAPLAN for: • Reading to increase from 20 per cent in 2021 to 25 per cent • Writing to increase from 15 per cent in 2021 to 20 per cent • Numeracy to increase from 13 per cent in 2021 to 18 per cent	Maintain % benchmark Growth for Year 9 Reading of 29%Maintain % benchmark Growth for Year 9 Numeray of 26%
		By 2026, increase the percentage of students at Years 7-10 achieving 'above' expected level against the Victorian Curriculum (from a four-year average - 2019-2022 Semester 2) in the following areas: • Reading and Viewing - from 23 per cent to 30 per cent • Writing from 16 per cent to 20 per cent • Number & Algebra- from 20 per cent to 24 per cent • Measurement & Geometry from 17 per cent to 21 per cent	Reading and Viewing - from 8 per cent to 10 per cent Writing from 5 per cent to 8 per centNumber & Algebra- from 13 cent to 15 per cent Measurement & Geometry from 14 per cent to 16 per cent

		By 2026, improve the mean Study Score from the 2021 benchmark for the following subjects: • English from 28 to 30 or higher • Further Mathematics from 31 to 32 or higher • Mathematical Methods from 30 to 31 or higher • Science Studies to 31 or higher • Health and PE to 31 or higher • Technologies to 30 or higher • The Arts to 30 or higher • Languages to 28 or higher	English mean Study Score over 30Further Mathematics from 30 to 31Mathematical Methods over 31Science Studies to 27 to 29Health and PE to 30 or higherTechnologies to 29 or higherThe Arts to 29 or higherLanguages to 28 or higher
		By 2026, VCE all study scores to increase from 29 in 2021 to 30.5	VCE all median study scores to increase from 29 to 30
		By 2026, VCAL completion to improve from 80 per cent in 2021 to 85 per cent	Maintain VCE VM completion at over 90%
		By 2026, the percentage of Year 12 Students with positive pathways to improve from 87 per cent in 2021 to 90 per cent	the percentage of Year 12 Students with positive pathways to over 90%
To improve student agency in learning	No	By 2026, increase the percent positive responses score on the year 7–12 AtoSS for the following factors: • Student voice and agency from 20 per cent in 2021 to 35 per cent • Self-regulation and goal setting from 54 per cent in 2021 to 65 per cent • Differentiated learning challenge from 54 per cent in 2021 to 65 per cent • Stimulating learning from 44 per cent in 2021 to 50 per cent • Sense of confidence from 57 per cent in 2021 to 65 per cent	

		By 2026, increase the percentage positive endorsement in the Teaching and Learning Modules - School Staff Survey (SSS) for the following measures: • Use student feedback to inform teaching practice - from 71 per cent in 2021 to 80 per cent or higher • Promote student ownership of learning - from 65 per cent in 2021 to 75 per cent or higher	
		By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures: • Effective teaching from 65 per cent in 2021 to 80 per cent • Teacher concern from 30 per cent in 2021 to 50 per cent • Student motivation and support from 56 per cent in 2021 to 65 per cent • Stimulating learning environment from 66 per cent in 2021 to 75 per cent • Student agency and voice from 66 per cent in 2021 to 75 per cent	
To strengthen social awareness and self-regulation for all students	Yes	By 2026, Increase the percent positive responses score on the 7–12 AToSS for the following measures: • Sense of connectedness from 50 per cent in 2021 to 65 per cent • Motivation and interest from 51 per cent in 2021 to 65 per cent • Respect for diversity from 46 per cent in 2021 to 55 per cent • Advocate at school from 62 per cent in 2021 to 75 per cent • Teacher concern 30 per cent in 2021 to 42 per cent	Sense of connectedness from 44% to 48%Motivation and interest from 50% to 54%Respect for diversity from 41% to 42%Advocate at school from 56% to 59%Teacher concern 36% to 38%
		By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures: • Positive transitions from 73 per cent in 2021 to 85 per cent	Positive transitions from 65% to 70%Student connectedness from

		• Student connectedness from 81 per cent in 2021 to 90 per cent • Confidence and resilience skills from 71 per cent in 2021 to 80 per cent	75% to 78%Confidence and resilience skills from 63% to 70%
		By 2026, increase the percentage positive endorsement in the School Staff Survey for trust in students and parents from 60 per cent in 2021 to 75 per cent.	School Staff Survey for trust in students and parents from 39% to 45%
		By 2026, reduce the percentage of Year 7–12 students with 20 or more absent days from 23 per cent in 2021 to 20 per cent.	Year 7–12 students with 20 or more absent days from 48% to 35%

Goal 1	To maximise and extend learning growth for every student
12-month target 1.1	Improve % of Exceeding in Year 9 reading from 19% to 21% Maintain % of Exceeding in Year 9 writing of 30% Improve % of Exceeding in Year 9 Numeracy from 7% to 11%
12-month target 1.2	Maintain % benchmark Growth for Year 9 Reading of 29% Maintain % benchmark Growth for Year 9 Numeray of 26%
12-month target 1.3	Reading and Viewing - from 8 per cent to 10 per cent Writing from 5 per cent to 8 per cent Number & Algebra- from 13 cent to 15 per cent

	Measurement & Geometry from 14 per cent to 16 per cent	
12-month target 1.4	English mean Study Score over 30	
	Further Mathematics from 30 to 31	
	Mathematical Methods over 31	
	Science Studies to 27 to 29	
	Health and PE to 30 or higher	
	Technologies to 29 or higher	
	The Arts to 29 or higher	
	Languages to 28 or higher	
12-month target 1.5	VCE all median study scores to increase from 29 to 30	
12-month target 1.6	Maintain VCE VM completion at over 90%	
12-month target 1.7	the percentage of Year 12 Students with positive pathways to over 90%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Deepen the capacity of all staff to embed pedagogy and evidence-based practice	No
KIS 1.b Teaching and learning	Strengthen the capacity of staff to understand the learning needs of each student through a deep knowledge of the curriculum and a continuum of learning	Yes

KIS 1.c Assessment	Strengthen and build teacher capacity to use data to inform 'point of need' teaching (differentiation)	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The college has introduced previously a pedagogical model and on Content Differentiation. With the introduction of a new timetable structure, there was a significant review of the curriculum and ensuring the congruence between our GVC, lesson structure and teacher practice. In 2025, in line with DET expectations, we will be implementing the Vic Curriculum 2.0 focusing on reviewing our current GVC with the new curriculum and on our assessment/reporting practices. We will also extend the capacity of our staff in differentiation with a focus on Process Differentiation. This will ensure our students are supported in their learning at their point of need. Addtionally, we will also embed our literacy and numeracy program at the college so that practices can be evaluated in line with PAT/NAPLAN. Since 2023, the college have not had an opportunity to revisit the work of our Instructional Model and as such the understanding of expected practices have reduced. This year we intend to reinvigorate the lesson structure and re-establish clear expectations complemented by professional learning to ensure the lesson structure is consistently implemented across the college.	

Goal 3	To strengthen social awareness and self-regulation for all students
12-month target 3.1	Sense of connectedness from 44% to 48% Motivation and interest from 50% to 54% Respect for diversity from 41% to 42% Advocate at school from 56% to 59% Teacher concern 36% to 38%
12-month target 3.2	Positive transitions from 65% to 70% Student connectedness from 75% to 78%

	Confidence and resilience skills from 63% to 70%
12-month target 3.3	School Staff Survey for trust in students and parents from 39% to 45%
12-month target 3.4	Year 7–12 students with 20 or more absent days from 48% to 35%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Engagement	Deepen and strengthen strategies to support social and emotional wellbeing	Yes
KIS 3.b Engagement	Strengthen and embed strategies to improve student connectedness and build school pride	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The colllege in 2025 wishes to continue the journey which has commenced in supporting our student wellbeing. The college has commenced implementing the student engagement and wellbeing framework and now is articulating in detail the facets of our expected classroom behaviours. We are wanting to extend our maxtrix reflective of SWPBS principles so students are connected as a community. Also, we are continuing to build congruence between the work of our framework, Berry Street Education Model and Glen Pearsall Engagement Strategies. Addtionally the college will continue to refine/embed our DI implementation ensuring more students receive a DIP and get access to increased resources. The college will also embed our differentiation strategies so we better support students with diverse needs. Also we will continue to build on our partnerships in our Wellbeing placement programs to ensure our students have greater access to wellbeing resources/external services.	

Define actions, outcomes, success indicators and activities

Goal 1	To maximise and extend learning growth for every student
12-month target 1.1	Improve % of Exceeding in Year 9 reading from 19% to 21%
	Maintain % of Exceeding in Year 9 writing of 30%
	Improve % of Exceeding in Year 9 Numeracy from 7% to 11%
12-month target 1.2	Maintain % benchmark Growth for Year 9 Reading of 29%
	Maintain % benchmark Growth for Year 9 Numeray of 26%
12-month target 1.3	Reading and Viewing - from 8 per cent to 10 per cent
	Writing from 5 per cent to 8 per cent
	Number & Algebra- from 13 cent to 15 per cent
	Measurement & Geometry from 14 per cent to 16 per cent
12-month target 1.4	English mean Study Score over 30
	Further Mathematics from 30 to 31
	Mathematical Methods over 31
	Science Studies to 27 to 29
	Health and PE to 30 or higher
	Technologies to 29 or higher
	The Arts to 29 or higher

	Languages to 28 or higher
12-month target 1.5	VCE all median study scores to increase from 29 to 30
12-month target 1.6	Maintain VCE VM completion at over 90%
12-month target 1.7	the percentage of Year 12 Students with positive pathways to over 90%
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen the capacity of staff to understand the learning needs of each student through a deep knowledge of the curriculum and a continuum of learning
Actions	- To continue implementation of the GVC improvement cycle, by increasing the number of units to be reviewed and actioning improvement feedback from previous cycles. - Domains are prepared for the implementation of the Victorian Curriculum 2.0 and have a clear understanding and application of the scope and sequence requirements for each learning area. - Familiarise and understand the Victorian Teaching and Learning model 2.0 and how this might link in with the current Buckley Park College lesson structure and classroom practice.
Outcomes	Students are engaged in a rigorous curriculum that is engaging and targeted at their point of need. Teachers: - Review and improve existing GVC documentation and approaches - Able to use the Scope and sequence for planning and moderating student work - Improve approaches to instructional practice with an increased focus on explicit teaching. - Improve Collaboration practices within Structured Domain time. Community: To reiterate the purpose of a guaranteed and viable curriculum

Success Indicators	- GVC improvement cycle feedback actioned and applied to other units within the identified year level - Evidence of continuous improvement of the GVC for nominated year levels. - Accurate data on GVC improvement cycle and the tracking of progress through the use of the development continuum - Each Domain leader to have an understanding of effective Collaboration and can lead this in their Domains. - Evidence of aspects of the Lesson Structure in Walk throughs - Increase use of scope and sequence in PLC's and Structured Domain time as a practical application for student learning identification and approach.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop STEAM Curriculum from Year 7 - 10 using STEAM lens, mirroring Vic Curriculum 2.0 skills and achievement standards.	☑ Assistant principal ☑ Learning specialist(s) ☑ STEM coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Other funding will be used
Increase from one to two units of work to be presented per domain in each cyle of the GVC improvement cycle	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Provide professional learning and coaching to Domain leaders to provide support on building their capacity to work on effective Collaboration.	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ KLA leader ☑ Leading teacher(s)	☐ PLP Priority	from: Term 2 to: Term 3	$0.00
Initiate and Complete a central collection of the Scope and sequence documents for each Domain for Victorian Curriculum 2.0 to inform the assessment and reporting requirements.	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Leading teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00

Familiarise Leadership in department resources of the Victorian Teaching and Learning Model 2.0 and identify how this links in with the current lesson structure.	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Increase the number of observers and frequency of walk throughs, Learning Walks and Peer Observation to create a more 'open door' policy to classrooms.	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Leading teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$3,000.00 ☑ Other 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 and build teacher capacity to use data to inform 'point of need' teaching (differentiation)
Actions	- An agreed focus on Content and Process Differentiation catering for all students at their point of need, through the utilisation of an inquiry cycle measuring the effectiveness of interventions in PLCs. - Develop a data team to analyse formative and summative data across the school, focusing on bringing up the next band of students in literacy and numeracy. - To embed Literacy and Numeracy classes aimed at appropriate levels. To further develop the Literacy intervention program and implement the Numeracy Intervention support program in alignment with Literacy
Outcomes	Students: - Literacy and Numeracy support classes are pitched at ther correct level for students to show growth Teachers: - PLC inquiry cycles to show evidence of progress in celebrating achievements at the end of each semester. - Increased use of data - Data - Literacy and Numeracy - essential assessment, NAPLAN bands, charting of students - Teachers are confident implement strategies of Content and process differentiation in their classes. Community

	- Opportunities for all students to experience success at their expected levels
Success Indicators	- Evidence of Differentiation strategies applied in planning -Teachers collaborating on differentiation strategies - The data team having on overall picture of Data across the school - Teachers actively engage with the data in PLC to bring the next band of students up

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Teachers know their students, can use adjustment snapshots and IEPs to demonstrate the use of adjustments in student learning.	☑ Education support ☑ Learning specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 4	$10,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Teaching staff and ES Teaching Aides will engage in two days of Professional Learning delivered by educational consultant, Glen Pearsall to build capacity in Tier 2 and Tier 3 differentiation / learning adjustments for classroom practice.	☑ Assistant principal ☑ Education support ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 3	$15,000.00 ☑ Other funding will be used
To introduce and utilise Essential Assessment data in year 7 and 8 English and Math, through the implementation of topic pretests and posttests in Math, and General All tests 3 times a year in English.	☑ Leading teacher(s) ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
To develop our process to capture differentiation and formative assessment in the GVC as clear actions and Outcomes.	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Leading teacher(s)	☐ PLP Priority	from: Term 3 to: Term 4	$0.00

	☑ Teacher(s)			
To introduce the Numeracy Intervention Program and refine the Literacy Intervention Program, and measuring the impact of such interventions to extend our students and bridge the gap for students below NMS	☑ Learning specialist(s) ☑ Literacy support ☑ Numeracy support ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$90,000.00 ☑ Other funding will be used

Goal 3	To strengthen social awareness and self-regulation for all students
12-month target 3.1	Sense of connectedness from 44% to 48% Motivation and interest from 50% to 54% Respect for diversity from 41% to 42% Advocate at school from 56% to 59% Teacher concern 36% to 38%
12-month target 3.2	Positive transitions from 65% to 70% Student connectedness from 75% to 78% Confidence and resilience skills from 63% to 70%
12-month target 3.3	School Staff Survey for trust in students and parents from 39% to 45%
12-month target 3.4	Year 7–12 students with 20 or more absent days from 48% to 35%
KIS 3.a Activation of student voice and agency, including in leadership and learning, to	Deepen and strengthen strategies to support social and emotional wellbeing

strengthen students' participation and engagement in school	
Actions	Consolidate the consistent implementation and use of the SEWL Framework by explicitly teaching and modelling Safe and Orderly behaviours which underpin Engagement and Wellbeing in learning: Present. Respect. Ready to Learn.
Outcomes	By having a consistent understanding and implementation of Safe and Orderly behaviours in learning spaces: - Staff will have a consistent set of expectations for managing safe and orderly learning spaces which inform consistent and predictable routines for classroom management. - Students will have an understanding of the school-wide expectations for contributing to a safe and orderly learning environment. - The college will further improve its school-wide shared understanding of expectations within our community
Success Indicators	Attitudes to School Survey (AToS): 1. Effective Classroom Behaviour to improve from 50% to 52% positive endorsement 2. Managing Bullying from 46% to 48% positive endorsement 3. Teacher Concern from 36% to 38% positive endorsement 4. Student Agency from 40% to 42% positive endorsement Staff Opinion Survey: Collective efficacy from 39% to 45%

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop Safe and Orderly learning spaces by incorporating consistent classroom procedures and routines - as part of the SEWL Framework: Present. Respect. Ready to learn.	☑ All staff ☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Other funding will be used
Teaching staff engage in Elephant Ed Respectful Relationships PL to build capacity in establishing safe and	☑ Assistant principal ☑ Homegroup teachers	☑ PLP Priority	from: Term 1	$2,500.00

orderly classrooms to facilitate respectful/professional conversations for pre/post Elephant Ed student workshops which address topics relating to Gendered Violence/Disrespect	☑ Learning specialist(s) ☑ Teacher(s)		to: Term 2	☑ Other funding will be used
Identify a coalition of staff to support this review and utilise the voices of: students, staff, parents. This will inform future strategic direction for College House System implementation.	☑ Assistant principal ☑ Learning specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00
Analyse college processes to identify and respond to cases of bullying. This will inform a community-wide approach to responding consistently to bullying.	☑ Assistant principal ☑ KLA leader ☑ Wellbeing team ☑ Year level co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Other funding will be used
Closely monitor Attendance tracking data from 7-12, ensuring consistent school wide approaches to following up unauthorised absences.	☑ Assistant principal ☑ Sub school leader/s ☑ Year level co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$88,762.30	$90,000.00	-$1,237.70
Disability Inclusion Tier 2 Funding	$185,140.47	$187,300.00	-$2,159.53
Schools Mental Health Fund and Menu	$90,903.87	$97,739.00	-$6,835.13
Total	**$364,806.64**	**$375,039.00**	**-$10,232.36**

Activities and milestones – Total Budget

Activities and milestones	Budget
Teachers know their students, can use adjustment snapshots and IEPs to demonstrate the use of adjustments in student learning.	$10,000.00
Totals	**$10,000.00**

Activities and milestones - Equity Funding

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

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Teachers know their students, can use adjustment snapshots and IEPs to demonstrate the use of adjustments in student learning.	from: Term 2 to: Term 4	$10,000.00	☑ CRT • CRT (to attend Profile meetings)
Totals		$10,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

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

Additional funding planner – Total Budget

Activities and milestones	Budget
Employment of Wellbeing Manager ES1-4	$101,936.00
Mental Health Practitioner TF Increase	$98,632.00
Additional Staffing for VCE VM	$280,000.00
Employment of AP 1-1 Education Inclusion	$134,675.00
Employment of Education Inclusion Leader LS3-2	$128,262.00
Employment of DI Administrator ES3	$43,800.00

Resources to support DI students	$35,000.00
Employment Wellbeing Support	$72,739.00
Embed Berry Street Education Model	$35,000.00
Totals	**$930,044.00**

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Employment of Wellbeing Manager ES1-4	from: Term 1 to: Term 4	$30,000.00	☑ School-based staffing
Mental Health Practitioner TF Increase	from: Term 1 to: Term 4	$20,000.00	☑ School-based staffing
Additional Staffing for VCE VM	from: Term 1 to: Term 4	$40,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Employment of AP 1-1 Education Inclusion	from: Term 1 to: Term 4		
Employment of Education Inclusion Leader LS3-2	from: Term 1 to: Term 4		

Employment of DI Administrator ES3	from: Term 1 to: Term 4		
Resources to support DI students	from: Term 1 to: Term 4		
Employment Wellbeing Support	from: Term 1 to: Term 4		
Embed Berry Street Education Model	from: Term 1 to: Term 4		
Totals		**$90,000.00**	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Employment of Wellbeing Manager ES1-4	from: Term 1 to: Term 4		
Mental Health Practitioner TF Increase	from: Term 1		

	to: Term 4		
Additional Staffing for VCE VM	from: Term 1 to: Term 4		
Employment of AP 1-1 Education Inclusion	from: Term 1 to: Term 4	$60,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Other Assistant Principal
Employment of Education Inclusion Leader LS3-2	from: Term 1 to: Term 4	$38,500.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Inclusion leader
Employment of DI Administrator ES3	from: Term 1 to: Term 4	$43,800.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education support staff
Resources to support DI students	from: Term 1 to: Term 4	$35,000.00	☑ Teaching and learning programs and resources • ☑ Equipment, adaptive technology, devices, or materials to support learning •
Employment Wellbeing Support	from: Term 1		☑ Education workforces and/or assigning existing school staff to inclusive education duties •

Activities and milestones	When	Funding allocated ($)	Category
	to: Term 4		
Embed Berry Street Education Model	from: Term 1 to: Term 4		
Totals		**$177,300.00**	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Employment of Wellbeing Manager ES1-4	from: Term 1 to: Term 4		
Mental Health Practitioner TF Increase	from: Term 1 to: Term 4		
Additional Staffing for VCE VM	from: Term 1 to: Term 4		
Employment of AP 1-1 Education Inclusion	from: Term 1 to: Term 4		

Employment of Education Inclusion Leader LS3-2	from: Term 1 to: Term 4		
Employment of DI Administrator ES3	from: Term 1 to: Term 4		
Resources to support DI students	from: Term 1 to: Term 4		
Employment Wellbeing Support	from: Term 1 to: Term 4	$72,739.00	☑ Employ cohort-specific staff to support Tier 2 initiatives
Embed Berry Street Education Model	from: Term 1 to: Term 4	$25,000.00	☑ Berry Street Education Model (BSEM)
Totals		$97,739.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Develop STEAM Curriculum from Year 7 - 10 using STEAM lens, mirroring Vic Curriculum 2.0 skills and achievement standards.	☑ Assistant principal ☑ Learning specialist(s) ☑ STEM coordinator	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Maths/Sci specialist ☑ Pedagogical Model	☑ On-site
Teachers know their students, can use adjustment snapshots and IEPs to demonstrate the use of adjustments in student learning.	☑ Education support ☑ Learning specialist(s) ☑ Teacher(s)	from: Term 2 to: Term 4	☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist	☑ On-site
Teaching staff and ES Teaching Aides will engage in two days of Professional Learning delivered by educational consultant, Glen Pearsall to build capacity in Tier 2 and Tier 3 differentiation / learning adjustments for classroom practice.	☑ Assistant principal ☑ Education support ☑ Teacher(s)	from: Term 1 to: Term 3	☑ Planning ☑ Preparation	☑ Whole school pupil free day	☑ External consultants Glen Pearsall	☑ On-site

Develop Safe and Orderly learning spaces by incorporating consistent classroom procedures and routines - as part of the SEWL Framework: Present. Respect. Ready to learn.	☑ All staff ☑ Assistant principal	from: Term 1 to: Term 4	☑ Preparation ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Teaching staff engage in Elephant Ed Respectful Relationships PL to build capacity in establishing safe and orderly classrooms to facilitate respectful/professional conversations for pre/post Elephant Ed student workshops which address topics relating to Gendered Violence/Disrespect	☑ Assistant principal ☑ Homegroup teachers ☑ Learning specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 2	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ External consultants Elephant Ed	☑ On-site
Identify a coalition of staff to support this review and utilise the voices of: students, staff, parents. This will inform future strategic direction for College House System implementation.	☑ Assistant principal ☑ Learning specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site