

# 2025 Annual Implementation Plan

## for improving student outcomes

North Geelong Secondary College (7856)



Submitted for review by Paul Dawson (School Principal) on 07 February, 2025 at 02:17 PM  
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 17 February, 2025 at 04:47 PM

## Self-evaluation summary

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

	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
<b>Assessment</b>	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Support and resources</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Excelling
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Future planning</b>	Overall progress was positive. Being a review year and AIP not written by full leadership team in June, some of the actions were not relevant or targets were unclear and hard to evaluate.
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Optimise student learning growth.	Yes	By 2028, improve the percent of medium and high relative NAPLAN growth for year 9 students in: <ul style="list-style-type: none"> <li>• Reading from 60 percent in 2023 to at or above 70 percent</li> <li>• Numeracy from 67 percent in 2023 to at or above 75 percent</li> <li>• Writing placeholder target for when growth data becomes available.</li> </ul>	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.  By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024.EAL priority cohort
		By 2028, maintain the VCE mean scores for the following: <ul style="list-style-type: none"> <li>• English at or above 28 (2023 benchmark)</li> <li>• All Study at or above 28.95 (2023 benchmark).</li> </ul>	English at or above 28 All study score at or above 28.95
		By 2028, increase the percent of positive endorsement of the School Staff Survey for the measure of: <ul style="list-style-type: none"> <li>• Understand how to analyse data from 48% (2023) to 52%.</li> </ul>	Maintain the positive endorsement at 63%- understanding how to analyse the data.
		By 2028, increase the percent of positive endorsement of the Attitudes to School Survey for the measure of: <ul style="list-style-type: none"> <li>• Learning confidence from 57% (2023) to 63%.</li> </ul>	Learning confidence to 60%.

Enhance student wellbeing and engagement.	Yes	By 2028, increase the percent of positive endorsement in the School Staff Survey for the measure of: <ul style="list-style-type: none"> <li>• Use of student feedback to improve practice from 62% (2023) to 66%.</li> </ul>	Student feedback to improve practice from 61% (2024) to 63% (2025)
		By 2028, increase the percent of positive endorsement in the Attitudes to School Survey for the measures of: <ul style="list-style-type: none"> <li>• Managing bullying from 51% (2023) to 60%</li> <li>• Student voice and agency from 42% (2023) to 46%</li> <li>• Stimulated learning from 54% (2023) to 60%</li> <li>• Resilience from 71% (2023) to 75%.</li> </ul>	Managing bullying from 52% (2024) to 54% (2025) Student voice and agency from 45% (2024) to 46% (2025) Stimulated learning from 56% (2024) to 57% (2025) Resilience from 72% (2024) to 73% (2025)
		Maintain attendance at or above the 2023 rate of 90 percent.	Maintain attendance at or above the 2024 rate of 89.2%
		Improve the percent of students exiting to a positive destination (further schooling, training and education) to 78%.	Improve the percent of students exiting to a positive destination (further schooling, training and education) to 73% (2023) to 74% (2024)

<b>Goal 1</b>	<b>Optimise student learning growth.</b>
<b>12-month target 1.1</b>	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024. EAL priority cohort
<b>12-month target 1.2</b>	English at or above 28 All study score at or above 28.95
<b>12-month target 1.3</b>	Maintain the positive endorsement at 63%- understanding how to analyse the data.

<b>12-month target 1.4</b>	Learning confidence to 60%.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Teaching and learning	Develop a consistent and rigorous whole school framework for improving literacy and numeracy.	Yes
<b>KIS 1.b</b> Assessment	Strengthen the use of data and assessment to support the implementation of differentiation in the classroom.	Yes
<b>KIS 1.c</b> Teaching and learning	Continue to build staff capability in the use of high impact teaching strategies.	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.	To improve positive student outcomes and further develop their capabilities to navigate post-school life.	
<b>Goal 2</b>	<b>Enhance student wellbeing and engagement.</b>	
<b>12-month target 2.1</b>	Student feedback to improve practice from 61% (2024) to 63% (2025)	
<b>12-month target 2.2</b>	Managing bullying from 52% (2024) to 54% (2025) Student voice and agency from 45% (2024) to 46% (2025) Stimulated learning from 56% (2024) to 57% (2025) Resilience from 72% (2024) to 73% (2025)	
<b>12-month target 2.3</b>	Maintain attendance at or above the 2024 rate of 89.2%	
<b>12-month target 2.4</b>	Improve the percent of students exiting to a positive destination (further schooling, training and education) to 73% (2023) to 74% (2024)	

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Support and resources	Embed multi-tiered systems of support that enhance student wellbeing, engagement and inclusion.	Yes
<b>KIS 2.b</b> Teaching and learning	Strengthen teacher knowledge and practice to activate student voice and learner agency.	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.	Both KIS are relevant to 2025 work	



## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	Optimise student learning growth.
<b>12-month target 1.1</b>	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024. EAL priority cohort
<b>12-month target 1.2</b>	English at or above 28 All study score at or above 28.95
<b>12-month target 1.3</b>	Maintain the positive endorsement at 63%- understanding how to analyse the data.
<b>12-month target 1.4</b>	Learning confidence to 60%.
<b>KIS 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a consistent and rigorous whole school framework for improving literacy and numeracy.
<b>Actions</b>	College Leadership will ensure : PLCs will have a termly, alternating literacy and numeracy focus. The continued embedding and consolidating of a whole school approach to Vic Cur 2.0. In 2025 Numeracy and literacy outcomes will be in the updated UBDs ( Vic Cur 2.0). The renewed Year 7 English program develops and embeds explicit reading and writing skills Continued college implementation of the new GRO model (differentiation) BNC school leaders will actively participate in Network Professional Learning to improve the learning growth of priority cohort (EAL)
<b>Outcomes</b>	College leaders will: Lead the PLC cycles to support teachers to use student data to cater for all students at point of need using the GRO

	<p>model  Support all staff, across the KLA areas, to embed Vic 2.0 Curr in all areas of the curriculum  Enhance the impact of the ACE and STAR programs to maximise their effectiveness for students.  Support Curriculum and English KLA leaders to lead the Year 7 team to fully embed explicit reading and writing skills in the Year 7 English program  Lead the staff in evaluation and interpretation of data</p> <p>Teachers will:  Plan for differentiation and begin the effective implementation of the GRO model via the PLC structure  Effectively use students data to inform teaching and student growth  Continually review and update UBDs in alignment with Vic Curr 2.0</p> <p>Students will:  Have an increased understanding and use of own data and know what steps to take to progress in their learning  Use the GRO model to understand their own data and set a learning goal.  All Year 7 students to receive reading feedback and utilise this to set reading goals.</p>			
<b>Success Indicators</b>	<p>Curriculum documentation : UBDs to reflect Vic Curr 2.0 and the GRO model  PLC's will follow the enquiry cycle each term and staff will undertake evaluation- assessing effective implementation of GRO and Vic Curr 2.0  Year 7 students have undertaken DIBELS pre and post testing and teaching team will embed strategies in the curriculum  ACE and STAR to begin week 2 and student participation is compulsory  Later indicators:  School survey ; see targets above  Learning task data indicates growth in reading in the Year 7 students</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
DIBELS data understanding and analysis: Resourcing the testing program Learning Specialist and DI coordinator to test all year 7 students	<input type="checkbox"/> Curriculum co-ordinator (s) <input type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1	\$150,000.00

<p>Learning Specialist and DI coordinator to work with the Year 7 English team to use the DIBELS data to plan student intervention in their reading.</p>	<input type="checkbox"/> Learning specialist(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<p>PLC presentations : termly focus implementing the GRO model in literacy and numeracy  Plan whole school professional learning in evidence based approaches to supporting the GRO model and differentiation  Schedule PLC showcase at the end of the term to incorporate learnings into plans for school improvement  Ensuring all staff have access to the relevant student data to develop UBDs and class activities using the GRO model  Learning Specialists to support PLC and individual staff to implement GRO model in the classrooms  Resourcing the PLC</p>	<input type="checkbox"/> All staff <input type="checkbox"/> Assistant principal <input type="checkbox"/> Curriculum co-ordinator (s) <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input type="checkbox"/> Other funding will be used
<p>KLA meetings with focus on how to understand and use student data to inform the GRO model  Resourcing the KLAs  Curriculum and KLA leaders to run regular KLA meetings with focus on Vic Curr 2.0 and GRO to be implemented in UBDs and classroom  Specific EAL training to improve reading outcomes in EAL students</p>	<input type="checkbox"/> All staff <input type="checkbox"/> Curriculum co-ordinator (s)  <input type="checkbox"/> KLA leader <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input type="checkbox"/> Equity funding will be used
<p>English Year 7 UBDs- embedded reading strategies  Professional training and learning to develop staff understanding of DIBEL testing and proactive strategies  Staff development and training on reading strategies/paired with writing strategies.</p>	<input type="checkbox"/> All staff <input type="checkbox"/> Careers leader/team <input type="checkbox"/> KLA leader <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200,000.00  <input type="checkbox"/> Equity funding will be used

	<input type="checkbox"/> Literacy leader			<input type="checkbox"/> Other funding will be used
<p>Enhance the impact of ACE and STAR programs to maximise student effectiveness.  Program to start week 2 after data has been gathered and students allocated into groups  An ACE leader to be appointed work with the Numeracy and Literacy leaders  ACE staff to receive PD on DIBELS and reading intervention training to support student growth  Resourcing the programs</p>	<input type="checkbox"/> All staff <input type="checkbox"/> Curriculum co-ordinator (s) <input type="checkbox"/> Literacy leader <input type="checkbox"/> Literacy support <input type="checkbox"/> Numeracy leader <input type="checkbox"/> Numeracy support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$130,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen the use of data and assessment to support the implementation of differentiation in the classroom.			
<b>Actions</b>	College leaders will: Strengthen the whole college approach to the Implementation of the GRO model Build staff capacity in use of student data and differentiation to identify and meet student needs Align the resources to enhance the learning outcomes for our priority EAL cohort			
<b>Outcomes</b>	College leaders will: Lead the curriculum development of the UBDs to implement the GRO model Support staff and students to use the consistent language of the GRO model Provide relevant professional PD through PLCs /KLAs to support staff to build inclusive practices using the GRO model			

	<p>Teachers will:          Use the PLC structure to plan for differentiation and begin the effective implementation of the GRO model          Effectively use students data to inform teaching and student growth          Audit the school UBD documentation and update using GRO model          Develop tiered systems of support to enable teachers to identify and respond to student learning needs          Build student awareness and understanding of their data and growth goals</p> <p>Students will:          Be supported to learn at point of need          Students will know what their next steps are to progress their learning</p>			
<b>Success Indicators</b>	<p>Curriculum Documentation: UBD documentation to updated to reflect GRO model          Differentiated curriculum documents and evidence of of student learning at different levels          Progress against IEPS and individual learning goals</p> <p>Later indicators:          Increase in voice and agency data from ATSS          Staff use student feedback to inform practice - STAFF survey</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
<p>Using the PLC cycle to analyse student data and plan for differentiation</p> <p>Reviewing and updating of UBDs to reflect the GRO model          Build in time for shared planning and documentation</p>	<input type="checkbox"/> All staff <input type="checkbox"/> Assistant principal <input type="checkbox"/> Curriculum co-ordinator (s) <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Literacy leader <input type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 3</p>	<p>\$100,000.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Other funding will be used
<p>Professional development for staff on implementation of GRO model at the classroom level</p>	<input type="checkbox"/> All staff <input type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1</p>	<p>\$100,000.00</p>

<p>Build student awareness of their own data , using feedback and goal setting</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum co-ordinator (s)</li> <li><input type="checkbox"/> KLA leader</li> <li><input type="checkbox"/> Learning specialist(s)</li> <li><input type="checkbox"/> Literacy leader</li> <li><input type="checkbox"/> Numeracy leader</li> </ul>		<p>to: Term 4</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Other funding will be used</li> </ul>
<p>Embed processes that address student learning at point of need Introduction to students of GRO model in all classes using data/Jacaranda and Essential Assessment</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All staff</li> <li><input type="checkbox"/> Assistant principal</li> <li><input type="checkbox"/> Curriculum co-ordinator (s)</li> <li><input type="checkbox"/> Literacy leader</li> <li><input type="checkbox"/> Numeracy leader</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 3</p>	<p>\$70,000.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Other funding will be used</li> </ul>
<p>DI Team - to support staff in classroom with differentiation strategies and implementation of IEPs DI team to provide professional learning in key areas e.g.dyslexia Prioritise time for teachers to work with specialist and support staff engage in shared planning to adapt learning for students will additional needs</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All staff</li> <li><input type="checkbox"/> Allied health</li> <li><input type="checkbox"/> Assistant principal</li> <li><input type="checkbox"/> Disability inclusion coordinator</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$200,000.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> </ul>
<p>Provide professional learning for staff in EAL strategies Prioritise 2-3 staff to receive specialist training in EAL and share with staff Employ specialist to work with key staff to develop reading and writing skills for EAL students</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All staff</li> <li><input type="checkbox"/> Assistant principal</li> <li><input type="checkbox"/> Education support</li> <li><input type="checkbox"/> Learning specialist(s)</li> <li><input type="checkbox"/> Literacy leader</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$200,000.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Other funding will be used</li> </ul>

<p><b>KIS 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Continue to build staff capability in the use of high impact teaching strategies.</p>
<p><b>Actions</b></p>	<p>College leaders will: Strengthen the whole school approach towards the use of HITS Resource and support Learning Specialists to run mini PD sessions and support in classrooms Conduct evaluation of HITS via Learning Walks and Classroom Observations</p>
<p><b>Outcomes</b></p>	<p>Leaders will: Schedule PD and learning time to support HITS in staff meetings/KLA Lead Learning Walks and provide feedback to staff Review PLC cycles</p> <p>Teachers will: Continue to embed HITS in curriculum and classroom practice, with focus on feedback and differentiation Participate in peer observations and provide feedback Strengthen classroom management and engagement strategies</p> <p>Students will: Participate in setting learning goals, informed by their data and feedback Know the Learning Intentions and Success Criteria</p>
<p><b>Success Indicators</b></p>	<p>Curriculum Documentation : Updated UBDs clearly using identified HITS Pre unit and post unit assessments will be well documented and regularly used to inform future planning</p>

Learning Walks will reflect staff understanding and use of HITS Student growth in the measurement of understanding own data				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review and update UBDs to reflect the use of key HITS Review PLC cycle to assess use of data and the key areas of differentiation and feedback	<input type="checkbox"/> All staff <input type="checkbox"/> Assistant principal <input type="checkbox"/> Curriculum co-ordinator (s) <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Literacy leader <input type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$140,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Other funding will be used
Provide and organise PD on implementation of GRO model/differentiation Provide and organise staff learning on use of student data Provide relevant professional learning via SWPBS/Berry Street strategies to support the continuation of key engagement strategies	<input type="checkbox"/> All staff <input type="checkbox"/> Assistant principal <input type="checkbox"/> Curriculum co-ordinator (s) <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Literacy leader <input type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$50,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Other funding will be used
Organise Learning Walks for staff to observe, and collect data, on student experience of the key HITS.	<input type="checkbox"/> All staff <input type="checkbox"/> Assistant principal <input type="checkbox"/> Curriculum co-ordinator (s) <input type="checkbox"/> KLA leader <input type="checkbox"/> Leading teacher(s) <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$20,000.00  <input type="checkbox"/> Other funding will be used



Peer Observations	<input type="checkbox"/> All staff <input type="checkbox"/> Assistant principal <input type="checkbox"/> Curriculum co-ordinator (s) <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input type="checkbox"/> Other funding will be used
Ensure the continued resourcing of collaboration time in KLA and PLCs. Continued sharing of lessons and shared documentation via Google Drive	<input type="checkbox"/> All staff <input type="checkbox"/> Curriculum co-ordinator (s) <input type="checkbox"/> KLA leader <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Literacy leader <input type="checkbox"/> Numeracy support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input type="checkbox"/> Other funding will be used
<b>Goal 2</b>	Enhance student wellbeing and engagement.			
<b>12-month target 2.1</b>	Student feedback to improve practice from 61% (2024) to 63% (2025)			
<b>12-month target 2.2</b>	Managing bullying from 52% (2024) to 54% (2025) Student voice and agency from 45% (2024) to 46% (2025) Stimulated learning from 56% (2024) to 57% (2025) Resilience from 72% (2024) to 73% (2025)			
<b>12-month target 2.3</b>	Maintain attendance at or above the 2024 rate of 89.2%			
<b>12-month target 2.4</b>	Improve the percent of students exiting to a positive destination (further schooling, training and education) to 73% (2023) to 74% (2024)			
<b>KIS 2.a</b> Responsive, tiered and contextualised approaches and strong relationships to	Embed multi-tiered systems of support that enhance student wellbeing, engagement and inclusion.			

support student learning, wellbeing and inclusion	
<b>Actions</b>	<p>College leadership will :</p> <ul style="list-style-type: none"> <li>Strengthen the whole school approach towards student engagement and inclusion</li> <li>Lead the implementation of the Connect Program</li> <li>Lead the development of the framework for teachers w to collect and act on student voice within their own classrooms and review practices with student opinions</li> <li>Support the DI team to resource the program via DIPS and PD</li> <li>Create model/visual that explains what support systems are in place for students and teachers</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Participate in collating documentation fo required DIPs for incoming Year 7 students and any new 8-12 DIPS</li> <li>Develop Connect curriculum and teach the program</li> <li>Continue to use SWPBS and Berry Street strategies in the classroom</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Report improved connection and wellbeing strategies</li> <li>Be able to explain what supports are available and school and how to access them</li> <li>Have worked provided at their point of need with relevant support</li> <li>-DI Social Skills program developed and refined for 2025</li> <li>-Schedule meetings between sub-schools, DI and Wellbeing teams</li> <li>-Connect program implemented and reviewed throughout 2025</li> <li>-Implement Art therapy sessions</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>DI Social Skills program developed and refined for 2025</li> <li>Schedule meetings between sub-schools, DI and Wellbeing teams</li> <li>Year 7 DIPs to be conducted</li> <li>Connect program implemented and reviewed throughout 2025</li> <li>Implement Art therapy sessions</li> <li>Teachers delivering content based around student feedback therefore student voice and agency increase</li> <li>Wellbeing and DI team supporting student needs and making referrals</li> </ul>

<b>Success Indicators</b>	DI program to be continued to be refined to support students DIPs successfully completed Wellbeing team will be engaged with students and support resources will be displayed around the school Meeting minutes for SS/DI/Wellbeing meetings Staff PD and increased involvement with implementation of IEPs Attendance data to increase via variety of strategies including "Re-Connect" program Resilience AtoSS increases IEP for Tier 3 students to be informed by specialists and staff supported to implement Continuation of SWPBS and Berry Street to create engagement and inclusion			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Increased communication between all staff regarding students requiring additional support SS/Wellbeing/DI meeting regularly scheduled and time allocated for collaboration Review current practices using the School's Mental Health Care Fund Menu and Planning Tool DI to develop social skills program	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Disability inclusion coordinator <input type="checkbox"/> Student wellbeing co-ordinator <input type="checkbox"/> Sub school leader/s <input type="checkbox"/> Year level co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Connect Program Develop and audit	<input type="checkbox"/> Allied health <input type="checkbox"/> Assistant principal <input type="checkbox"/> Disability inclusion coordinator <input type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$150,000.00 <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET

				funded or free items
<p>Connect program Develop and audit curriculum documents to identify specific needs for Year Levels and across the Personal and Social Skills Scope and Sequence Develop a professional learning plan to increase staff capacity in explicitly teaching emotional skills/ Connect Curriculum</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All staff</li> <li><input type="checkbox"/> Allied health</li> <li><input type="checkbox"/> Assistant principal</li> <li><input type="checkbox"/> Disability inclusion coordinator</li> <li><input type="checkbox"/> KLA leader</li> <li><input type="checkbox"/> Wellbeing team</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$100,000.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Continue to support students with additional needs via the DIP process and staff engagement with IEPS Staff and resource DI program for DIPs Work with ESS staff to ensure effective support for students and communication with teachers Programs: Art Therapy/ Social Skills/ Literacy</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Allied health</li> <li><input type="checkbox"/> Assistant principal</li> <li><input type="checkbox"/> Disability inclusion coordinator</li> <li><input type="checkbox"/> Education support</li> <li><input type="checkbox"/> Teacher(s)</li> <li><input type="checkbox"/> Wellbeing team</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$200,000.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> </ul>
<p>IEP weeks during terms 3 and 4. Staff to be provided with relevant PD and time to collaborate on strategies on the IEPS</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All staff</li> <li><input type="checkbox"/> Assistant principal</li> <li><input type="checkbox"/> Disability inclusion coordinator</li> <li><input type="checkbox"/> Wellbeing team</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$24,000.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET</li> </ul>

				funded or free items
<b>KIS 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen teacher knowledge and practice to activate student voice and learner agency.			
<b>Actions</b>	<p>College Leadership will:  Strengthen the whole school approach to activating student voice and learner agency  Provide teachers with a framework to collect and act on student voice within their own classrooms and reviewing practices with student opinions  Formulate growth measuring tool usable by all KLAs  Incorporate student voice and agency into new GRO differentiation model</p> <p>Teachers will:  Support students to understand their data and set learning goals  Provide opportunities for students to provide feedback on their learning and learning styles</p> <p>Students will:  Have access to their data and use it to set learning goals  Learn to apply the GRO model to their data  Have the opportunity to participate in student voice activities e.g SRC/ Be Bold Be Heard etc</p>			
<b>Outcomes</b>	<p>Students will have an increased participation and agency in their own learning  Students will report increased engagement in learning.  Teachers will be able to measure student growth in their classrooms  SRC and student groups will continue to advocate for students across the college and provide feedback to staff  Use Google Classroom and other digital channels of communication to provide regular feedback to students</p>			

<b>Success Indicators</b>	Continued strengthening of SRC/ Multicultural/Cultural/ Be Bold Be Heard etc in our school community and with other schools KLA based exemplars for sharing student data and goal settingh Curriculum documentation showing GRO model KLA based growth data			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Staff learning and growth: PLC to focus on accessing and using student data to inform GRO model Learning Specialist coaching sessions (collection and use of growth measuring tools)	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Curriculum co-ordinator (s) <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Literacy leader <input type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Other funding will be used
KLA based feedback to students for each topic: pre and post testing Jacaranda and Essential Assessment program Goals setting using rubrics Proforma for students to share thier feedback	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Curriculum co-ordinator (s) <input type="checkbox"/> House leaders <input type="checkbox"/> KLA leader <input type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input type="checkbox"/> Other funding will be used
To enhance the impact of student voice groups: provide opportunities for students to meet and discuss student issues To encourage communication between staff and students e.g. staff briefings Continuation of lunchtime groups and all student voice groups Development of Sub School SRC programs and teacher	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Homegroup teachers <input type="checkbox"/> House leaders <input type="checkbox"/> Mental health and wellbeing leader <input type="checkbox"/> Respectful relationships implementation team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Other funding will be used

consultation Peer support training for student leaders	<input type="checkbox"/> School improvement team <input type="checkbox"/> Year level co-ordinator(s)			
---	---	--	--	--

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$1,553,539.95	\$1,560,000.00	-\$6,460.05
Disability Inclusion Tier 2 Funding	\$435,301.90	\$460,000.00	-\$24,698.10
Schools Mental Health Fund and Menu	\$106,133.24	\$124,000.00	-\$17,866.76
<b>Total</b>	<b>\$2,094,975.09</b>	<b>\$2,144,000.00</b>	<b>-\$49,024.91</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
DIBELS data understanding and analysis: Resourcing the testing program Learning Specialist and DI coordinator to test all year 7 students Learning Specialist and DI coordinator to work with the Year 7 English team to use the DIBELS data to plan student intervention in their reading.	\$150,000.00
KLA meetings with focus on how to understand and use student data to inform the GRO model Resourcing the KLAs Curriculum and KLA leaders to run regular KLA meetings with focus on Vic Curr 2.0 and GRO to be implemented in UBDs and classroom Specific EAL training to improve reading outcomes in EAL students	\$50,000.00
English Year 7 UBDs- embedded reading strategies Professional training and learning to develop staff understanding of DIBEL testing and proactive	\$200,000.00



strategies Staff development and training on reading strategies/paired with writing strategies.	
Enhance the impact of ACE and STAR programs to maximise student effectiveness. Program to start week 2 after data has been gathered and students allocated into groups An ACE leader to be appointed work with the Numeracy and Literacy leaders ACE staff to receive PD on DIBELS and reading intervention training to support student growth Resourcing the programs	\$130,000.00
Using the PLC cycle to analyse student data and plan for differentiation  Reviewing and updating of UBDs to reflect the GRO model Build in time for shared planning and documentation	\$100,000.00
Professional development for staff on implementation of GRO model at the classroom level Build student awareness of their own data , using feedback and goal setting	\$100,000.00
Embed processes that address student learning at point of need Introduction to students of GRO model in all classes using data/Jacaranda and Essential Assessment	\$70,000.00
DI Team - to support staff in classroom with differentiation strategies and implementation of IEPs DI team to provide professional learning in key areas e.g.dyslexia	\$200,000.00

Prioritise time for teachers to work with specialist and support staff engage in shared planning to adapt learning for students will additional needs	
Provide professional learning for staff in EAL strategies Prioritise 2-3 staff to receive specialist training in EAL and share with staff Employ specialist to work with key staff to develop reading and writing skills for EAL students	\$200,000.00
Review and update UBDs to reflect the use of key HITS Review PLC cycle to assess use of data and the key areas of differentiation and feedback	\$140,000.00
Provide and organise PD on implementation of GRO model/differentiation Provide and organise staff learning on use of student data Provide relevant professional learning via SWPBS/Berry Street strategies to support the continuation of key engagement strategies	\$50,000.00
Increased communication between all staff regarding students requiring additional support SS/Wellbeing/DI meeting regularly scheduled and time allocated for collaboration Review current practices using the School's Mental Health Care Fund Menu and Planning Tool DI to develop social skills program	\$30,000.00
Connect Program Develop and audit	\$150,000.00
Connect program Develop and audit curriculum documents to identify specific needs for Year Levels and across the Personal and Social Skills Scope and Sequence	\$100,000.00

Develop a professional learning plan to increase staff capacity in explicitly teaching emotional skills/ Connect Curriculum	
Continue to support students with additional needs via the DIP process and staff engagement with IEPS Staff and resource DI program for DIPs Work with ESS staff to ensure effective support for students and communication with teachers Programs: Art Therapy/ Social Skills/ Literacy	\$200,000.00
IEP weeks during terms 3 and 4. Staff to be provided with relevant PD and time to collaborate on strategies on the IEPS	\$24,000.00
Staff learning and growth: PLC to focus on accessing and using student data to inform GRO model Learning Specialist coaching sessions (collection and use of growth measuring tools)	\$100,000.00
<b>Totals</b>	<b>\$1,994,000.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
DIBELS data understanding and analysis: Resourcing the testing program Learning Specialist and DI coordinator to test all year 7 students Learning Specialist and DI	from: Term 1 to: Term 4	\$100,000.00	<input type="checkbox"/> School-based staffing <input type="checkbox"/> Teaching and learning programs and resources <input type="checkbox"/> Professional development (excluding CRT costs and new FTE)

<p>coordinator to work with the Year 7 English team to use the DIBELs data to plan student intervention in their reading.</p>			
<p>KLA meetings with focus on how to understand and use student data to inform the GRO model Resourcing the KLAs Curriculum and KLA leaders to run regular KLA meetings with focus on Vic Curr 2.0 and GRO to be implemented in UBDs and classroom Specific EAL training to improve reading outcomes in EAL students</p>	<p>from: Term 1 to: Term 4</p>	<p>\$100,000.00</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School-based staffing</li> <li><input type="checkbox"/> Teaching and learning programs and resources</li> <li><input type="checkbox"/> Professional development (excluding CRT costs and new FTE)</li> </ul>
<p>English Year 7 UBDs-embedded reading strategies Professional training and learning to develop staff understanding of DIBEL testing and proactive strategies Staff development and training on reading strategies/paired with writing strategies.</p>	<p>from: Term 1 to: Term 4</p>	<p>\$250,000.00</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School-based staffing</li> <li><input type="checkbox"/> Teaching and learning programs and resources</li> <li><input type="checkbox"/> Professional development (excluding CRT costs and new FTE)</li> <li><input type="checkbox"/> Support services</li> </ul>
<p>Enhance the impact of ACE and STAR programs to maximise student effectiveness. Program to start week 2 after data has been gathered and students allocated into groups An ACE leader to be appointed</p>	<p>from: Term 1 to: Term 4</p>	<p>\$130,000.00</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School-based staffing</li> <li><input type="checkbox"/> Teaching and learning programs and resources</li> <li><input type="checkbox"/> Professional development (excluding CRT costs and new FTE)</li> </ul>

work with the Numeracy and Literacy leaders ACE staff to receive PD on DIBELS and reading intervention training to support student growth Resourcing the programs			
Using the PLC cycle to analyse student data and plan for differentiation  Reviewing and updating of UBDs to reflect the GRO model Build in time for shared planning and documentation	from: Term 1 to: Term 3	\$100,000.00	<input type="checkbox"/> School-based staffing <input type="checkbox"/> Teaching and learning programs and resources <input type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Professional development for staff on implementation of GRO model at the classroom level Build student awareness of their own data , using feedback and goal setting	from: Term 1 to: Term 4	\$100,000.00	<input type="checkbox"/> School-based staffing
Embed processes that address student learning at point of need Introduction to students of GRO model in all classes using data/Jacaranda and Essential Assessment	from: Term 1 to: Term 3	\$70,000.00	<input type="checkbox"/> School-based staffing <input type="checkbox"/> Teaching and learning programs and resources <input type="checkbox"/> Professional development (excluding CRT costs and new FTE)
DI Team - to support staff in classroom with differentiation strategies and implementation of IEPs DI team to provide professional	from: Term 1 to: Term 4	\$100,000.00	<input type="checkbox"/> School-based staffing <input type="checkbox"/> Teaching and learning programs and resources <input type="checkbox"/> Professional development (excluding CRT costs and new FTE)

learning in key areas e.g.dyslexia Prioritise time for teachers to work with specialist and support staff engage in shared planning to adapt learning for students will additional needs			
Provide professional learning for staff in EAL strategies Prioritise 2-3 staff to receive specialist training in EAL and share with staff Employ specialist to work with key staff to develop reading and writing skills for EAL students	from: Term 1 to: Term 4	\$200,000.00	<input type="checkbox"/> School-based staffing <input type="checkbox"/> Teaching and learning programs and resources <input type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Review and update UBDs to reflect the use of key HITS Review PLC cycle to assess use of data and the key areas of differentiation and feedback	from: Term 1 to: Term 4	\$140,000.00	<input type="checkbox"/> Teaching and learning programs and resources <input type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Provide and organise PD on implementation of GRO model/differentiation Provide and organise staff learning on use of student data Provide relevant professional learning via SWPBS/Berry Street strategies to support the continuation of key engagement strategies	from: Term 1 to: Term 2	\$50,000.00	<input type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Increased communication between all staff regarding students requiring additional support	from: Term 1	\$20,000.00	<input type="checkbox"/> School-based staffing <input type="checkbox"/> Teaching and learning programs and resources

SS/Wellbeing/DI meeting regularly scheduled and time allocated for collaboration Review current practices using the School's Mental Health Care Fund Menu and Planning Tool DI to develop social skills program	to: Term 4		<input type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Connect program Develop and audit curriculum documents to identify specific needs for Year Levels and across the Personal and Social Skills Scope and Sequence Develop a professional learning plan to increase staff capacity in explicitly teaching emotional skills/ Connect Curriculum	from: Term 1 to: Term 4	\$50,000.00	<input type="checkbox"/> School-based staffing <input type="checkbox"/> Teaching and learning programs and resources <input type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Staff learning and growth: PLC to focus on accessing and using student data to inform GRO model Learning Specialist coaching sessions (collection and use of growth measuring tools)	from: Term 1 to: Term 4	\$150,000.00	<input type="checkbox"/> School-based staffing <input type="checkbox"/> Teaching and learning programs and resources <input type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<b>Totals</b>		\$1,560,000.00	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
---------------------------	------	------------------------	----------

<p>DIBELS data understanding and analysis: Resourcing the testing program Learning Specialist and DI coordinator to test all year 7 students Learning Specialist and DI coordinator to work with the Year 7 English team to use the DIBELS data to plan student intervention in their reading.</p>	<p>from: Term 1 to: Term 4</p>	<p>\$50,000.00</p>	<p><input type="checkbox"/> Teaching and learning programs and resources</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><input type="checkbox"/> Professional learning for school-based staff</p> <ul style="list-style-type: none"> <li>• Teachers</li> </ul>
<p>DI Team - to support staff in classroom with differentiation strategies and implementation of IEPs DI team to provide professional learning in key areas e.g.dyslexia Prioritise time for teachers to work with specialist and support staff engage in shared planning to adapt learning for students will additional needs</p>	<p>from: Term 1 to: Term 4</p>	<p>\$100,000.00</p>	<p><input type="checkbox"/> Professional learning for school-based staff</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><input type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><input type="checkbox"/> Other workforces to support students with disability</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p>Increased communication between all staff regarding students requiring additional support SS/Wellbeing/DI meeting regularly scheduled and time allocated for collaboration Review current practices using the School's Mental Health Care Fund Menu and Planning Tool DI to develop social skills program</p>	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p>	<p><input type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties</p> <ul style="list-style-type: none"> <li>•</li> </ul>



Connect Program Develop and audit	from: Term 1 to: Term 4	\$100,000.00	<input type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>•</li> </ul> <input type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> <li>•</li> </ul> <input type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>•</li> </ul>
Continue to support students with additional needs via the DIP process and staff engagement with IEPS Staff and resource DI program for DIPs Work with ESS staff to ensure effective support for students and communication with teachers Programs: Art Therapy/ Social Skills/ Literacy	from: Term 1 to: Term 4	\$200,000.00	<input type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>•</li> </ul> <input type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>•</li> </ul> <input type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> <li>•</li> </ul> <input type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Totals</b>		\$460,000.00	

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

Activities and milestones	When	Funding allocated (\$)	Category
---------------------------	------	------------------------	----------

Connect Program Develop and audit	from: Term 1 to: Term 4	\$50,000.00	<input type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students
Connect program Develop and audit curriculum documents to identify specific needs for Year Levels and across the Personal and Social Skills Scope and Sequence Develop a professional learning plan to increase staff capacity in explicitly teaching emotional skills/ Connect Curriculum	from: Term 1 to: Term 4	\$50,000.00	<input type="checkbox"/> Employ staff to support Tier 1 activities
IEP weeks during terms 3 and 4. Staff to be provided with relevant PD and time to collaborate on strategies on the IEPS	from: Term 1 to: Term 4	\$24,000.00	<input type="checkbox"/> Arts Therapists
<b>Totals</b>		\$124,000.00	

### Additional funding planner – Total Budget

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

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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>DIBELS data understanding and analysis: Resourcing the testing program Learning Specialist and DI coordinator to test all year 7 students Learning Specialist and DI coordinator to work with the Year 7 English team to use the DIBELS data to plan student intervention in their reading.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum co-ordinator (s)</li> <li><input type="checkbox"/> Disability inclusion coordinator</li> <li><input type="checkbox"/> Learning specialist(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Design of formative assessments</li> <li><input type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Primary Mathematics and Science specialists</li> <li><input type="checkbox"/> Literacy expertise</li> <li><input type="checkbox"/> School improvement partnerships</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> On-site</li> </ul>
<p>PLC presentations : termly focus implementing the GRO model in literacy and numeracy Plan whole school professional learning in evidence based approaches to supporting the GRO model and differentiation Schedule PLC showcase at the end of the term to incorporate learnings into plans for school improvement</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All staff</li> <li><input type="checkbox"/> Assistant principal</li> <li><input type="checkbox"/> Curriculum co-ordinator (s)</li> <li><input type="checkbox"/> Learning specialist(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Preparation</li> <li><input type="checkbox"/> Collaborative inquiry/action research team</li> <li><input type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> VCAA curriculum specialist</li> <li><input type="checkbox"/> Primary Mathematics and Science specialists</li> <li><input type="checkbox"/> Literacy expertise</li> <li><input type="checkbox"/> PLC Initiative</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> On-site</li> </ul>

Ensuring all staff have access to the relevant student data to develop UBDs and class activities using the GRO model Learning Specialists to support PLC and individual staff to implement GRO model in the classrooms Resourcing the PLC						
KLA meetings with focus on how to understand and use student data to inform the GRO model Resourcing the KLAs Curriculum and KLA leaders to run regular KLA meetings with focus on Vic Curr 2.0 and GRO to be implemented in UBDs and classroom Specific EAL training to improve reading outcomes in EAL students	<input type="checkbox"/> All staff <input type="checkbox"/> Curriculum co-ordinator (s) <input type="checkbox"/> KLA leader <input type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Collaborative inquiry/action research team	<input type="checkbox"/> Whole school pupil free day <input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> VCAA curriculum specialist <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> Learning specialist	<input type="checkbox"/> On-site
English Year 7 UBDs-embedded reading strategies Professional training and learning to develop staff understanding of DIBEL testing and proactive strategies	<input type="checkbox"/> All staff <input type="checkbox"/> Careers leader/team <input type="checkbox"/> KLA leader <input type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input type="checkbox"/> Preparation <input type="checkbox"/> Curriculum development <input type="checkbox"/> Individualised reflection	<input type="checkbox"/> Formal school meeting / internal professional learning sessions <input type="checkbox"/> PLC/PLT meeting	<input type="checkbox"/> VCAA curriculum specialist <input type="checkbox"/> Literacy expertise <input type="checkbox"/> Learning specialist	<input type="checkbox"/> On-site

<p>Staff development and training on reading strategies/paired with writing strategies.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Literacy leader</li> </ul>					
<p>Using the PLC cycle to analyse student data and plan for differentiation</p> <p>Reviewing and updating of UBDs to reflect the GRO model</p> <p>Build in time for shared planning and documentation</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All staff</li> <li><input type="checkbox"/> Assistant principal</li> <li><input type="checkbox"/> Curriculum co-ordinator (s)</li> <li><input type="checkbox"/> Learning specialist(s)</li> <li><input type="checkbox"/> Literacy leader</li> <li><input type="checkbox"/> Numeracy leader</li> </ul>	<p>from: Term 1 to: Term 3</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Preparation</li> <li><input type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Professional practice day</li> <li><input type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> VCAA curriculum specialist</li> <li><input type="checkbox"/> Literacy expertise</li> <li><input type="checkbox"/> Learning specialist</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> On-site</li> </ul>
<p>Professional development for staff on implementation of GRO model at the classroom level</p> <p>Build student awareness of their own data , using feedback and goal setting</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All staff</li> <li><input type="checkbox"/> Assistant principal</li> <li><input type="checkbox"/> Curriculum co-ordinator (s)</li> <li><input type="checkbox"/> KLA leader</li> <li><input type="checkbox"/> Learning specialist(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Planning</li> <li><input type="checkbox"/> Preparation</li> <li><input type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Whole school pupil free day</li> <li><input type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input type="checkbox"/> Timetabled planning day</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Primary Mathematics and Science specialists</li> <li><input type="checkbox"/> Literacy expertise</li> <li><input type="checkbox"/> Learning specialist</li> <li><input type="checkbox"/> Numeracy leader</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> On-site</li> </ul>

	<input type="checkbox"/> Literacy leader <input type="checkbox"/> Numeracy leader					
<p>Embed processes that address student learning at point of need</p> <p>Introduction to students of GRO model in all classes using data/Jacaranda and Essential Assessment</p>	<input type="checkbox"/> All staff <input type="checkbox"/> Assistant principal <input type="checkbox"/> Curriculum co-ordinator (s) <input type="checkbox"/> Literacy leader <input type="checkbox"/> Numeracy leader	<p>from: Term 1 to: Term 3</p>	<input type="checkbox"/> Planning <input type="checkbox"/> Student voice, including input and feedback	<input type="checkbox"/> Whole school pupil free day <input type="checkbox"/> PLC/PLT meeting	<input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> Learning specialist <input type="checkbox"/> Literacy leaders <input type="checkbox"/> Numeracy leader	<input type="checkbox"/> On-site
<p>DI Team - to support staff in classroom with differentiation strategies and implementation of IEPs</p> <p>DI team to provide professional learning in key areas e.g.dyslexia</p> <p>Prioritise time for teachers to work with specialist and support staff engage in shared planning to adapt</p>	<input type="checkbox"/> All staff <input type="checkbox"/> Allied health <input type="checkbox"/> Assistant principal <input type="checkbox"/> Disability inclusion coordinator	<p>from: Term 1 to: Term 4</p>	<input type="checkbox"/> Planning <input type="checkbox"/> Collaborative inquiry/action research team <input type="checkbox"/> Student voice, including input and feedback	<input type="checkbox"/> Formal school meeting / internal professional learning sessions <input type="checkbox"/> PLC/PLT meeting	<input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Learning specialist <input type="checkbox"/> Literacy leaders <input type="checkbox"/> Numeracy leader	<input type="checkbox"/> On-site

learning for students will additional needs						
<p>Provide professional learning for staff in EAL strategies</p> <p>Prioritise 2-3 staff to receive specialist training in EAL and share with staff</p> <p>Employ specialist to work with key staff to develop reading and writing skills for EAL students</p>	<input type="checkbox"/> All staff <input type="checkbox"/> Assistant principal <input type="checkbox"/> Education support <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Literacy leader	<p>from: Term 1 to: Term 4</p>	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Curriculum development	<input type="checkbox"/> Whole school pupil free day <input type="checkbox"/> Formal school meeting / internal professional learning sessions <input type="checkbox"/> Timetabled planning day	<input type="checkbox"/> PLC Initiative <input type="checkbox"/> Learning specialist <input type="checkbox"/> Literacy leaders <input type="checkbox"/> High Impact Teaching Strategies (HITS)	<input type="checkbox"/> On-site
<p>Review and update UBDs to reflect the use of key HITS</p> <p>Review PLC cycle to assess use of data and the key areas of differentiation and feedback</p>	<input type="checkbox"/> All staff <input type="checkbox"/> Assistant principal <input type="checkbox"/> Curriculum co-ordinator (s) <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Literacy leader <input type="checkbox"/> Numeracy leader	<p>from: Term 1 to: Term 4</p>	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Curriculum development	<input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> VCAA curriculum specialist <input type="checkbox"/> Literacy expertise <input type="checkbox"/> Teaching partners <input type="checkbox"/> Internal staff <input type="checkbox"/> Learning specialist <input type="checkbox"/> Literacy leaders <input type="checkbox"/> Maths/Sci specialist <input type="checkbox"/> High Impact Teaching Strategies (HITS) <input type="checkbox"/> Numeracy leader	<input type="checkbox"/> On-site



					<input type="checkbox"/> MYLYNS Improvement teacher	
<p>Provide and organise PD on implementation of GRO model/differentiation</p> <p>Provide and organise staff learning on use of student data</p> <p>Provide relevant professional learning via SWPBS/Berry Street strategies to support the continuation of key engagement strategies</p>	<input type="checkbox"/> All staff <input type="checkbox"/> Assistant principal <input type="checkbox"/> Curriculum co-ordinator (s) <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Literacy leader <input type="checkbox"/> Numeracy leader	<p>from: Term 1 to: Term 2</p>	<input type="checkbox"/> Planning <input type="checkbox"/> Collaborative inquiry/action research team <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Formal school meeting / internal professional learning sessions <input type="checkbox"/> PLC/PLT meeting	<input type="checkbox"/> VCAA curriculum specialist <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Learning specialist <input type="checkbox"/> Literacy leaders <input type="checkbox"/> Numeracy leader	<input type="checkbox"/> On-site
<p>Organise Learning Walks for staff to observe, and collect data, on student experience of the key HITS.</p>	<input type="checkbox"/> All staff <input type="checkbox"/> Assistant principal <input type="checkbox"/> Curriculum co-ordinator (s) <input type="checkbox"/> KLA leader <input type="checkbox"/> Leading teacher(s) <input type="checkbox"/> Learning specialist(s)	<p>from: Term 1 to: Term 3</p>	<input type="checkbox"/> Planning <input type="checkbox"/> Collaborative inquiry/action research team <input type="checkbox"/> Peer observation including feedback and reflection	<input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> Leadership partners <input type="checkbox"/> Learning specialist <input type="checkbox"/> Literacy leaders <input type="checkbox"/> Numeracy leader	<input type="checkbox"/> On-site

Peer Observations	<input type="checkbox"/> All staff <input type="checkbox"/> Assistant principal <input type="checkbox"/> Curriculum co-ordinator (s) <input type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Collaborative inquiry/action research team <input type="checkbox"/> Peer observation including feedback and reflection	<input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> Literacy expertise <input type="checkbox"/> Internal staff <input type="checkbox"/> Literacy leaders <input type="checkbox"/> Numeracy leader	<input type="checkbox"/> On-site
Ensure the continued resourcing of collaboration time in KLA and PLCs. Continued sharing of lessons and shared documentation via Google Drive	<input type="checkbox"/> All staff <input type="checkbox"/> Curriculum co-ordinator (s) <input type="checkbox"/> KLA leader <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Literacy leader <input type="checkbox"/> Numeracy support	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Moderated assessment of student learning	<input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> Teaching partners <input type="checkbox"/> Internal staff <input type="checkbox"/> Learning specialist <input type="checkbox"/> Literacy leaders <input type="checkbox"/> Numeracy leader	<input type="checkbox"/> On-site
Increased communication between all staff regarding students requiring additional support	<input type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation	<input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> School improvement partnerships <input type="checkbox"/> Internal staff	<input type="checkbox"/> On-site

<p>SS/Wellbeing/DI meeting regularly scheduled and time allocated for collaboration Review current practices using the School's Mental Health Care Fund Menu and Planning Tool DI to develop social skills program</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Disability inclusion coordinator</li> <li><input type="checkbox"/> Student wellbeing co-ordinator</li> <li><input type="checkbox"/> Sub school leader/s</li> <li><input type="checkbox"/> Year level co-ordinator(s)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborative inquiry/action research team</li> </ul>			
<p>Connect Program Develop and audit</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Allied health</li> <li><input type="checkbox"/> Assistant principal</li> <li><input type="checkbox"/> Disability inclusion coordinator</li> <li><input type="checkbox"/> Education support</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Planning</li> <li><input type="checkbox"/> Preparation</li> <li><input type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Internal staff</li> <li><input type="checkbox"/> Departmental resources</li> </ul> <p>Respectful Relationships</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> On-site</li> </ul>
<p>Connect program Develop and audit curriculum documents to identify specific needs for Year Levels and across the Personal and Social Skills Scope and Sequence</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All staff</li> <li><input type="checkbox"/> Allied health</li> <li><input type="checkbox"/> Assistant principal</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Planning</li> <li><input type="checkbox"/> Preparation</li> <li><input type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Literacy expertise</li> <li><input type="checkbox"/> Leadership partners</li> <li><input type="checkbox"/> School improvement partnerships</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> On-site</li> </ul>

Develop a professional learning plan to increase staff capacity in explicitly teaching emotional skills/ Connect Curriculum	<input type="checkbox"/> Disability inclusion coordinator <input type="checkbox"/> KLA leader <input type="checkbox"/> Wellbeing team				<input type="checkbox"/> Internal staff	
Continue to support students with additional needs via the DIP process and staff engagement with IEPS Staff and resource DI program for DIPs Work with ESS staff to ensure effective support for students and communication with teachers Programs: Art Therapy/ Social Skills/ Literacy	<input type="checkbox"/> Allied health <input type="checkbox"/> Assistant principal <input type="checkbox"/> Disability inclusion coordinator <input type="checkbox"/> Education support <input type="checkbox"/> Teacher(s) <input type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Individualised reflection	<input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> Leadership partners <input type="checkbox"/> Internal staff	<input type="checkbox"/> On-site
IEP weeks during terms 3 and 4. Staff to be provided with relevant PD and time to collaborate on strategies on the IEPS	<input type="checkbox"/> All staff <input type="checkbox"/> Assistant principal <input type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Collaborative inquiry/action research team	<input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> PLC Initiative <input type="checkbox"/> Learning specialist	<input type="checkbox"/> On-site

	<input type="checkbox"/> Wellbeing team					
Staff learning and growth: PLC to focus on accessing and using student data to inform GRO model Learning Specialist coaching sessions (collection and use of growth measuring tools)	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Curriculum co-ordinator (s) <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Literacy leader <input type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Moderated assessment of student learning	<input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> Literacy expertise <input type="checkbox"/> Leadership partners <input type="checkbox"/> Internal staff <input type="checkbox"/> Learning specialist <input type="checkbox"/> Literacy leaders <input type="checkbox"/> Numeracy leader	<input type="checkbox"/> On-site
KLA based feedback to students for each topic: pre and post testing Jacaranda and Essential Assessment program Goals setting using rubrics Proforma for students to share thier feedback	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Curriculum co-ordinator (s) <input type="checkbox"/> House leaders <input type="checkbox"/> KLA leader <input type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Curriculum development	<input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Internal staff	<input type="checkbox"/> On-site

<p>To enhance the impact of student voice groups: provide opportunities for students to meet and discuss student issues To encourage communication between staff and students e.g. staff briefings Continuation of lunchtime groups and all student voice groups Development of Sub School SRC programs and teacher consultation Peer support training for student leaders</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assistant principal</li> <li><input type="checkbox"/> Homegroup teachers</li> <li><input type="checkbox"/> House leaders</li> <li><input type="checkbox"/> Mental health and wellbeing leader</li> <li><input type="checkbox"/> Respectful relationships implementation team</li> <li><input type="checkbox"/> School improvement team</li> <li><input type="checkbox"/> Year level co-ordinator(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Planning</li> <li><input type="checkbox"/> Preparation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input type="checkbox"/> Network professional learning</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Leadership partners</li> <li><input type="checkbox"/> Pedagogical Model</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> On-site</li> </ul>
--	--	--	---	--	--	--