

# **2025 Annual Implementation Plan**

## **for improving student outcomes**

Brighton Secondary College (7650)



Submitted for review by Peter Langham (School Principal) on 23 April, 2025 at 02:17 PM  
Endorsed by Rachel George (Senior Education Improvement Leader) on 24 April, 2025 at 06:51 PM

## Self-evaluation summary

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

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

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
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<b>Enter your reflective comments</b>	
<b>Considerations for 2025</b>	
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
To maximise the learning growth and achievement of every student at every year level, including in numeracy and literacy.	Yes	By 2025, increase the percentage of students meeting or above Year 9 NAPLAN Benchmark Growth: <ul style="list-style-type: none"> <li>• Reading to 82 or above (from 77 in 2021)</li> <li>• Writing to 82 or above (from 78 in 2021)</li> <li>• Numeracy to 78 or above (from 58 in 2021 and three year average previous to 2021 being 74)</li> </ul>	NAPLAN RELATIVE GROWTH (Replacing Benchmark Growth)Reading from 71% in 2024 to 82% in 2025Writing not published in 2024Numeracy from 81% in 2024 to 78% in 2025
		By 2025, increase the percentage of Year 9 students in the top two NAPLAN bands for: <ul style="list-style-type: none"> <li>• Reading to 40 or above (from 37 in 2021)</li> <li>• Writing to 20 or above (from 14 in 2021)</li> <li>• Numeracy to 38 or above (from 32 in 2021)</li> </ul>	NAPLAN STRONG OR EXCEEDING (Replacing Top 2 Bands)Reading from 69% in 2024 to 70% in 2025Writing from 70% in 2024 to 75% in 2025Numeracy from 75% in 2024 to 80% in 2025
		<ul style="list-style-type: none"> <li>• By 2025, increase the VCE All Study score mean to 31 or above (from 29.59 in 2021)</li> <li>• By 2025, increase the VCE Study Scores over 40 to 10% or above (from 7.6% in 2021)</li> </ul>	VCE All Study Score Mean from 30.07 in 2024 to 31 in 2025VCE Study Scores Over from from 6.3% in 2024 to 10% or above in 2025
		By 2025, the percent positive endorsement on the SSS will be: <ul style="list-style-type: none"> <li>• Academic emphasis—to 60 or above (from 46 in 2021)</li> </ul>	POSITIVE ENDORSEMENT ON SSSAcademic emphasis from 45% in 2024 to 60% or aboveTeacher collaboration from 48% in 2024 to

		<ul style="list-style-type: none"> <li>• Teacher collaboration—to 50 or above (from 33 in 2021)</li> <li>• Understand how to analyse data—to 50 or above (from 10 in 2021)</li> <li>• Plan differentiated learning activities—to 50 or above (from 24 in 2021)</li> <li>• Instructional leadership—to 50 or above (from 31 in 2021)</li> <li>• Use data for curriculum planning—to 50 or above (from 17 in 2021)</li> </ul>	50% or aboveUnderstand how to analyse data from 23% in 2024 to 50% or abovePlan differentiated learning activities from 44% in 2024 to 50% or aboveInstructional leadership from 48% in 2024 to 50% or aboveUse data for curriculum planning from 42% in 2024 to 50% or above
		By 2025, the percentile improvement for student opinion as measured on AToSS across Years 7–12 will be: <ul style="list-style-type: none"> <li>• Differentiated learning challenge—to 40 or above (from 17 in 2021)</li> <li>• Stimulated learning—to 65 or above (from 44 in 2021)</li> <li>• Student voice and agency—to 60 or above (from 37 in 2021)</li> <li>• Motivation &amp; interest—to 70 (from 47 in 2021)</li> </ul>	<b>POSITIVE ENDORSEMENT ON AtoSS</b> Differentiated learning challenge from 47% in 2024 to 40% or aboveStimulated learning from 44% in 2024 to 65% or aboveStudent voice and agency from 38% in 2024 to 60% or aboveMotivation and interest from 54% in 2024 to 70% or above
To enhance the resilience and wellbeing of all students.	Yes	By 2025, the percentile improvement for student opinion as measured on AToSS across Years 7–12 will be: <ul style="list-style-type: none"> <li>• Sense of connectedness—50 or above (from 29 in 2021)</li> <li>• Teacher concern—40 or above (from 15 in 2021)</li> <li>• Respect for diversity—60 or above (from 36 in 2021)</li> <li>• Managing bullying—to 67 or above (from 47 in 2021)</li> <li>• Emotional awareness &amp; regulation—to 80 or above (from 58 in 2021)</li> </ul>	<b>POSITIVE ENDORSEMENT ON AtoSS</b> Sense of connectedness from 40% in 2024 to 50% or aboveTeacher concern from 31% in 2024 to 40% or aboveRespect for diversity from 39% in 2024 to 60% or aboveManaging bullying from 47% in 2024 to 67% or aboveEmotional awareness & regulation from 69% in 2024 to 80% or above
		By 2025, the percent positive endorsement on the POS will be:	<b>POSITIVE ENDORSEMENT ON POS</b> Parent participation &

		<ul style="list-style-type: none"> <li>• Parent participation &amp; involvement—to 60 or above (from 39 in 2021)</li> <li>• Respect for diversity—to 80 or above (from 69 in 2021)</li> <li>• Student motivation &amp; support—to 70 or above (from 48 in 2021)</li> <li>• Promoting positive behaviour—to 75 or above (from 62 in 2021)</li> </ul>	involvement from 51% in 2024 to 60% or above Respect for diversity from 72% in 2024 to 80% or above Student motivation and support from 42% in 2024 to 70% or above Promoting positive behaviour from 57% in 2024 to 75% or above
		<p>By 2025, the percent positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice—to 50 or above (from 27 in 2021)</li> <li>• Support growth and learning of the whole student—to 50 or above (from 34 in 2021)</li> </ul>	<b>POSITIVE ENDORSEMENT ON SSS</b> Use student feedback to improve practice from 50% in 2024 to 55% or above Support growth and learning of the whole student from 56% in 2024 to 60% or above

<b>Goal 1</b>	<b>To maximise the learning growth and achievement of every student at every year level, including in numeracy and literacy.</b>
<b>12-month target 1.1</b>	NAPLAN RELATIVE GROWTH (Replacing Benchmark Growth) Reading from 71% in 2024 to 82% in 2025 Writing not published in 2024 Numeracy from 81% in 2024 to 78% in 2025
<b>12-month target 1.2</b>	NAPLAN STRONG OR EXCEEDING (Replacing Top 2 Bands) Reading from 69% in 2024 to 70% in 2025 Writing from 70% in 2024 to 75% in 2025 Numeracy from 75% in 2024 to 80% in 2025
<b>12-month target 1.3</b>	VCE All Study Score Mean from 30.07 in 2024 to 31 in 2025 VCE Study Scores Over from 6.3% in 2024 to 10% or above in 2025

12-month target 1.4	POSITIVE ENDORSEMENT ON SSS Academic emphasis from 45% in 2024 to 60% or above Teacher collaboration from 48% in 2024 to 50% or above Understand how to analyse data from 23% in 2024 to 50% or above Plan differentiated learning activities from 44% in 2024 to 50% or above Instructional leadership from 48% in 2024 to 50% or above Use data for curriculum planning from 42% in 2024 to 50% or above	
12-month target 1.5	POSITIVE ENDORSEMENT ON AtoSS Differentiated learning challenge from 47% in 2024 to 40% or above Stimulated learning from 44% in 2024 to 65% or above Student voice and agency from 38% in 2024 to 60% or above Motivation and interest from 54% in 2024 to 70% or above	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Excellence in teaching and learning	Develop and implement a coherent, whole college vision for teaching, learning and assessment.	No
KIS 1.b Excellence in teaching and learning	Build teacher capacity to use individual student and cohort data and assessment evidence to implement a differentiated and stimulated curriculum that targets each student at their point of need and supports learning growth.	No
KIS 1.c Excellence in teaching and learning	Develop and implement an instructional framework consistently across the college.	Yes
KIS 1.d Excellence in teaching and learning	Build a professional learning community culture for collaborative inquiry into planning for teaching and learning, the modelling of effective practice, and the use of peer observation and feedback.	No
KIS 1.e	Build teacher capability to fully support student voice and learner agency.	No



Positive climate for learning		
<b>KIS 1.f</b> Professional leadership	Strengthen the instructional and shared leadership capability of all in leadership roles to build higher levels of consistency and shared accountability for improving student outcomes.	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.	x	
<b>Goal 2</b>	<b>To enhance the resilience and wellbeing of all students.</b>	
<b>12-month target 2.1</b>	POSITIVE ENDORSEMENT ON AtoSS Sense of connectedness from 40% in 2024 to 50% or above Teacher concern from 31% in 2024 to 40% or above Respect for diversity from 39% in 2024 to 60% or above Managing bullying from 47% in 2024 to 67% or above Emotional awareness & regulation from 69% in 2024 to 80% or above	
<b>12-month target 2.2</b>	POSITIVE ENDORSEMENT ON POS Parent participation & involvement from 51% in 2024 to 60% or above Respect for diversity from 72% in 2024 to 80% or above Student motivation and support from 42% in 2024 to 70% or above Promoting positive behaviour from 57% in 2024 to 75% or above	
<b>12-month target 2.3</b>	POSITIVE ENDORSEMENT ON SSS Use student feedback to improve practice from 50% in 2024 to 55% or above Support growth and learning of the whole student from 56% in 2024 to 60% or above	

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Professional leadership	Further enhance formal and informal structures and processes to engage with, listen to and respond to the full range of student perspectives and feedback to enable impact on the college culture and to strengthen positive relationships.	No
<b>KIS 2.b</b> Positive climate for learning	Embed a positive behaviours framework consistently across the college.	No
<b>KIS 2.c</b> Excellence in teaching and learning	Build the capacity of all staff to respond to the engagement and wellbeing needs of students.	Yes
<b>KIS 2.d</b> Community engagement in learning	Embed a culture of partnership with parents and carers to enhance student learning, engagement and wellbeing.	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.	x	

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	To maximise the learning growth and achievement of every student at every year level, including in numeracy and literacy.
<b>12-month target 1.1</b>	NAPLAN RELATIVE GROWTH (Replacing Benchmark Growth) Reading from 71% in 2024 to 82% in 2025 Writing not published in 2024 Numeracy from 81% in 2024 to 78% in 2025
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<b>KIS 1.c</b>	Develop and implement an instructional framework consistently across the college.

Evidence-based high-impact teaching strategies					
<b>Actions</b>	Develop whole staff understanding and consistent application of a designated element of the BSC Instructional model in their daily practice				
<b>Outcomes</b>	<p>Leaders will provide an opportunity for staff to collaborate on the design of the BSC instructional/pedagogical model in alignment with VTLM 2.0</p> <p>Leaders will communicate and model to staff in the key features of the BSC instructional/pedagogical model</p> <p>Teachers can articulate and apply a designated element of the instructional/pedagogical model</p> <p>Students will be able to determine if they have met the intended learning outcomes of the lesson</p> <p>Students can identify and articulate the designated element of the instructional/pedagogical model</p>				
<b>Success Indicators</b>	<p>Professional conversations will provide evidence of staff increasing knowledge and understanding of explicit teaching.</p> <p>Classroom Observations Templates will show consistent practices across the school.</p> <p>Classroom Observations Templates will provide evidence of efficient and effective practice.</p> <p>Professional Learning Exit tickets will provide evidence of staff learning and increasing satisfaction.</p> <p>Teaching focus groups will provide positive endorsement for our approach/implementation plan.</p> <p>Student focus groups will indicate a positive change in engagement – interest, inclusion and motivation.</p> <p>Lesson plans and Scope and sequence documents will provide evidence of teachers understanding and application of VTLM 2.0 - Daily Review</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>	

EXPLORE - Gain staff input into Instructional Practice, including barriers and enablers	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
EXPLORE – Review guidance and research on VTLM 2.0. Engage Regional and external ‘experts’ to support our learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
PREPARE - Establish a working group, Think Tank, to develop a BSC Instructional Model aligned to the VTLM 2.0	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
PREPARE & DELIVER - Design and deliver professional learning modules on VTLM 2.0, that meets the needs of current staff	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
DELIVER - Follow all professional learning delivered, plan for a method of including it in future staff induction processes	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
PREPARE & DELIVER - Design and implement a process for Peer Observations to support the implementation of the BSC Instructional Model	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
DELIEVER – Develop and revise resources (Instructional Model and Curriculum documentation) and to support the implementation of VLTM 2.0.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
<b>Goal 2</b>	To enhance the resilience and wellbeing of all students.			
<b>12-month target 2.1</b>	POSITIVE ENDORSEMENT ON AtoSS Sense of connectedness from 40% in 2024 to 50% or above Teacher concern from 31% in 2024 to 40% or above Respect for diversity from 39% in 2024 to 60% or above Managing bullying from 47% in 2024 to 67% or above Emotional awareness & regulation from 69% in 2024 to 80% or above			

<b>12-month target 2.2</b>	<b>POSITIVE ENDORSEMENT ON POS</b> Parent participation & involvement from 51% in 2024 to 60% or above Respect for diversity from 72% in 2024 to 80% or above Student motivation and support from 42% in 2024 to 70% or above Promoting positive behaviour from 57% in 2024 to 75% or above
<b>12-month target 2.3</b>	<b>POSITIVE ENDORSEMENT ON SSS</b> Use student feedback to improve practice from 50% in 2024 to 55% or above Support growth and learning of the whole student from 56% in 2024 to 60% or above
<b>KIS 2.c</b> Building practice excellence	Build the capacity of all staff to respond to the engagement and wellbeing needs of students.
<b>Actions</b>	Develop whole staff understanding and implementation of Tier 1 universal Positive Classroom Management Strategies - 2. Classroom Procedures & Routines and 5. Active Supervision
<b>Outcomes</b>	Leaders will provide an opportunity for staff to collaborate on the design of shared classroom routines and procedures in alignment with PCMS  Leaders will designate time for teachers to use self-assessment tools  Leaders will create a culture of support and development through peer feedback  Teachers will use the self-assessment tools as directed to improve practice  Teachers can articulate and apply the two chosen PCMS supports  Teachers engage in peer observation and feedback  Students will demonstrate that they are following the routines and procedures  Students can feel that staff regularly interact with them about their learning

	Students can articulate why the routines and procedures are beneficial for their learning and classroom environment			
<b>Success Indicators</b>	<p>PCMS Self-Assessment (pre and post) show evidence of growth in practice and knowledge</p> <p>Leadership meeting minutes show evidence of strategic and responsive implementation.</p> <p>Resources and Instructional Playbooks align with the PCMS.</p> <p>Compass Chronicles show a decrease in yard incidents and an increase in positive posts.</p> <p>Staff Survey after Curriculum Day indicates high levels of engagement and satisfaction.</p> <p>Staff focus groups provide evidence of staff increased confidence in managing challenging behaviours.</p> <p>Unit Planner Reflections will provide evidence of increased instruction time by preventing behaviour errors.</p> <p>Student interviews provide evidence of consistent practice.</p> <p>Newsletter, Compass Posts, Student Reports all provide evidence of consistent language and messaging.</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>
EXPLORE - Self-assess on each of the aspects of the PCMS	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
EXPLORE – Provide opportunity for staff and student voice on routines and procedures	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$50,000.00  <input checked="" type="checkbox"/> Equity funding will be used



				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PREPARE - Explain implementation of each strategy to students	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
PREPARE – Key staff to visit other schools to observe their practices in action.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$50,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

DELIVER – design and deliver a whole school professional learning on the PCMS practices number 2 and number 5.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
DELIVER – Create a BSC-specific ‘playbook’ to support understanding of each aspect of the PCMS	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
SUSTAIN - Highlight and celebrate best practice	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
SUSTAIN - Create videos and signage of each routine and procedure to help new staff induction and teaching routines and procedures to students	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$50,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2

				<p>Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
SUSTAIN - Post on Compass, in bulletin and BSC weekly, highlights and newsletters to ensure consistent messaging	<p><input checked="" type="checkbox"/> Assistant principal</p> <p><input checked="" type="checkbox"/> Leading teacher(s)</p> <p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1</p> <p>to: Term 4</p>	\$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	\$58,243.90	\$35,000.00	\$23,243.90
Disability Inclusion Tier 2 Funding	\$144,431.69	\$131,000.00	\$13,431.69
Schools Mental Health Fund and Menu	\$88,867.46	\$90,000.00	-\$1,132.54
<b>Total</b>	<b>\$291,543.05</b>	<b>\$256,000.00</b>	<b>\$35,543.05</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
DELIVER - Follow all professional learning delivered, plan for a method of including it in future staff induction processes	\$30,000.00
PREPARE & DELIVER - Design and implement a process for Peer Observations to support the implementation of the BSC Instructional Model	\$30,000.00
EXPLORE – Provide opportunity for staff and student voice on routines and procedures	\$50,000.00
PREPARE – Key staff to visit other schools to observe their practices in action.	\$50,000.00
DELIVER – design and deliver a whole school professional learning on the PCMS practices number 2 and number 5.	\$50,000.00

SUSTAIN - Create videos and signage of each routine and procedure to help new staff induction and teaching routines and procedures to students	\$50,000.00
<b>Totals</b>	<b>\$260,000.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
DELIVER - Follow all professional learning delivered, plan for a method of including it in future staff induction processes	from: Term 1 to: Term 4	\$0.00	☑ School-based staffing
PREPARE & DELIVER - Design and implement a process for Peer Observations to support the implementation of the BSC Instructional Model	from: Term 1 to: Term 4	\$0.00	☑ School-based staffing
EXPLORE – Provide opportunity for staff and student voice on routines and procedures	from: Term 1 to: Term 2	\$10,000.00	☑ School-based staffing
PREPARE – Key staff to visit other schools to observe their practices in action.	from: Term 1 to: Term 2	\$10,000.00	☑ School-based staffing
DELIVER – design and deliver a whole school professional	from: Term 1	\$10,000.00	☑ School-based staffing

learning on the PCMS practices number 2 and number 5.	to: Term 4		
SUSTAIN - Create videos and signage of each routine and procedure to help new staff induction and teaching routines and procedures to students	from: Term 3 to: Term 4	\$5,000.00	☑ School-based staffing
<b>Totals</b>		\$35,000.00	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
DELIVER - Follow all professional learning delivered, plan for a method of including it in future staff induction processes	from: Term 1 to: Term 4	\$1,000.00	☑ Professional learning for school-based staff <ul style="list-style-type: none"> <li>Teachers</li> </ul>
PREPARE & DELIVER - Design and implement a process for Peer Observations to support the implementation of the BSC Instructional Model	from: Term 1 to: Term 4	\$30,000.00	☑ Professional learning for school-based staff <ul style="list-style-type: none"> <li>Teachers</li> </ul>
EXPLORE – Provide opportunity for staff and student voice on routines and procedures	from: Term 1 to: Term 2	\$25,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>Disability inclusion coordinator</li> </ul>
PREPARE – Key staff to visit other schools to observe their practices in action.	from: Term 1	\$25,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties

	to: Term 2		<ul style="list-style-type: none"> <li>Leading teacher</li> </ul>
DELIVER – design and deliver a whole school professional learning on the PCMS practices number 2 and number 5.	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>Leading teacher</li> </ul>
SUSTAIN - Create videos and signage of each routine and procedure to help new staff induction and teaching routines and procedures to students	from: Term 3 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>Leading teacher</li> </ul>
<b>Totals</b>		\$131,000.00	

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

Activities and milestones	When	Funding allocated (\$)	Category
DELIVER - Follow all professional learning delivered, plan for a method of including it in future staff induction processes	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Employ cohort-specific staff to support Tier 2 initiatives
PREPARE & DELIVER - Design and implement a process for Peer Observations to support the implementation of the BSC Instructional Model	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Employ cohort-specific staff to support Tier 2 initiatives
EXPLORE – Provide opportunity for staff and student	from: Term 1	\$15,000.00	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives

voice on routines and procedures	to: Term 2		
PREPARE – Key staff to visit other schools to observe their practices in action.	from: Term 1 to: Term 2	\$15,000.00	☑ Employ cohort-specific staff to support Tier 2 initiatives
DELIVER – design and deliver a whole school professional learning on the PCMS practices number 2 and number 5.	from: Term 1 to: Term 4	\$15,000.00	☑ Employ cohort-specific staff to support Tier 2 initiatives
SUSTAIN - Create videos and signage of each routine and procedure to help new staff induction and teaching routines and procedures to students	from: Term 3 to: Term 4	\$15,000.00	☑ Employ cohort-specific staff to support Tier 2 initiatives
<b>Totals</b>		\$90,000.00	

### 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
<b>Totals</b>		\$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
EXPLORE – Review guidance and research on VTLM 2.0. Engage Regional and external ‘experts’ to support our learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> Area principal forums <input checked="" type="checkbox"/> Regional leadership conferences	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> On-site
PREPARE & DELIVER - Design and deliver professional learning modules on VTLM 2.0, that meets the needs of current staff	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
EXPLORE - Self-assess on each of the aspects of the PCMS	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PREPARE – Key staff to visit other schools to	<input checked="" type="checkbox"/> Assistant principal	from: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site

observe their practices in action.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Year level co-ordinator(s)	to: Term 2				South Melbourne PS Monterey SC Others as appropriate
DELIVER – design and deliver a whole school professional learning on the PCMS practices number 2 and number 5.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Year level co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site