

2025 Annual Implementation Plan

for improving student outcomes

Highvale Secondary College (7918)



Submitted for review by Evan Miller (School Principal) on 05 March, 2025 at 04:27 PM
Endorsed by Joanne Wastle (Senior Education Improvement Leader) on 07 March, 2025 at 03:41 PM

Self-evaluation summary

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

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

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
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Future planning	<p>We have not completed all of the activities as identified above and this is partly due to a changing of priorities from the School Review undertaken in Term 2.</p> <p>Our whole school focus has shifted greatly to a Teaching and Learning focus with a guaranteed and viable curriculum that addresses the Victorian Curriculum 2.0 and assessment practices that enable our students to know where they are at in their learning and the next steps they need to take to continue to show growth. Our Instructional Model will be reviewed in line with the new Victorian Teaching and Learning Model to ensure more consistency across all our learning areas.</p> <p>Disability Inclusion will also be a larger focus for us with our IEP templates and adjustments we make in classrooms being the first step.</p> <p>Our VCE practices will also be a focus in 2025 with a specific goal to improve our English median score.</p>
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
To optimise the learning growth of every student in all areas of the curriculum.	Yes	Increase the percentage of Year 9 students assessed as above age expected Victorian Curriculum Level (Level 9) in: <ul style="list-style-type: none"> • Reading and viewing, from 38% in 2023 to 50% in 2028 • Writing, from 43% in 2023 to 50% in 2028 • Number, from 33% in 2024 to 50% in 2028. 	Increase the percentage of Year 9 students assessed as above age expected Victorian Curriculum Level (Level 9) in:- Reading and Viewing - 41%- Writing - 44%- Number - 37%
		Maintain the percentage of Year 9 students in the NAPLAN Exceeding and Strong proficiency levels in: <ul style="list-style-type: none"> • Reading at 90% in 2023 through to 2028 • Numeracy at 93% in 2023 through to 2028 	Maintain the percentage of Year 9 students in the NAPLAN Exceeding and Strong proficiency levels in:- Reading - 90%- Numeracy - 93%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.
		Increase the VCE all study median score from 29 in 2023 to 32 by 2028.	Increase the VCE all study median score from 29 in 2024 to 30 in 2025.
		Target placeholder to measure learning using NAPLAN exceeding or strong proficiency levels: Maintain the percentage of students (matched cohort) in the NAPLAN exceeding or strong proficiency levels in Reading,	Target placeholder to measure learning using NAPLAN exceeding or strong proficiency levels.This will be

		<p>Writing, and Numeracy as they move from Year 7 to Year 9 during the SSP period.</p> <p>The percentage benchmark (and therefore target) be calculated as an average of the Year 7 percentages from 2023 to 2026 and the comparative Year 9 figure calculated as an average of the Year 9 percentages from 2025 to 2028.</p> <p>a. Reading to be maintained at XX%</p> <p>b. Writing to be maintained at YY%</p> <p>c. Numeracy to be maintained at ZZ%</p> <p>NB, this would mean the percentages would not be calculated until 2026, but monitored on an annual basis (e.g., the 2025 Year 9 percentages compared with the 2023 Year 7 percentages)</p>	monitored as we cannot compare until we have all of the relevant data.
To ensure the achievement of high-quality wellbeing and learning outcomes for all students.	Yes	<p>Increase the percentage of Year 12 students exiting to further education/training and/or work from xx% in 2024 to 100% in 2028 (benchmark percentage to be established at the end of 2024).</p>	<p>Increase the percentage of Year 12 students exiting to further education/training and/or work from xx% in 2024 to 100% in 2028. This will be updated once the data has been finalised and collated</p>
		<p>Increase the percentage of Year 10 to 12 students responding positively the Attitudes to School Survey (AtoSS) <i>School stage transitions</i> factor from 55% in 2023 to 65% by 2028.</p>	<p>Maintain the percentage of 55% of Year 10 to 12 students responding positively to the AtoSS School Stage Transitions factor for this year while we review our course counselling and transition processes.</p>
		<p>Increase the percentage of Year 7 to 12 students responding positively to the Attitudes to School Survey (AtoSS):</p> <ul style="list-style-type: none"> • Self-regulation and goal setting factor from 58% in 2023 to 62% by 2028 • Sense of confidence factor from 57% in 2023 to 59% by 2028 	<p>Increase the percentage of Year 7 to 12 students responding positively to the Attitudes to School Survey (AtoSS):- Self-regulation and goal setting factor from 58% in 2023 to 59% in 2025- Sense of confidence factor from 57% in 2023 to remain at</p>

		<ul style="list-style-type: none"> • Student voice and agency factor from 35% in 2023 to 43% by 2028 	57% in 2025- Student voice and agency factor from 35% in 2023 to 37% in 2025
		Maintain the percentage of Year 7 to 10 students at or above expected Victorian Curriculum Critical and Creative Thinking Capability Level at 83% (2023 semester 2) to 2027 (Semester 2).	Maintain the percentage of Year 7 to 10 students at or above expected Victorian Curriculum Critical and Creative Thinking Capability Level at 83%.
To develop interdependent learners who are emotionally and cognitively engaged.	Yes	Increase the percentage of Year 7 to 12 students responding positively to the Attitudes to School Survey (AtoSS): <ul style="list-style-type: none"> • Perseverance factor from 56% in 2023 to 62% by 2028 • Advocate at school factor from 59% in 2023 to 63% by 2028 • Respect for diversity factor from 45% in 2023 to 51% by 2028 	Increase the percentage of Year 7 to 12 students responding positively to the Attitudes to School Survey (AtoSS): Perseverance - 57% Advocate at school - 60% Respect for diversity - 46%
		Decrease the percentage of Year 7 to 12 students with 20 or more days absent from 28% in 2023 to 24% by 2028.	Decrease the percentage of Year 7 to 12 students with 20 or more days absent from 28% in 2023 to 27% in 2025.
		Increase the percentage of Year 7 to 10 students at or above expected Personal and Social Capability Victorian Curriculum Level from 51% in 2023 (semester 2) to 80% in 2027 (Semester 2).	Increase the percentage of Year 7 to 10 students at or above expected Personal and Social Capability Victorian Curriculum Level to 58% in 2025.

Goal 1	To optimise the learning growth of every student in all areas of the curriculum.
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12-month target 1.1	Increase the percentage of Year 9 students assessed as above age expected Victorian Curriculum Level (Level 9) in: - Reading and Viewing - 41% - Writing - 44% - Number - 37%	
12-month target 1.2	Maintain the percentage of Year 9 students in the NAPLAN Exceeding and Strong proficiency levels in: - Reading - 90% - Numeracy - 93% 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.	
12-month target 1.3	Increase the VCE all study median score from 29 in 2024 to 30 in 2025.	
12-month target 1.4	Target placeholder to measure learning using NAPLAN exceeding or strong proficiency levels. This will be monitored as we cannot compare until we have all of the relevant data.	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1.a Teaching and learning	Refine and strengthen implementation of the Highvale teaching and learning model.	Yes
KIS 1.b Teaching and learning	Redevelop and document school curriculum to better align with the VC 2.0.	Yes
KIS 1.c Teaching and learning	Enhance school capability to use assessment and evidence of learning to inform teacher practice and monitor student growth against the Victorian and senior secondary curriculum.	No

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>KIS 1.a As identified in our school review, our curriculum documentation has been inconsistently aligned with the Victorian Curriculum and is inconsistently developed across learning areas. We started to align our documentation in 2024 and will continue this work using common Scope and Sequence documents, Unit and Lesson Plan templates to ensure our curriculum aligns with the Victorian Curriculum 2.0. This work also aligns with our timetable and curriculum restructure which now aligns Year 10 with the VCE, allowing more advanced placement opportunities and will better prepare our students for their VCE. We have made this decision as we need a guaranteed and viable curriculum as our base before we move into changing assessment practices and getting teachers to use different forms of evidence of learning to monitor student growth.</p> <p>KIS 1.b Alongside this work the leadership team will collect further evidence and feedback on our instructional model and will use this to review and refine our model to complement and reflect the VTLM 2.0. This will then be used to guide the work of KIS 1.c in 2026.</p>	
<p>Goal 2</p>	<p>To ensure the achievement of high-quality wellbeing and learning outcomes for all students.</p>	
<p>12-month target 2.1</p>	<p>Increase the percentage of Year 12 students exiting to further education/training and/or work from xx% in 2024 to 100% in 2028. This will be updated once the data has been finalised and collated</p>	
<p>12-month target 2.2</p>	<p>Maintain the percentage of 55% of Year 10 to 12 students responding positively to the AtoSS School Stage Transitions factor for this year while we review our course counselling and transition processes.</p>	
<p>12-month target 2.3</p>	<p>Increase the percentage of Year 7 to 12 students responding positively to the Attitudes to School Survey (AtoSS):</p> <ul style="list-style-type: none"> - Self-regulation and goal setting factor from 58% in 2023 to 59% in 2025 - Sense of confidence factor from 57% in 2023 to remain at 57% in 2025 - Student voice and agency factor from 35% in 2023 to 37% in 2025 	
<p>12-month target 2.4</p>	<p>Maintain the percentage of Year 7 to 10 students at or above expected Victorian Curriculum Critical and Creative Thinking Capability Level at 83%.</p>	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	

KIS 2.a Leadership	Create an organisational design that enables/cultivates highly effective team-based practices and culture of evidence-based collaboration, feedback, and professional responsibility that supports improved practice.	Yes
KIS 2.b Support and resources	Continued implementation of the whole school tiered model to strengthen student attendance, engagement, and resilience.	Yes
KIS 2.c Engagement	Strengthen partnerships with families and carers that enhance student learning and wellbeing.	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.	<p>KIS 2.a A new organisational design was created in 2024, with appointed leaders beginning in our new structure at the start of this year. KIS2.a is a focus this year as we continue to develop our leadership team and the middle leaders underneath them to lead the work of our new School Strategic Plan. We are investing in Leadership Coaching through CT-Ed to continue to build the capacity of our leadership team. This professional learning series aims to develop a shared understanding of the mindsets and actions of effective leaders at both the school-wide and learning area levels. Participants will reflect on their leadership effectiveness, clarify roles, and create action plans to drive key school-wide improvement initiatives.</p> <p>KIS 2.b As per our Inner East and Monash Network goals and in alignment with our target 3.2 in Goal 3, we will have a focus on reducing the numbers of students in Years 7 to 12 with 20 or more days absent, along with reviewing our data collection and entry practices for recording absences. An attendance officer has been appointed to each Sub School to monitor our data, and we will be focussing on our communications and engagement with families around the importance of attendance. The implementation of the Disability Inclusion reforms is also a big focus of our work this year to ensure our practices are inclusive and allow all students to engage in their learning at the level and with supports appropriate for them.</p> <p>KIS 2.c Following on from members of our wellbeing team being trained as trainers and then training 60% of our staff in Youth Mental Health First Aid, we will continue to train the remaining staff but also have plans to extend this support to our parents. While we are not offering Youth Mental Health First Aid training for parents, we would like to engage parents through a number of "tuning into teens" workshops, to be delivered by our Mental Health Practitioner.</p>	

Goal 3	To develop interdependent learners who are emotionally and cognitively engaged.	
12-month target 3.1	Increase the percentage of Year 7 to 12 students responding positively to the Attitudes to School Survey (AtoSS): Perseverance - 57% Advocate at school - 60% Respect for diversity - 46%	
12-month target 3.2	Decrease the percentage of Year 7 to 12 students with 20 or more days absent from 28% in 2023 to 27% 2025.	
12-month target 3.3	Increase the percentage of Year 7 to 10 students at or above expected Personal and Social Capability Victorian Curriculum Level to 58% in 2025.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Teaching and learning	Develop a shared understanding and commitment a vision for Highvale students as leaders of their own learning.	Yes
KIS 3.b Engagement	Develop consistent and coherent models to enact student agency across the curriculum and within the Highvale teaching and learning model.	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.	KIS 3.a Towards the end of 2024, we began the process of engaging staff and parents to create a Vision for the Highvale Graduate. In Semester 1, 2025 we will engage students, and parents more broadly to create and finalise this vision. Once this has been completed, we will be able to use our vision for the Highvale graduate to create a vision for learning and wellbeing to inform the review of our Instructional Model and Focus Group program. This will also form the platform for our work in KIS 3.b, in empowering students to be agents of their own learning instead of compliant learners waiting for the teacher to direct them.	

Define actions, outcomes, success indicators and activities

Goal 1	To optimise the learning growth of every student in all areas of the curriculum.
12-month target 1.1	Increase the percentage of Year 9 students assessed as above age expected Victorian Curriculum Level (Level 9) in: - Reading and Viewing - 41% - Writing - 44% - Number - 37%
12-month target 1.2	Maintain the percentage of Year 9 students in the NAPLAN Exceeding and Strong proficiency levels in: - Reading - 90% - Numeracy - 93% 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.
12-month target 1.3	Increase the VCE all study median score from 29 in 2024 to 30 in 2025.
12-month target 1.4	Target placeholder to measure learning using NAPLAN exceeding or strong proficiency levels. This will be monitored as we cannot compare until we have all of the relevant data.
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine and strengthen implementation of the Highvale teaching and learning model.
Actions	If we review and refine our Instructional Teaching Model in alignment with the Victorian Teaching and Learning Model 2.0, and engage our entire staff in this process, we will have an evidence-based document that will can be used as a guide to provide consistency in pedagogical approaches in the classroom and consistent learning opportunities for our students.

Outcomes	<p>Leaders will have a clear and consistent understanding of our pedagogical approach at Highvale SC. Teachers will understand exactly what explicit teaching looks like in our context. Teachers will know how to create the environment and conditions to enable learning for all students. Students will have the knowledge of what good learning looks like in every classroom and be able to articulate and provide feedback on their learning experiences.</p>			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> - Evidence of current use and understanding of the Highvale Instructional Model including feedback and observations from learning walks - Leading Teacher and Learning Specialist engagement with the Monash/Manningham network learning days, specifically relating to the VTLM2.0 - Collection of instructional models from other schools to analyse and review <p>Late Indicators</p> <ul style="list-style-type: none"> - A draft Highvale Teaching and Learning model has been created - The development of an Action Plan to implement the application of the Highvale Teaching and Learning Model in 2026. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Professional Learning Undertake Professional Learning regarding the Victorian Teaching and Learning Model 2.0 and cognitive load theory to be able to lead the Leadership team in a review of our own Instructional Model.</p> <ul style="list-style-type: none"> - engagement with the Monash/Manningham Network Learning Days focussing on the VTLM 2.0. - undertake the Academy course, Leading Instructional Excellence, focusing on Student Learning Foundations (links to VTLM2.0 and DE positive classroom management strategies), Teacher Preparation and Instruction (links to planning and sequencing), and Leading School Support Structures (links to school wide improvement and effective professional learning practices) - purchase a copy of Responsive Teaching: Cognitive 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Science and Formative Assessment in Practice for the entire leadership team and use this as a basis for readings and discussion				
Evaluate and Diagnose Collect further evidence through Learning Walks, observations, an audit of lesson plans, and student feedback, to fully understand the current level of knowledge and implementation of our Instructional Model. Undertake student forums to gather student feedback about their experience of the components of our instructional model they see in the classroom.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Develop and Plan Refine our Instructional Model to align with the Victorian Teaching and Learning Model 2.0 including clear definitions and links to: - the elements of learning: attention, focus and regulation, knowledge and memory, retention and recall, mastery and application - the elements of teaching: planning, explicit teaching, enabling learning and supported application	<input checked="" type="checkbox"/> Assessment & reporting coordinator <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teaching and learning coordinator	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Redevelop and document school curriculum to better align with the VC 2.0.			
Actions	If we continue to restructure our curriculum to align with the Victorian Curriculum 2.0, we will see more consistency across classes, an increase in teacher collaboration and students will be better prepared with skills and capabilities for their Senior Secondary Pathways			

Outcomes	<p>Leaders will have a clear understanding of our entire curriculum and the pathways and options for students in Years 7-10 Teachers will be collaborating more deeply and have a strong understanding of the Victorian Curriculum 2.0 for their learning area Teachers will be teaching a guaranteed and viable curriculum more consistently Students will have a clearer understanding of the subject offerings and the pathways available to them from 7-10 Students will develop knowledge and skills directly related to the Victorian Curriculum 2.0 better preparing them for the Senior Secondary pathways</p>			
Success Indicators	<p>Early Indicators Learning Area Meeting Agendas and Minutes from Learning Area Collaboration meetings Feedback from the Learning Area support team who are attending Learning Area meetings Mid-year review of curriculum documentation and storage in our Microsoft Teams curriculum space Minutes and agendas from VCE PLCs showing data analysis and strategies being implemented to address problems of practice that have been identified</p> <p>Late Indicator Fully documented curriculum maps using the agreed Highvale templates for each Learning Area A whole school curriculum map outlining the pathways for students 7-10 and where in the curriculum we are addressing the General Capabilities, holocaust education and cross curriculum priorities including, Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and sustainability Guaranteed and viable curriculum will increase from 50% on the School Staff Survey</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>VCE Improvement Undertake a VCE data deep dive with all staff to identify areas for improvement in pedagogy and assessment and backwards map key skills and knowledge to ensure our students are better prepared for their Senior Secondary pathway.</p> <p>To support our VCE data analysis, we will create VCE specific PLC teams, providing them protected time to continue to analyse student data to trial new strategies to</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<p>improve our overall VCE performance.</p> <p>Complete the VCE Continuums of Practice as an evaluation tool to analyse and diagnose further our areas for improvement and use these as a guide when working with our VCE teachers and VCE PLC teams.</p>				
<p>Victorian Curriculum 2.0</p> <p>Continue to develop our understanding and align our curriculum documentation with the Victorian Curriculum 2.0 and build the capacity of staff to write high quality tiered learning intentions, to ensure students are developing the skills and capabilities that prepare them to be highly successful in their Senior Secondary pathway. This will be documented in a shared and visible space (Microsoft Teams) using whole school templates.</p>	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	\$0.00
<p>Develop a whole school curriculum map outlining the pathways for students 7-10, and where in the curriculum we are addressing the General Capabilities, Holocaust Education and cross curriculum priorities including, Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and sustainability.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 3</p>	\$0.00
<p>Timetable and Curriculum</p> <p>Continue to review our timetable and curriculum restructure, identifying further areas for improvement to be implemented for 2026.</p> <p>Alongside this, review and refine our course counselling and selection process to ensure students and parents are fully informed and making appropriate choices for their pathway.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	\$0.00
<p>Engage with Vania Tiatto (CT-Ed) to co-develop a unit design template that complements our scope and sequence</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 2</p>	\$0.00

documents and further supports our guaranteed and viable curriculum.	<input checked="" type="checkbox"/> Leading teacher(s)		to: Term 4	
Goal 2	To ensure the achievement of high-quality wellbeing and learning outcomes for all students.			
12-month target 2.1	Increase the percentage of Year 12 students exiting to further education/training and/or work from xx% in 2024 to 100% in 2028. This will be updated once the data has been finalised and collated			
12-month target 2.2	Maintain the percentage of 55% of Year 10 to 12 students responding positively to the AtoSS School Stage Transitions factor for this year while we review our course counselling and transition processes.			
12-month target 2.3	Increase the percentage of Year 7 to 12 students responding positively to the Attitudes to School Survey (AtoSS): - Self-regulation and goal setting factor from 58% in 2023 to 59% in 2025 - Sense of confidence factor from 57% in 2023 to remain at 57% in 2025 - Student voice and agency factor from 35% in 2023 to 37% in 2025			
12-month target 2.4	Maintain the percentage of Year 7 to 10 students at or above expected Victorian Curriculum Critical and Creative Thinking Capability Level at 83%.			
KIS 2.a 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	Create an organisational design that enables/cultivates highly effective team-based practices and culture of evidence-based collaboration, feedback, and professional responsibility that supports improved practice.			
Actions	If we continue to build the capacity of the newly appointed Leadership Team and Middle Leaders to be leaders of learning, we will see an increase in highly effective team-based practices and evidence-based collaboration that improves staff trust through open and transparent dialogue and feedback.			
Outcomes	Leaders will have a clear understanding of their role in leading learning throughout the college. Leaders will model and exhibit highly effective team-based practices across all teams they lead and are a member of.			

	<p>Teachers will understand the principles of effective collaboration and will incorporate them in PLCs, Learning Areas and Subject teams.</p> <p>Teachers will challenge ideas and provide feedback to each other safely with students at the centre of improvement conversations.</p> <p>Students will experience more consistent learning programs across the college and be judged more accurately on the Victorian Curriculum 2.0 against NAPLAN performance.</p> <p>Students will have a clearer understanding of the pathways available to them and will report more positively on school stage transitions on the Attitudes to School Survey</p>			
Success Indicators	<p>Early Indicators</p> <p>Leaders completing their 'My AIP' document with their Principal class mentor</p> <p>Learning Area Leaders confidently implementing subject area teams and learning area meetings enabling collaboration and incorporating team-based practices</p> <p>Meeting agendas include team norms, meeting roles and provide clear actions and outcomes</p> <p>Late Indicators</p> <p>Leaders will observe a reduction of reliance of teachers on leaders to inform and direct decision making</p> <p>Teachers will be working in structured teams with higher levels of collaboration</p> <p>Staff trust in colleagues will increase from 72% on the School Staff Survey by 5% to 77%</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Professional Learning</p> <p>Partner with Vania Tiatto from CT-Ed to work:</p> <ul style="list-style-type: none"> - the Leadership team and Learning Area Leaders to coach and support their development as leaders of learning across the whole college. - specific Learning Areas and Teachers to build their capacity in high quality learning design to support our overall curriculum documentation and planning. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1</p> <p>to: Term 4</p>	<p>\$60,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Other funding will be used
<p>Implement a Learning Area Support model with members of the principal class attached to specific Learning Areas to</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 1</p>	<p>\$0.00</p>

enable coaching, feedback and advice to Learning Area Leaders to continue to build their capacity in implementing highly effective team-based practices			to: Term 4	
Implement a PLC support structure with members of the Leadership Team guiding and mentoring PLC facilitators and teams to implement highly effective team-based practices and continue to improve our collaborative practices improving staff trust and	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Continued implementation of the whole school tiered model to strengthen student attendance, engagement, and resilience.			
Actions	If we have a clear understanding of practices and procedures that underpin the different tiers of support and intervention across the school, then all students will be present, active, engaged and supported in their learning.			
Outcomes	<p>Leaders will clearly define what the tiers of support are and how they relate and connect with each other Leaders will upskill staff through professional learning to develop clear and consistent practices Leaders will review and refine whole school processes around the tiers of support</p> <p>Teachers will engage in Professional Learning around the tiered approach to support all students Teachers will show increased capacity to use data to inform the appropriate supports and interventions Teachers will implement differentiated approaches to support all students engage and learn</p> <p>Students will know how to access the range of supports available to them Students will have a voice in the ways in which support will look like Students will attend school more regularly</p>			
Success Indicators	<p>Early Indicators Regular attendance data monitored at SIT/Leadership Meetings shown through meeting minutes</p>			

Late Indicators A decrease in students having 20 more days absence by the end of the year				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Student Attendance</p> <p>Implement attendance officers within both sub-schools to follow up student attendance on a regular basis</p> <p>Implement processes and practices to identify trends in student absence data</p> <p>Track student attendance data and identify students who are in Tier 2 and 3 so appropriate supports can be implemented for these students</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Sub school leader/s 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>Disability Inclusion</p> <p>Engage with Gillian Mosley, Education Improvement Leader, Diverse Learners as a targeted support school to focus on improving the capacity of our leadership team to understand and lead the Disability Inclusion reforms.</p> <p>Complete the Building Inclusive Practice Tool (Leadership component) to identify areas of strength and develop an action and professional learning plan to address areas for improvement.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<p>Review and re-develop our IEP, SSG and NCCD processes and practices. The new IEP, SSG and NCCD models/processes will take a strengths based approach and be applicable across the school (Learning, Wellbeing, Engagement, Attendance). A clear structure will be created to ensure IEPs are developed, monitored and regularly reviewed for all identified Tier 2 and 3 students.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Learning specialist(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<p>Disability Inclusion Undertake professional learning to build the capacity of both teaching and ES staff to document adjustments for all identified Tier 3 students. Develop a professional learning plan, for implementation in 2026, to build the capacity of teaching staff to differentiate learning programs for all students.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<p>6-7 Transition Review and document our transition processes and timeline in regard to visiting Primary Schools and collection of data on accepted Year 7 students for the following year: - PAT Testing - Primary School visit team - Class Solver survey for Primary School Teachers Ensure the data being collected facilitates the early identification and provision of support for wellbeing, learning and disability inclusion</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Sub school leader/s 	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
<p>Wellbeing Begin the first stage of our Teen Mental Health training goal by ensuring at least three of our wellbeing team undertake the training to become Teen Mental Health trainers so they can deliver this learning to our students as a part of our Focus Group program in 2026.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Wellbeing team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$13,470.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Wellbeing Undertake Brief Intervention Toolkit training delivered by Orygen to support a review of our wellbeing intake and intervention processes</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,391.72 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET

				funded or free items
Wellbeing All staff who have not yet completed the 2-day Youth Mental Health First Aid training will undertake the professional learning this year ensuring all staff have built their skills in implementing mental health first aid for students. This training will be delivered by our Wellbeing team members who have been qualified as Youth Mental Health First Aid Instructors through Mental Health First Aid Australia.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$23,138.28 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen partnerships with families and carers that enhance student learning and wellbeing.			
Actions	If we pro-actively communicate with our families and carers using a range of modes, we will strengthen the partnerships between students, families and the school community.			
Outcomes	Leaders will develop a communication guide that supports consistent and coherent messaging across the school Leaders will provide opportunities for families and carers to seek and receive feedback on their child's progress and the pathways and learning programs available to all students Teachers will proactively communicate with parents about students learning and wellbeing progress in their classes Students will be aware of their learning and wellbeing growth, and opportunities available to them Students will have voice and agency in the way in which they communicate with their teachers and other school staff Parents will have a clear understanding of their child's progress Parents will have a clearer understanding of our learning programs and the pathways available to their child			

Success Indicators	<p>Early Indicators A clear communication guide and policy has been developed and shared with all staff</p> <p>Late Indicators Teacher communication will increase from 38% on the Parent Opinion Survey to 52%, equivalent to network schools Parent participation and involvement will increase from 44% to 57% in line with our network schools</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
A series of 'Tuning into teens' Parent Workshops will be delivered by our Mental Health Practitioner to provide them advice and skills in best supporting their teenage child	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Develop a communications policy and guide to support consistency and coherency in messaging to parents across the school Review our use of Compass, in particular Learning Tasks to provide feedback to parents on student progress and achievement	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Goal 3	To develop interdependent learners who are emotionally and cognitively engaged.			
12-month target 3.1	Increase the percentage of Year 7 to 12 students responding positively to the Attitudes to School Survey (AtoSS): Perseverance - 57% Advocate at school - 60% Respect for diversity - 46%			
12-month target 3.2	Decrease the percentage of Year 7 to 12 students with 20 or more days absent from 28% in 2023 to 27% 2025.			
12-month target 3.3	Increase the percentage of Year 7 to 10 students at or above expected Personal and Social Capability Victorian Curriculum Level to 58% in 2025.			
KIS 3.a	Develop a shared understanding and commitment a vision for Highvale students as leaders of their own learning.			

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs				
Actions	If we have a clear vision for learning and wellbeing, we will be able to develop a meaningful and purposeful focus group program that will contribute to students achieving our vision and becoming leaders of their own learning.			
Outcomes	<p>Leaders will have a clear understanding of how Focus Group structured and its purpose to support achievement of our learning and wellbeing vision.</p> <p>Leaders will understand where we are assessing the personal and social capability across the curriculum to improve accuracy of judgements.</p> <p>Teachers will understand the purpose of Focus Group and the importance of their commitment to working towards the learning and wellbeing vision.</p> <p>Teachers can articulate the vision for learning and wellbeing and make connections with their learning design.</p> <p>Students will understand the purpose of Focus Group and set goals around skills, dispositions and/or competencies.</p>			
Success Indicators	<p>Early Indicators</p> <p>Feedback from student and parent forums / surveys</p> <p>By the end of Term 2 a clear vision for learning and wellbeing displayed in every classroom</p> <p>Late Indicators</p> <p>A documented purpose statement for Focus Group that provides clarity of the goals and objectives of the program</p> <p>A documented curriculum map for Focus Group accessible by all staff outlining the learning objectives for each year level and clearly articulating how the personal and social capability is being addressed</p> <p>A redeveloped documented curriculum for Focus Group across all year levels</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Complete the vision for the Highvale Graduate activity by: - undertaking student forums to gather student input on their goals and expectations of the skills, competencies and	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<p>dispositions they will be equipped with when they graduate from Highvale.</p> <ul style="list-style-type: none"> - Undertake parent forums (Year 8 - 11, as Year 7 parents have given input already) to gather parent input into the goals and aspirations they want for their children and their expectations of the skills, competencies and dispositions they want their children to be equipped with when they graduate from Highvale. - Revisit our vision for the Highvale graduate with staff to further feedback and input. 	<input checked="" type="checkbox"/> Learning specialist(s)		to: Term 2	
<p>Develop a Vision for Learning and Wellbeing for ALL students, based on the vision for the Highvale graduate. Inclusive practices and differentiation so all students can succeed will be linked or evident in the vision.</p> <ul style="list-style-type: none"> - Print the vision for learning and wellbeing on posters and place in every classroom. - Add the vision to the homepage of our website. - Ensure the vision is at the forefront of all Highvale presentations and is printed in future Student Planners and Staff Handbooks. - Embed the vision for learning and wellbeing as a part of our new staff induction process. 	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
<p>Review and redevelop our Focus Group program to align with our vision for learning and wellbeing.</p> <ul style="list-style-type: none"> - Create a Focus Group Leadership team to drive the redevelopment and rebranding of the program - Develop a purpose statement for Focus Group that is visible to both staff and students - Develop a whole school curriculum map of Focus Group clearly showing the learning objectives for each year level and how the personal and social capability is being addressed in this program at each year level 	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

- Create an assessment and reporting schedule for Focus Group to be implemented in 2026				
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Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$62,618.15	\$62,618.15	\$0.00
Disability Inclusion Tier 2 Funding	\$182,124.24	\$182,124.24	\$0.00
Schools Mental Health Fund and Menu	\$118,280.02	\$118,280.02	\$0.00
Total	\$363,022.41	\$363,022.41	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
<p>Disability Inclusion</p> <p>Engage with Gillian Mosley, Education Improvement Leader, Diverse Learners as a targeted support school to focus on improving the capacity of our leadership team to understand and lead the Disability Inclusion reforms.</p> <p>Complete the Building Inclusive Practice Tool (Leadership component) to identify areas of strength and develop an action and professional learning plan to address areas for improvement.</p>	\$4,000.00
<p>Review and re-develop our IEP, SSG and NCCD processes and practices. The new IEP, SSG and NCCD models/processes will take a strengths based approach and be applicable across the school (Learning, Wellbeing, Engagement, Attendance). A clear structure will be created to ensure IEPs are</p>	\$10,000.00

developed, monitored and regularly reviewed for all identified Tier 2 and 3 students.	
<p>Disability Inclusion</p> <p>Undertake professional learning to build the capacity of both teaching and ES staff to document adjustments for all identified Tier 3 students.</p> <p>Develop a professional learning plan, for implementation in 2026, to build the capacity of teaching staff to differentiate learning programs for all students.</p>	\$4,000.00
<p>Wellbeing</p> <p>Begin the first stage of our Teen Mental Health training goal by ensuring at least three of our wellbeing team undertake the training to become Teen Mental Health trainers so they can deliver this learning to our students as a part of our Focus Group program in 2026.</p>	\$13,470.00
<p>Wellbeing</p> <p>Undertake Brief Intervention Toolkit training delivered by Orygen to support a review of our wellbeing intake and intervention processes</p>	\$3,391.72
<p>Wellbeing</p> <p>All staff who have not yet completed the 2-day Youth Mental Health First Aid training will undertake the professional learning this year ensuring all staff have built their skills in implementing mental health first aid for students. This training will be delivered by our Wellbeing team members who have been qualified as Youth Mental Health First Aid Instructors through Mental Health First Aid Australia.</p>	\$23,138.28
Totals	\$58,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Review and re-develop our IEP, SSG and NCCD processes and practices. The new IEP, SSG and NCCD models/processes will take a strengths based approach and be applicable across the school (Learning, Wellbeing, Engagement, Attendance). A clear structure will be created to ensure IEPs are developed, monitored and regularly reviewed for all identified Tier 2 and 3 students.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> CRT
Totals		\$10,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Disability Inclusion Engage with Gillian Mosley, Education Improvement Leader, Diverse Learners as a targeted support school to focus on improving the capacity of our leadership team to understand and lead the Disability Inclusion reforms.	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • CRT (to attend school planning) • CRT (to attend staff PL)

Complete the Building Inclusive Practice Tool (Leadership component) to identify areas of strength and develop an action and professional learning plan to address areas for improvement.			
Disability Inclusion Undertake professional learning to build the capacity of both teaching and ES staff to document adjustments for all identified Tier 3 students. Develop a professional learning plan, for implementation in 2026, to build the capacity of teaching staff to differentiate learning programs for all students.	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • CRT (to attend staff PL) • CRT (to attend school planning)
Totals		\$8,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Wellbeing Begin the first stage of our Teen Mental Health training goal by ensuring at least three of our wellbeing team undertake the training to become Teen Mental Health trainers so they can	from: Term 1 to: Term 4	\$13,470.00	<input checked="" type="checkbox"/> Teen Mental Health First Aid Program (Mental Health First Aid Australia) <p style="text-align: center;">This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)

deliver this learning to our students as a part of our Focus Group program in 2026.			
Wellbeing Undertake Brief Intervention Toolkit training delivered by Orygen to support a review of our wellbeing intake and intervention processes	from: Term 1 to: Term 2	\$3,391.72	<input checked="" type="checkbox"/> Brief interventions in youth mental health (BIT)(Orygen) This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)
Wellbeing All staff who have not yet completed the 2-day Youth Mental Health First Aid training will undertake the professional learning this year ensuring all staff have built their skills in implementing mental health first aid for students. This training will be delivered by our Wellbeing team members who have been qualified as Youth Mental Health First Aid Instructors through Mental Health First Aid Australia.	from: Term 3 to: Term 4	\$23,138.28	<input checked="" type="checkbox"/> Youth Mental Health First Aid (Mental Health First Aid Australia) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities) ○ Employ CRT to release staff member
Totals		\$40,000.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Employment of a School Psychologist through Allied Health	\$78,280.00

Appoint an extra Assistant Principal overseeing Disability Inclusion, a Disability Inclusion Leading Teacher and an ES Disability Inclusion Coordinator	\$164,124.00
Purchase Assistive Technologies to improve support for our diverse learners	\$5,000.00
Purchase equipment and furniture to create and trial an inclusive learning hub	\$5,000.00
Appoint a Breakfast Club Leader with a special payment to run our Breakfast Club each week. Purchase appliances to run Breakfast Club.	\$4,000.00
Provide special payment to two staff to run a Maths and English Homework club after school for students requiring extra support	\$4,000.00
Appoint a Learning Specialist with a portfolio of Learning Growth and Differentiation (Additional Support) to identify students requiring additional support and build the capacity of staff to support these students in their classroom.	\$44,618.15
Totals	\$305,022.15

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employment of a School Psychologist through Allied Health	from: Term 1 to: Term 4	\$0.00	
Appoint an extra Assistant Principal overseeing Disability Inclusion, a Disability Inclusion	from: Term 1	\$0.00	

Leading Teacher and an ES Disability Inclusion Coordinator	to: Term 4		
Purchase Assistive Technologies to improve support for our diverse learners	from: Term 2 to: Term 2	\$0.00	
Purchase equipment and furniture to create and trial an inclusive learning hub	from: Term 2 to: Term 2	\$0.00	
Appoint a Breakfast Club Leader with a special payment to run our Breakfast Club each week. Purchase appliances to run Breakfast Club.	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Other Appliances for Breakfast Club
Provide special payment to two staff to run a Maths and English Homework club after school for students requiring extra support	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> School-based staffing
Appoint a Learning Specialist with a portfolio of Learning Growth and Differentiation (Additional Support) to identify students requiring additional support and build the capacity of staff to support these students in their classroom.	from: Term 1 to: Term 4	\$44,618.15	<input checked="" type="checkbox"/> School-based staffing
Totals		\$52,618.15	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employment of a School Psychologist through Allied Health	from: Term 1 to: Term 4	\$0.00	
Appoint an extra Assistant Principal overseeing Disability Inclusion, a Disability Inclusion Leading Teacher and an ES Disability Inclusion Coordinator	from: Term 1 to: Term 4	\$164,124.24	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Leading teacher • Disability inclusion coordinator • Other Assistant Principal
Purchase Assistive Technologies to improve support for our diverse learners	from: Term 2 to: Term 2	\$5,000.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • Sensory resources • Literacy aids • Communication equipment/software
Purchase equipment and furniture to create and trial an inclusive learning hub	from: Term 2 to: Term 2	\$5,000.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • Customised or adjustable furniture
Appoint a Breakfast Club Leader with a special payment to run our Breakfast Club each week. Purchase appliances to run Breakfast Club.	from: Term 1 to: Term 4	\$0.00	

Provide special payment to two staff to run a Maths and English Homework club after school for students requiring extra support	from: Term 1 to: Term 4	\$0.00	
Appoint a Learning Specialist with a portfolio of Learning Growth and Differentiation (Additional Support) to identify students requiring additional support and build the capacity of staff to support these students in their classroom.	from: Term 1 to: Term 4	\$0.00	
Totals		\$174,124.24	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Employment of a School Psychologist through Allied Health	from: Term 1 to: Term 4	\$78,280.02	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students This activity will use Foundation Resources (DET Funded initiatives or other free resources) <ul style="list-style-type: none"> ○ Employ Mental Health Staff in school (eduPay or non-teaching staff) Psychologist
Appoint an extra Assistant Principal overseeing Disability Inclusion, a Disability Inclusion Leading Teacher and an ES Disability Inclusion Coordinator	from: Term 1 to: Term 4	\$0.00	

Purchase Assistive Technologies to improve support for our diverse learners	from: Term 2 to: Term 2	\$0.00	
Purchase equipment and furniture to create and trial an inclusive learning hub	from: Term 2 to: Term 2	\$0.00	
Appoint a Breakfast Club Leader with a special payment to run our Breakfast Club each week. Purchase appliances to run Breakfast Club.	from: Term 1 to: Term 4	\$0.00	
Provide special payment to two staff to run a Maths and English Homework club after school for students requiring extra support	from: Term 1 to: Term 4	\$0.00	
Appoint a Learning Specialist with a portfolio of Learning Growth and Differentiation (Additional Support) to identify students requiring additional support and build the capacity of staff to support these students in their classroom.	from: Term 1 to: Term 4	\$0.00	
Totals		\$78,280.02	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
<p>Professional Learning Undertake Professional Learning regarding the Victorian Teaching and Learning Model 2.0 and cognitive load theory to be able to lead the Leadership team in a review of our own Instructional Model.</p> <p>- engagement with the Monash/Manningham Network Learning Days focussing on the VTLM 2.0.</p> <p>- undertake the Academy course, Leading Instructional Excellence, focusing on Student Learning Foundations (links to VTLM2.0 and DE positive classroom management strategies), Teacher Preparation and Instruction (links to planning and sequencing), and Leading School Support Structures (links to school wide improvement and effective</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Area principal forums 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Academy program/course <input checked="" type="checkbox"/> Departmental resources <p>VTLM resources, Monash/Manningham Network, Principal Forum</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pedagogical Model 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>professional learning practices) - purchase a copy of Responsive Teaching: Cognitive Science and Formative Assessment in Practice for the entire leadership team and use this as a basis for readings and discussion</p>						
<p>VCE Improvement Undertake a VCE data deep dive with all staff to identify areas for improvement in pedagogy and assessment and backwards map key skills and knowledge to ensure our students are better prepared for their Senior Secondary pathway.</p> <p>To support our VCE data analysis, we will create VCE specific PLC teams, providing them protected time to continue to analyse student data to trial new strategies to improve our overall VCE performance.</p> <p>Complete the VCE Continuums of Practice as an evaluation tool to</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> VCAA curriculum specialist <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources <p>VCE improvement continuum</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

analyse and diagnose further our areas for improvement and use these as a guide when working with our VCE teachers and VCE PLC teams.						
Victorian Curriculum 2.0 Continue to develop our understanding and align our curriculum documentation with the Victorian Curriculum 2.0 and build the capacity of staff to write high quality tiered learning intentions, to ensure students are developing the skills and capabilities that prepare them to be highly successful in their Senior Secondary pathway. This will be documented in a shared and visible space (Microsoft Teams) using whole school templates.	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Maths/Sci specialist <input checked="" type="checkbox"/> Departmental resources Victorian Curriculum 2.0 resources <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Engage with Vania Tiatto (CT-Ed) to co-develop a unit design template that complements our scope and sequence documents and further supports our	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<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"/> External consultants Vania Tiatto from CT-Ed	<input checked="" type="checkbox"/> On-site

guaranteed and viable curriculum.				<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model	
Professional Learning Partner with Vania Tiatto from CT-Ed to work: - the Leadership team and Learning Area Leaders to coach and support their development as leaders of learning across the whole college. - specific Learning Areas and Teachers to build their capacity in high quality learning design to support our overall curriculum documentation and planning.	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Vania Tiatto from CT-Ed <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Implement a PLC support structure with members of the Leadership Team guiding and mentoring PLC facilitators and teams to implement highly effective team-based practices and continue to improve our collaborative practices improving staff trust and	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> PLC leaders	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Disability Inclusion Engage with Gillian Mosley, Education Improvement Leader, Diverse Learners as a targeted support school to focus on improving the capacity of our leadership team to understand and lead the Disability Inclusion reforms. Complete the Building Inclusive Practice Tool (Leadership component) to identify areas of strength and develop an action and professional learning plan to address areas for improvement.</p>	<ul style="list-style-type: none"> ✔ Assistant principal ✔ Disability inclusion coordinator ✔ Education support ✔ Leading teacher(s) ✔ Principal Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> ✔ Planning ✔ Preparation ✔ Collaborative inquiry/action research team 	<ul style="list-style-type: none"> ✔ Formal school meeting / internal professional learning sessions ✔ Network professional learning ✔ Communities of practice ✔ Area principal forums 	<ul style="list-style-type: none"> ✔ School improvement partnerships ✔ Internal staff ✔ Learning specialist ✔ Departmental resources <p>Gillian Mosley, Education Improvement Leader, Diverse Learners</p>	<ul style="list-style-type: none"> ✔ On-site
<p>Disability Inclusion Undertake professional learning to build the capacity of both teaching and ES staff to document adjustments for all identified Tier 3 students. Develop a professional learning plan, for implementation in 2026, to build the capacity of teaching staff to differentiate learning programs for all students.</p>	<ul style="list-style-type: none"> ✔ Assistant principal ✔ Education support ✔ Leading teacher(s) ✔ Learning specialist(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> ✔ Planning ✔ Preparation ✔ Individualised reflection 	<ul style="list-style-type: none"> ✔ Formal school meeting / internal professional learning sessions ✔ Network professional learning ✔ Communities of practice ✔ Area principal forums 	<ul style="list-style-type: none"> ✔ Internal staff ✔ Learning specialist ✔ Departmental resources <p>Gillian Mosley, Education Improvement Leader, Diverse Learners</p>	<ul style="list-style-type: none"> ✔ On-site

<p>Wellbeing Begin the first stage of our Teen Mental Health training goal by ensuring at least three of our wellbeing team undertake the training to become Teen Mental Health trainers so they can deliver this learning to our students as a part of our Focus Group program in 2026.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Wellbeing team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants <p>Mental Health First Aid Australia</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site <p>Teen Mental Health First Aid Instructor training</p>
<p>Wellbeing Undertake Brief Intervention Toolkit training delivered by Orygen to support a review of our wellbeing intake and intervention processes</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team 	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants <p>Orygen</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site <p>Inner East Regional Office</p>
<p>Wellbeing All staff who have not yet completed the 2-day Youth Mental Health First Aid training will undertake the professional learning this year ensuring all staff have built their skills in implementing mental health first aid for students. This training will be delivered by our Wellbeing team members who have been qualified as Youth</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team 	<p>from: Term 3 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

Mental Health First Aid Instructors through Mental Health First Aid Australia.						
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