

2025 Annual Implementation Plan

for improving student outcomes

Fairhills High School (7823)



Submitted for review by Ian Van Schie (School Principal) on 02 February, 2025 at 12:54 PM
Endorsed by John Roberts (Senior Education Improvement Leader) on 04 February, 2025 at 05:56 PM
Awaiting endorsement by School Council President

Self-evaluation summary

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

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

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

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Improve learning growth for all students	Yes	<p><i>Old target - By 2025 improve the percentage of Year 9 students in the top two bands of NAPLAN:</i></p> <ul style="list-style-type: none"> • <i>Reading to 20% from 9% in 2021</i> • <i>Writing to 12% from 8% in 2021</i> • <i>Numeracy to 20% from 3% in 2021</i> <p>New targets due to 2023 NAPLAN changes By 2025 improve the percentage of Year 9 students in the strong and exceeding proficiency.</p> <ul style="list-style-type: none"> • Reading from 51% in 2023 to 58% in 2025 • Writing from 49% in 2023 to 59% in 2025 • Numeracy from 40% in 2023 to 50% in 2025 	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Reading from 62% in 2023 to 65% in 2025 Writing from 49% in 2024 to 59% in 2025 Numeracy from 51% in 2023 to 54% in 2025 By 2026, reduce the number of Year 9 students requiring additional support in reading and numeracy compared to 2024.</p>
		<p>By 2025 improve the VCE English mean scores to 28 from 24.07 in 2021</p>	<p>By 2025, improve the VCE English mean scores to 28.8 from 28.3 in 2024 By 2025, improve the VCE subject average mean score to 27.5 from 26.4 in 2024.</p>
		<p>2025 improve the percentages of students achieving over 37 in:</p> <ul style="list-style-type: none"> • VCE English to 7% from 0% in 2021 • VCE Further Maths to 7% from 3% in 2021 	<p>By 2025, improve the percentages of students achieving over 37 in: VCE English to 8% from 6% in 2024 VCE Further Maths to 8% from 5% in 2024</p>

		<p>By 2025 increase the positive response percentages on the Attitudes to School Survey:</p> <ul style="list-style-type: none"> • High expectations for success to 72% from 64% in 2021 • Differentiated learning challenge to 58% from 47% in 2021 	<p>By 2025, increase the positive response percentages on the Attitudes to School Survey:High expectations for success to 75% from 72% in 2024Differentiated learning challenge to 65% from 62% in 2024</p>
		<p>By 2025 increase the positive response percentages on the School Staff Survey:</p> <ul style="list-style-type: none"> • Instructional leadership to 60% from 50% in 2021 • Guaranteed and viable curriculum to 60% from 44% in 2021 • Academic emphasis to 40% from 28% in 2021 • Collective efficacy to 50% from 38% in 2021 • Understand how to analyse data to 50% from 38% in 2021 • Use evidence to inform teaching to 66% from 54% in 2021 	<p>By 2025, increase the positive response percentages on the School Staff Survey:Instructional leadership to 60% from 51% in 2024 Guaranteed and viable curriculum to 60% from 53% in 2024Academic emphasis to 35% from 29% in 2024Collective efficacy to 54% from 51% in 2024Understand how to analyse data to 40% from 32% in 2024Use evidence to inform teaching to 66% from 64% in 2024</p>
<p>Empower students to be actively and positively engaged in their own learning growth</p>	<p>Yes</p>	<p>By 2025 the percentage of positive responses in the Attitudes to School Survey, to increase for:</p> <ul style="list-style-type: none"> • Student voice and agency to 44% from 34% in 2021 • Stimulated learning to 54% from 41% in 2021 • Motivation and interest to 57% from 47% in 2021 • Advocate at school to 64% from 59% in 2021 • Self-regulation and goal setting to 59% from 49% in 2021 	<p>By 2025, the percentage of positive responses in the Attitudes to School Survey, to increase for:Student voice and agency to 48% from 45% in 2024 Stimulated learning to 62% from 59% in 2024 Motivation and interest to 57% from 53% in 2024 Advocate at school to 72% from 69% in 2024Self-regulation and goal setting to 60% from 58% in 2024</p>
		<p>By 2025 decrease the student absence days per FTE to less than 14 from 16.31 days in 2021</p>	<p>By 2025, decrease the student absence days per FTE to less than 20 days from 23.9 days in 2022.</p>

		<p>By 2025 the percentage of positive responses in the School Staff Survey, to increase for:</p> <ul style="list-style-type: none"> • Understand how to analyse data to 46% from 38% in 2021 • Use student feedback to improve practice to 58% from 50% in 2021 • Promote student ownership of learning goals to 54% from 46% in 2021 	<p>By 2025, the percentage of positive responses in the School Staff Survey, to increase for: Understand how to analyse data to 40% from 32% in 2024 Use student feedback to improve practice to 67% from 64% in 2024 Promote student ownership of learning goals to 54% from 50% in 2024</p>
Improve the wellbeing and connectedness of all students	Yes	<p>By 2025 the percentage of positive responses in the Attitudes to School Survey to increase for:</p> <ul style="list-style-type: none"> • Advocate at school to 64% from 59% in 2021 • Sense of connectedness to 50% from 39% in 2021 • Managing bullying to 54% from 45% in 2021 • Effective classroom behaviour to 56% from 48% in 2021 • Teacher concern to 40% from 31% in 2021 	<p>By 2025, the percentage of positive responses in the Attitudes to School Survey to increase for: Advocate at school to 72% from 69% in 2024 Sense of connectedness to 50% from 44% in 2024 Managing bullying to 54% from 49% in 2024 Effective classroom behaviour to 59% from 56% in 2024 Teacher concern to 46% from 43% in 2024</p>
		<p>By 2025 the percentage of positive responses in the School Staff Survey to increase for:</p> <ul style="list-style-type: none"> • Staff trust in students and parents to 45% from 33% in 2021 • Staff trust in colleagues to 75% from 68% in 2021 	<p>By 2025, the percentage of positive responses in the School Staff Survey to increase for: Staff trust in students and parents to 36% from 32% in 2024 Staff trust in colleagues to 81% from 78% in 2024</p>
		<p>By 2025 improve the retention and transition data on school-base measures:</p> <ul style="list-style-type: none"> • Year -7-10 real retention data to 75% from 57.3% in 2021 • Year 12 positive destination data to above 95% from 92.4% in 2021 	<p>By 2025, improve the retention and transition data on school-base measures: Year 7-10 real retention data to 75% from 57.3% in 2021 Year 12 positive destination data to above 95% from 92.4% in 2021</p>

Goal 1	Improve learning growth for all students	
12-month target 1.1	Reading from 62% in 2023 to 65% in 2025 Writing from 49% in 2024 to 59% in 2025 Numeracy from 51% in 2023 to 54% in 2025 By 2026, reduce the number of Year 9 students requiring additional support in reading and numeracy compared to 2024.	
12-month target 1.2	By 2025, improve the VCE English mean scores to 28.8 from 28.3 in 2024 By 2025, improve the VCE subject average mean score to 27.5 from 26.4 in 2024.	
12-month target 1.3	By 2025, improve the percentages of students achieving over 37 in: VCE English to 8% from 6% in 2024 VCE Further Maths to 8% from 5% in 2024	
12-month target 1.4	By 2025, increase the positive response percentages on the Attitudes to School Survey: High expectations for success to 75% from 72% in 2024 Differentiated learning challenge to 65% from 62% in 2024	
12-month target 1.5	By 2025, increase the positive response percentages on the School Staff Survey: Instructional leadership to 60% from 51% in 2024 Guaranteed and viable curriculum to 60% from 53% in 2024 Academic emphasis to 35% from 29% in 2024 Collective efficacy to 54% from 51% in 2024 Understand how to analyse data to 40% from 32% in 2024 Use evidence to inform teaching to 66% from 64% in 2024	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Increase staff capability to deliver a data-informed effective pedagogy	Yes

Excellence in teaching and learning		
KIS 1.b Excellence in teaching and learning	Increase the capabilities of staff to deliver inspiring learning built upon a guaranteed and viable curriculum	No
KIS 1.c Professional leadership	Develop a culture of high expectations	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.	Staff surveys and professional learning reflections highlight that while teachers recognise the value of data, many feel uncertain about how to interpret and apply it effectively in their practice. By focusing on building staff capacity in this area, we aim to ensure that data is used purposefully to enhance student learning outcomes, differentiate instruction, and drive continuous improvement across all classrooms.	
Goal 2	Empower students to be actively and positively engaged in their own learning growth	
12-month target 2.1	By 2025, the percentage of positive responses in the Attitudes to School Survey, to increase for: Student voice and agency to 48% from 45% in 2024 Stimulated learning to 62% from 59% in 2024 Motivation and interest to 57% from 53% in 2024 Advocate at school to 72% from 69% in 2024 Self-regulation and goal setting to 60% from 58% in 2024	
12-month target 2.2	By 2025, decrease the student absence days per FTE to less than 20 days from 23.9 days in 2022.	
12-month target 2.3	By 2025, the percentage of positive responses in the School Staff Survey, to increase for: Understand how to analyse data to 40% from 32% in 2024 Use student feedback to improve practice to 67% from 64% in 2024 Promote student ownership of learning goals to 54% from 50% in 2024	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 2.a Positive climate for learning	Build whole-school student voice and agency	No
KIS 2.b Excellence in teaching and learning	Effectively use feedback to improve student outcomes	Yes
KIS 2.c Positive climate for learning	Identify and build learner characteristics and dispositions	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.	<p>Previous years data highlights a need for more targeted and constructive feedback for teachers as well as students. To address this, school leaders will prioritise getting into classrooms more frequently to observe, support, and provide actionable feedback. By fostering a culture of reflective practice and continuous improvement, we aim to build teacher confidence in making accurate teacher judgements and ensure that feedback—both given and received—drives meaningful student growth.</p> <p>Rubrics will be a key tool in this process, providing a clear framework for both teachers and students to understand success criteria, refine teacher judgements, and ensure feedback is specific, actionable, and aligned to learning goals.</p>	
Goal 3	Improve the wellbeing and connectedness of all students	
12-month target 3.1	<p>By 2025, the percentage of positive responses in the Attitudes to School Survey to increase for:</p> <p>Advocate at school to 72% from 69% in 2024 Sense of connectedness to 50% from 44% in 2024 Managing bullying to 54% from 49% in 2024 Effective classroom behaviour to 59% from 56% in 2024 Teacher concern to 46% from 43% in 2024</p>	
12-month target 3.2	<p>By 2025, the percentage of positive responses in the School Staff Survey to increase for:</p> <p>Staff trust in students and parents to 36% from 32% in 2024 Staff trust in colleagues to 81% from 78% in 2024</p>	

12-month target 3.3	By 2025, improve the retention and transition data on school-base measures: Year 7-10 real retention data to 75% from 57.3% in 202 Year 12 positive destination data to above 95% from 92.4% in 2021	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Positive climate for learning	Develop and embed a collaborative commitment to Supportive and Orderly Learning Environment (SOLE)	No
KIS 3.b Positive climate for learning	Support the needs of all students to progress their learning in a positive environment	Yes
KIS 3.c Community engagement in learning	Further enhance extra-curricular and community initiatives	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.	Attendance will be a priority, as consistent participation is essential for progress and long-term success. We recognise that students who attend regularly are more engaged, achieve better outcomes, and build stronger relationships with peers and teachers. To support this, we will focus on strengthening connections by understanding students more holistically, considering their individual circumstances, and ensuring they feel supported both academically and emotionally. By fostering a respectful and inclusive school community, we aim to create an environment where all learners feel valued, connected, and empowered to achieve their full potential.	

Define actions, outcomes, success indicators and activities

Goal 1	Improve learning growth for all students
12-month target 1.1	Reading from 62% in 2023 to 65% in 2025 Writing from 49% in 2024 to 59% in 2025 Numeracy from 51% in 2023 to 54% in 2025 By 2026, reduce the number of Year 9 students requiring additional support in reading and numeracy compared to 2024.
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KIS 1.a Building practice excellence	Increase staff capability to deliver a data-informed effective pedagogy

Actions	<p>Utilise Maestro dashboards in all aspects of Learning and Wellbeing Provide ongoing professional development on writing skills Ongoing classroom observations and structured feedback Use PLC structures to build the capacity of teachers Provide ongoing coaching sessions with a focus on pedagogical practice</p>
Outcomes	<p>Leaders will: facilitate regular data analysis sessions where teachers collaborate to examine student performance and identify areas for differentiated instruction using the LEARN model. provide professional development focused on research-based writing strategies and support teachers in adapting these strategies in their lessons ensure through observations and feedback that data-driven decisions are effectively shaping teaching practices across all classrooms.</p> <p>Staff will: regularly engage in collaborative data analysis sessions to examine student performance to tailor teaching strategies accordingly. actively apply research-based writing strategies to enhance student learning Staff incorporate feedback from observations and peer discussions to continuously refine their instructional practices</p> <p>Students will: demonstrate improved performance, engagement, and progress in areas identified through data analysis and differentiated instruction, actively participate in lessons where instruction is tailored to their needs, demonstrating greater ownership of their learning through personalised approaches. exhibit measurable improvements in writing, with the integration of evidence-based strategies</p> <p>Community will: demonstrate an understanding of how data analysis and differentiated instruction improves student learning actively support their child's writing development by reinforcing the strategies and skills implemented in school.</p>
Success Indicators	<p>Improvement in NAPLAN writing scores Students are more likely to feel engaged when their learning is responsive to their needs, resulting in greater motivation and a sense of progress. AtoSS data will demonstrate this. Decrease of red posts and classroom removals</p>

	Classroom staff will feel more confident in their ability to meet students' needs. Observations and feedback will demonstrate this Teachers will collaborate more effectively and share evidence based insights on what works best for students. Staff survey will demonstrate this.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Support teachers in analysing student data to effectively differentiate instruction for all learners using the LEARN model.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teaching and learning coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$134,411.31 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Support teachers in designing LEARN model lessons that integrate evidence-based writing strategies across all content areas to enhance students' writing skills.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Support teachers in designing LEARN model lessons that integrate evidence-based writing strategies across all content areas to enhance students' writing skills.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Senior secondary leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 2	Empower students to be actively and positively engaged in their own learning growth			
12-month target 2.1	By 2025, the percentage of positive responses in the Attitudes to School Survey, to increase for: Student voice and agency to 48% from 45% in 2024			

	<p>Stimulated learning to 62% from 59% in 2024 Motivation and interest to 57% from 53% in 2024 Advocate at school to 72% from 69% in 2024 Self-regulation and goal setting to 60% from 58% in 2024</p>
12-month target 2.2	By 2025, decrease the student absence days per FTE to less than 20 days from 23.9 days in 2022.
12-month target 2.3	By 2025, the percentage of positive responses in the School Staff Survey, to increase for: Understand how to analyse data to 40% from 32% in 2024 Use student feedback to improve practice to 67% from 64% in 2024 Promote student ownership of learning goals to 54% from 50% in 2024
KIS 2.b Curriculum planning and assessment	Effectively use feedback to improve student outcomes
Actions	Support teachers with ongoing professional development on assessment with a focus on high-quality rubrics. Provide teachers with reliable and valid data they can utilise in their curriculum and pedagogy. Allocate additional time and resources to the Inclusion Team to ensure there is ongoing classroom observations and structured feedback
Outcomes	<p>Leaders will: create a evidence-based lesson observation and feedback process, ensuring teachers receive timely and actionable advice facilitate professional development to support teachers in effectively using rubrics Provide professional development and resources to enhance teachers' ability to deliver high-impact adjustments</p> <p>Staff will: apply the actionable feedback received from observations, enhancing their instructional strategies and creating more effective learning environments. work collaboratively to share insights and strategies for implementing high-impact adjustments, creating a culture of continuous improvement. effectively use rubrics to assess student work, ensuring consistency and fairness across all subjects</p>

	<p>Students will: show improved engagement and learning progress, reflecting the impact of tailored teaching practices benefit from clear, well-structured rubrics that help them understand expectations for assessments apply the feedback they receive from rubrics, enhancing their ability to improve and achieve higher learning growth</p> <p>Community will: parents and the wider community gain a better understanding of how rubrics are used in the classroom to assess student work support the school's inclusive practices, recognising the positive impact of high-impact adjustments on all students, including those with additional learning needs.</p>			
Success Indicators	<p>Minutes of PLCs sessions that demonstrate effective collaboration Completed observation checklists, detailed feedback reports Copies of rubrics used in assessments, annotated student work Improvement in teacher judgements Student assessment completion rates Improvement in student learning growth e.g. PAT results</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Enhance staff capacity to deliver Tier 1–3 high-impact adjustments through lesson observations and a structured feedback process.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teaching and learning coordinator 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$180,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Support teachers in delivering effective feedback to students by developing high-quality rubrics for assessment tasks in Years 7–10.	<input checked="" type="checkbox"/> Assessment & reporting coordinator <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 3	Improve the wellbeing and connectedness of all students			
12-month target 3.1	By 2025, the percentage of positive responses in the Attitudes to School Survey to increase for: Advocate at school to 72% from 69% in 2024 Sense of connectedness to 50% from 44% in 2024 Managing bullying to 54% from 49% in 2024 Effective classroom behaviour to 59% from 56% in 2024 Teacher concern to 46% from 43% in 2024			
12-month target 3.2	By 2025, the percentage of positive responses in the School Staff Survey to increase for: Staff trust in students and parents to 36% from 32% in 2024 Staff trust in colleagues to 81% from 78% in 2024			
12-month target 3.3	By 2025, improve the retention and transition data on school-base measures: Year 7-10 real retention data to 75% from 57.3% in 202 Year 12 positive destination data to above 95% from 92.4% in 2021			
KIS 3.b Setting expectations and promoting inclusion	Support the needs of all students to progress their learning in a positive environment			
Actions	Provide additional time and resources to the student management team so attendance is a priority focus Berry Street model training for all staff beginning at end of Term 2 Provide additional time and resources to the Wellbeing team so Respectful Relationships is embedded in all aspects of school life			

<p>Outcomes</p>	<p>Leaders will: provide access to resources, tools, and external experts to strengthen staff confidence and competence in addressing the diverse needs of students experiencing trauma. ensure the consistent implementation of established school-wide processes for attendance monitoring, supporting all staff to uphold these practices across year levels. facilitate collaboration opportunities to establish a clear Respectful Relationship implementation timeline with measurable milestones to monitor progress</p> <p>Staff will: be more capable and confident to address the needs of students experiencing trauma. demonstrate consistent adherence to established attendance processes actively engage in collaboration sessions to co-create a detailed Respectful Relationships implementation timeline,</p> <p>Students will: demonstrate improved emotional regulation and engagement consistently attend school, showing a clear understanding of attendance expectations and the importance of regular participation for strong growth exhibit positive interpersonal skills, including empathy and respect, while valuing and embracing the differences in others.</p> <p>Community will: actively support the school’s efforts to address the diverse needs of students. consistently encourage and support regular school attendance as they understand that attendance equals success. model and promote the values of Respectful Relationships, creating consistent and supportive environments.</p>
<p>Success Indicators</p>	<p>Decrease of red posts and classroom removals Staff will be better equipped to manage the varying needs of their students and therefore will experience less stress. Reduction in staff absences. Majority of students have 10 or less days absent per year (95%) Improvement in student growth e.g. VCE scores Students will feel safe, valued, and connected, contributing to better emotional and mental wellbeing. AtoSS will demonstrate this Proactive and appropriate support allows students to overcome challenges more effectively. AtoSS will demonstrate this</p>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Build staff capacity to implement trauma-informed practices through ongoing professional development.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Team leader(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$51,257.26 <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
Ensure the attendance process is consistently implemented across all year levels to a high standard, enhancing student engagement and learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Team leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Begin implementing a schoolwide three-year Respectful Relationships program.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$279,878.03	\$279,878.03	\$0.00
Disability Inclusion Tier 2 Funding	\$197,858.40	\$197,858.40	\$0.00
Schools Mental Health Fund and Menu	\$43,932.14	\$43,932.14	\$0.00
Total	\$521,668.57	\$521,668.57	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Support teachers in analysing student data to effectively differentiate instruction for all learners using the LEARN model.	\$134,411.31
Support teachers in designing LEARN model lessons that integrate evidence-based writing strategies across all content areas to enhance students' writing skills.	\$50,000.00
Enhance staff capacity to deliver Tier 1–3 high-impact adjustments through lesson observations and a structured feedback process.	\$180,000.00
Support teachers in delivering effective feedback to students by developing high-quality rubrics for assessment tasks in Years 7–10.	\$30,000.00
Build staff capacity to implement trauma-informed practices through ongoing professional development.	\$51,257.26

Ensure the attendance process is consistently implemented across all year levels to a high standard, enhancing student engagement and learning.	\$30,000.00
Begin implementing a schoolwide three-year Respectful Relationships program.	\$45,000.00
Totals	\$520,668.57

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Support teachers in analysing student data to effectively differentiate instruction for all learners using the LEARN model.	from: Term 1 to: Term 4	\$84,411.31	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Assets
Support teachers in designing LEARN model lessons that integrate evidence-based writing strategies across all content areas to enhance students' writing skills.	from: Term 1 to: Term 3	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
Enhance staff capacity to deliver Tier 1–3 high-impact adjustments through lesson observations and a structured feedback process.	from: Term 1 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Assets
Support teachers in delivering effective feedback to students by developing high-quality	from: Term 1	\$30,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

rubrics for assessment tasks in Years 7–10.	to: Term 4		<input checked="" type="checkbox"/> CRT
Ensure the attendance process is consistently implemented across all year levels to a high standard, enhancing student engagement and learning.	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets
Begin implementing a schoolwide three-year Respectful Relationships program.	from: Term 1 to: Term 4	\$25,466.72	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
Totals		\$279,878.03	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Support teachers in analysing student data to effectively differentiate instruction for all learners using the LEARN model.	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • Other Pivot <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Teachers • Middle school leaders • Education support

			<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Leading teacher <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • Sensory resources
Enhance staff capacity to deliver Tier 1–3 high-impact adjustments through lesson observations and a structured feedback process.	from: Term 1 to: Term 4	\$120,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Education support • Middle school leaders <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • Subscription to online resources <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Disability inclusion coordinator • Education support staff
Build staff capacity to implement trauma-informed practices through ongoing professional development.	from: Term 2 to: Term 4	\$27,858.40	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Whole school

			<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> CRT (to attend staff PL) <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> Sensory resources <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> Other <ul style="list-style-type: none"> Berry Street recommendations
Totals		\$197,858.40	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Build staff capacity to implement trauma-informed practices through ongoing professional development.	from: Term 2 to: Term 4	\$23,398.86	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM) <p style="text-align: center;">This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> Program delivered in school by external service provider
Begin implementing a schoolwide three-year Respectful Relationships program.	from: Term 1 to: Term 4	\$20,533.28	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities

Totals		\$43,932.14	
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Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Support teachers in analysing student data to effectively differentiate instruction for all learners using the LEARN model.	<ul style="list-style-type: none"> ✔ Assistant principal ✔ Disability inclusion coordinator ✔ School improvement team ✔ Teaching and learning coordinator 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✔ Peer observation including feedback and reflection ✔ Formalised PLC/PLTs ✔ Demonstration lessons 	<ul style="list-style-type: none"> ✔ Professional practice day ✔ PLC/PLT meeting 	<ul style="list-style-type: none"> ✔ Internal staff ✔ Departmental resources DE Inclusion LT <ul style="list-style-type: none"> ✔ Pedagogical Model 	✔ On-site
Support teachers in designing LEARN model lessons that integrate evidence-based writing strategies across all content areas to enhance students' writing skills.	<ul style="list-style-type: none"> ✔ Assistant principal ✔ Literacy leader ✔ School improvement team 	from: Term 1 to: Term 3	<ul style="list-style-type: none"> ✔ Preparation ✔ Curriculum development ✔ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✔ Professional practice day ✔ PLC/PLT meeting 	<ul style="list-style-type: none"> ✔ Internal staff ✔ Literacy leaders 	✔ On-site
Support teachers in delivering effective feedback to students by developing high-quality	<ul style="list-style-type: none"> ✔ Assessment & reporting coordinator 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✔ Design of formative assessments ✔ Curriculum development 	<ul style="list-style-type: none"> ✔ Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> ✔ Internal staff ✔ High Impact Teaching Strategies (HITS) 	✔ On-site

<p>rubrics for assessment tasks in Years 7–10.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> School improvement team 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT meeting 		
<p>Ensure the attendance process is consistently implemented across all year levels to a high standard, enhancing student engagement and learning.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Team leader(s) 	<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"/> 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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site