2025 Annual Implementation Plan

for improving student outcomes

Gladstone Park Secondary College (7858)

Knowledge is Power

Submitted for review by Veronica Hoy (School Principal) on 23 February, 2025 at 08:20 PM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 11 March, 2025 at 04:18 PM

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	

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

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

    	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	

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

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

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
To maximise the growth, achievement and engagement in learning for every student.	Yes	By 2028, increase the percentage of students achieving: • An ATAR of 80+ from 19.5% (2023) to 21% • VCE mean study score from 26.7% (2023) to 28%	To increase VCE mean study score from 27.2% (2024) to 27.4% (2025)
		By 2028, increase the percentage of students achieving at strong and exceeding proficiencies in NAPLAN: • Reading from 49% (2023) to 55% • Writing from 54% (2023) to 58% • Numeracy from 48% (2023) to 55%	To increase the percentage of students achieving at strong and exceeding proficiencies in Year 9 NAPLAN Numeracy from 50% (2024) to 52% (2025).By 2026, reduce the number / percentage of 'Needs Additional Support' students (compared to 2024) in Year 7 NAPLAN Reading (14 / 8%) and Numeracy (15 / 8%) and Year 9 Reading (38 / 18%) and Numeracy (35 / 17%).
		By 2028, increase the percentage positive endorsement in the Attitude to School Survey for: • Stimulated learning from 37% (2023) to 42% • Differentiated learning challenge from 41% (2023) to 45% • Motivation & Interest from 46% (2023) to 49% • Effective teaching time from 50% (2023) to 53%	To increase the percentage positive endorsement in the Attitude to School Survey for Differentiated learning challenge from 46% (2024) to 47% (2025)

		By 2028, increase the percentage positive endorsement in the School Staff Survey for: • Collective efficacy from 37% (2023) to 44% • Understand how to analyse data from 50% (2023) to 53% • Plan differentiated learning activities from 55% (2023) to 60% • Using student feedback to improve practice from 61% (2023) to 64%	To increase the percentage positive endorsement in the School Staff Survey for Understand how to analyse data from 44% (2023) to 47% (2025)
To foster wellbeing, connectedness and a culture of inclusion for every student	Yes	By 2028, increase the percentage positive endorsement in the Attitude to School Survey for: • Sense of connectedness from 30% (2023) to 36% • Respect for diversity from 25% (2023) to 32% • Teacher concern from 24% (2023) to 32% • Student voice & agency from 28% (2023) to 35%	To increase the percentage positive endorsement in the Attitude to School Survey for Sense of connectedness from 36% (2024) to 37% (2025)
		By 2028, increase the percentage positive endorsement in the Parent Opinion Survey for: • Promoting positive behaviour from 44% (2023) to 55% • Student motivation and support from 41% (2023) to 50% • Confidence and resiliency from 51% (2023) to 60% • School communication from 47% (2023) to 60%	To increase the percentage positive endorsement in the Parent Opinion Survey for Promoting positive behaviour from 53% (2024) to 54% (2025)
		By 2028, increase the percentage positive endorsement in the School Staff Survey for: • Parent and community involvement from 35% (2023) to 40% • Trust in students and parents from 30% (2023) to 32%	To increase the percentage positive endorsement in the School Staff Survey for Support growth and learning of whole student from 55% (2024) to 56% (2025)

		• Support growth and learning of whole student from 54% (2023) to 56%	

Goal 1	**To maximise the growth, achievement and engagement in learning for every student.**	
12-month target 1.1	To increase VCE mean study score from 27.2% (2024) to 27.4% (2025)	
12-month target 1.2	To increase the percentage of students achieving at strong and exceeding proficiencies in Year 9 NAPLAN Numeracy from 50% (2024) to 52% (2025). By 2026, reduce the number / percentage of 'Needs Additional Support' students (compared to 2024) in Year 7 NAPLAN Reading (14 / 8%) and Numeracy (15 / 8%) and Year 9 Reading (38 / 18%) and Numeracy (35 / 17%).	
12-month target 1.3	To increase the percentage positive endorsement in the Attitude to School Survey for Differentiated learning challenge from 46% (2024) to 47% (2025)	
12-month target 1.4	To increase the percentage positive endorsement in the School Staff Survey for Understand how to analyse data from 44% (2023) to 47% (2025)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Refine and embed a whole-school model to guarantee consistent evidence-based instructional practice	Yes
KIS 1.b Leadership	Strengthen capabilities of school leaders as instructional leaders	No
KIS 1.c Assessment	Develop the data and assessment literacy of staff	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.	We have a guaranteed and viable curriculum, strengthened collaborative processes and have begun to introduce a common instructional model. Whole of college agreed practices for teaching and learning are not yet embedded and this is an opportunity for further improvement of learning outcomes for students. The continued to expansion of the use of evidence based teaching and learning strategies through PLTs, and improving teachers' data and assessment literacy, is a good foundation to improve learning achievement and will assist collaboration in developing a common instructional model.
Goal 2	**To foster wellbeing, connectedness and a culture of inclusion for every student**
12-month target 2.1	To increase the percentage positive endorsement in the Attitude to School Survey for Sense of connectedness from 36% (2024) to 37% (2025)
12-month target 2.2	To increase the percentage positive endorsement in the Parent Opinion Survey for Promoting positive behaviour from 53% (2024) to 54% (2025)
12-month target 2.3	To increase the percentage positive endorsement in the School Staff Survey for Support growth and learning of whole student from 55% (2024) to 56% (2025)

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Strengthen school wide structures and processes that support student inclusion and embed multi-tiered levels of wellbeing support.	Yes
KIS 2.b Support and resources	Embed Positive Behaviour for Learning approaches consistently in classrooms to provide a positive and inclusive school environment	No
KIS 2.c Leadership	Strengthen partnerships with parents and the wider school community	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.	2025 is the first year of implementation of the DIP process for our school. We will develop strengths-based, student-centred processes to support student wellbeing and inclusion. The targeted work on the creation of a positive learning environment for learning and support for students with additional needs has provided a solid foundation on which to build improved student wellbeing and connectedness for students. Focusing on wellbeing, connectedness and inclusion will contribute to strengthen existing practices and provide for the needs of individuals - supporting effective learning and growth of the whole child. Strengthening parent and community connections will provide further, more diverse supports for students.

Define actions, outcomes, success indicators and activities

Goal 1	To maximise the growth, achievement and engagement in learning for every student.
12-month target 1.1	To increase VCE mean study score from 27.2% (2024) to 27.4% (2025)
12-month target 1.2	To increase the percentage of students achieving at strong and exceeding proficiencies in Year 9 NAPLAN Numeracy from 50% (2024) to 52% (2025). By 2026, reduce the number / percentage of 'Needs Additional Support' students (compared to 2024) in Year 7 NAPLAN Reading (14 / 8%) and Numeracy (15 / 8%) and Year 9 Reading (38 / 18%) and Numeracy (35 / 17%).
12-month target 1.3	To increase the percentage positive endorsement in the Attitude to School Survey for Differentiated learning challenge from 46% (2024) to 47% (2025)
12-month target 1.4	To increase the percentage positive endorsement in the School Staff Survey for Understand how to analyse data from 44% (2023) to 47% (2025)
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine and embed a whole-school model to guarantee consistent evidence-based instructional practice
Actions	Introduce GPSC Instructional Model to staff and students, and build understanding in the elements using the science of learning
Outcomes	Leaders understand the model, it's link to VTLM and the science of learning research, and can communicate that understanding to teachers. Teachers will know the GPSC VM and will know how to apply specific explicit teaching strategies to their subject area. Teachers will know and be supported to implement a range of explicit teaching strategies specific to an element of the

	IM. Students will be consulted on GPSC VM and be aware of the elements of the model.
Success Indicators	All staff can broadly identify the GPSC instructional model. Student groups and describe their learning experiences. Teachers will know specific teaching strategies that relate to a specific element of the IM. Completion of teacher resource bank for use in 2026 PLTs.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Introduce the GPSC instructional model and identify specific areas of Professional Learning. • Create student focus group to generate feedback on current learning experiences. • Student voice – Captains and SRC presented with model for consultation. • Present connections between GPSC IM and VTLM 2.0 to Leadership team. • Present GPSC IM to whole staff, and name PL schedule for 2025. • Revisit and refine Learning Intentions and Success Criteria.	☑ Assistant principal ☑ Leadership team ☑ Learning specialist(s) ☑ Student(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 1	$200,000.00 ☑ Equity funding will be used
Develop staff capacity (small group) through La Trobe Momentum Schools study	☑ Assistant principal ☑ Leadership team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$100,000.00 ☑ Equity funding will be used
Develop staff capacity through targeted Professional Learning that is explicitly connected to IM – Science of Learning	☑ Team leader(s)	☑ PLP Priority	from: Term 1 to: Term 1	$200,000.00 ☑ Equity funding will be used

Create a bank of teaching resources for teachers to utilise in the classroom.	☑ Learning specialist(s) ☑ Teacher(s) ☑ Team leader(s)	☑ PLP Priority	from: Term 1 to: Term 4	$200,000.00 ☑ Equity funding will be used
Develop staff capacity through targeted Professional Learning that is explicitly connected to IM – Science of Learning	☑ Assistant principal ☑ Team leader(s)	☑ PLP Priority	from: Term 3 to: Term 4	$9,000.00 ☑ Equity funding will be used
Preparation for practice and coaching in Explicit Teaching strategies.	☑ Assistant principal ☑ PLT leaders ☑ Team leader(s)	☑ PLP Priority	from: Term 4 to: Term 4	$100,000.00 ☑ Equity funding will be used

KIS 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop the data and assessment literacy of staff
Actions	Build teacher capacity and comfort in using data, evidence of learning, and assessment to inform their teaching.
Outcomes	Leaders will undertake their own professional learning on VCE and PAT data. Leaders will provide professional learning for teachers and support improved use of data and assessment, and improved teacher 'buy-in' for using data. Learning Area Leaders will have an understanding of how to analyse VCE Data and share with faculty members Teachers in PLTs will use data and evidence to diagnose problems and evaluate interventions. Teachers in CDTs will use assessment data to determine appropriate changes in curriculum, assessment, feedback and

	pedagogy. Students will recieve timely feedback on their learning progress. Student engagement with PAT data will improve
Success Indicators	Increase in year 12 teachers use of VCE data - as evidenced in CDT meetings. Increased teacher access to PAT data - as evidenced through Compass data and PLT meetings. Increase in evidence-based reasoning for changes in curriculum, assessment, feedback and pedagogy - seen in minutes from faculties, CDTs, PLTs Teachers' SWOT analysis of their PAT, NAPLAN and Victorian Curriculum Standards shows understanding of similarities and differences. Greater alignment between Semester 2 Victorian Curriculum Standards and NAPLAN results.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
VCE Data discussed in Curriculum Meeting and at a staff meeting.	☑ Data leader ☑ KLA leader ☑ Sub school leader/s	☑ PLP Priority	from: Term 1 to: Term 1	$20,000.00 ☑ Equity funding will be used
Staff Meeting on student data availabale for teachers - how to access & how to use.	☑ Data leader	☑ PLP Priority	from: Term 1 to: Term 1	$20,000.00 ☑ Equity funding will be used
Provide VCE Data workshops as Monday afternoon PD series	☑ Leading teacher(s)	☑ PLP Priority	from: Term 1 to: Term 1	$20,000.00 ☑ Equity funding will be used

Session on Understanding PAT data in Curriculum Meeting - then presenting PAT information in Learning Area Meetings	☑ Curriculum co-ordinator (s) ☑ Data leader ☑ KLA leader ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 2	$50,000.00 ☑ Equity funding will be used
Staff meeting - teachers compare their Sememster 1 assessment data with PAT, NAPLAN and Victorian Curriculum Standards	☑ Data leader ☑ KLA leader ☑ Teacher(s)	☑ PLP Priority	from: Term 3 to: Term 3	$20,000.00 ☑ Equity funding will be used
VCE Data Meeting	☑ Curriculum co-ordinator (s) ☑ Data leader ☑ KLA leader ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 4 to: Term 4	$30,000.00 ☑ Equity funding will be used

Goal 2	To foster wellbeing, connectedness and a culture of inclusion for every student
12-month target 2.1	To increase the percentage positive endorsement in the Attitude to School Survey for Sense of connectedness from 36% (2024) to 37% (2025)
12-month target 2.2	To increase the percentage positive endorsement in the Parent Opinion Survey for Promoting positive behaviour from 53% (2024) to 54% (2025)
12-month target 2.3	To increase the percentage positive endorsement in the School Staff Survey for Support growth and learning of whole student from 55% (2024) to 56% (2025)
KIS 2.a The strategic direction and deployment of resources to create and reflect shared	Strengthen school wide structures and processes that support student inclusion and embed multi-tiered levels of wellbeing support.

goals and values; high expectations; and a positive, safe and orderly learning environment	
Actions	1. Support staff to make, use, and documenting appropriate adjustments for students with disabilities. 2. Provide opportunities for Tier 1, 2 and 3 supports for students.
Outcomes	1. Leaders will guide teachers in how to access ILPs and reports to support learnign of student learning in DI program. Leaders will provide staff professional learning on the DIP process, adjustments and modifications. Teachers will access ILPs and professionals' reports for students in the DI program. Teachers will use Compass Chronicles to gain new information on students. Students will feel known by their teachers. Students will have interventions, adjustments, mnodifications that meet their needs. 2. Leaders will resource and coordinate wellbeing supports at tier 1, 2 & 3 levels Wellbeing staff will provide tier 2 and 3 supports Teachers will use universal wellbeing supports - PBL and school-wide processes Students will feel a stronger connection to peers and the school. Parents will feel more strongly engaged with the school.
Success Indicators	1. Completed specific task bank of modified work across every learning area Successfull DIP applications Teacher's improved timeliness of reporting on ILPs 2. Good parent attendance at community morning teas Greater ATOSS survey participation and connectedness to school scores

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide specific time for teachers to read allied health reports & ILPs	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 1	$100,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Provide teacher sessions on 'getting to know your Year 7/8/9s'	☑ Disability inclusion coordinator ☑ Sub school leader/s	☑ PLP Priority	from: Term 1 to: Term 1	$100,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Provide targeted Community morning teas for parents groups	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Equity funding will be used ☑ Other funding will be used
Harmony Day / Diversity Week / NAIDOC week celebrations	☑ Student leadership coordinator ☑ Sub school leader/s ☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 3	$10,000.00 ☑ Equity funding will be used
Disability Inclusion Profile meetings	☑ Allied health	☐ PLP Priority	from: Term 1	$200,000.00

	☑ Disability inclusion coordinator ☑ Education support ☑ Student(s) ☑ Teacher(s)		to: Term 4	☑ Disability Inclusion Tier 2 Funding will be used
Staff professional learning on DIP processes	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 3	$20,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Use Mental Heath Fund Menu for student wellbeing programs and supports	☑ Student wellbeing co-ordinator ☑ Sub school leader/s ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$129,212.82 ☑ 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	$969,281.93	$969,281.93	$0.00
Disability Inclusion Tier 2 Funding	$443,933.62	$443,933.62	$0.00
Schools Mental Health Fund and Menu	$129,212.82	$129,212.82	$0.00
Total	**$1,542,428.37**	**$1,542,428.37**	**$0.00**

Activities and milestones – Total Budget

Activities and milestones	Budget
Introduce the GPSC instructional model and identify specific areas of Professional Learning. • Create student focus group to generate feedback on current learning experiences. • Student voice – Captains and SRC presented with model for consultation. • Present connections between GPSC IM and VTLM 2.0 to Leadership team. • Present GPSC IM to whole staff, and name PL schedule for 2025. • Revisit and refine Learning Intentions and Success Criteria.	$200,000.00
Develop staff capacity (small group) through La Trobe Momentum Schools study	$100,000.00

Develop staff capacity through targeted Professional Learning that is explicitly connected to IM – Science of Learning	$200,000.00
Create a bank of teaching resources for teachers to utilise in the classroom.	$200,000.00
Develop staff capacity through targeted Professional Learning that is explicitly connected to IM – Science of Learning	$9,000.00
Preparation for practice and coaching in Explicit Teaching strategies.	$100,000.00
VCE Data discussed in Curriculum Meeting and at a staff meeting.	$20,000.00
Staff Meeting on student data availabale for teachers - how to access & how to use.	$20,000.00
Provide VCE Data workshops as Monday afternoon PD series	$20,000.00
Session on Understanding PAT data in Curriculum Meeting - then presenting PAT information in Learning Area Meetings	$50,000.00
Staff meeting - teachers compare their Sememster 1 assessment data with PAT, NAPLAN and Victorian Curriculum Standards	$20,000.00
VCE Data Meeting	$30,000.00
Provide specific time for teachers to read allied health reports & ILPs	$100,000.00
Provide teacher sessions on 'getting to know your Year 7/8/9s'	$100,000.00
Provide targeted Community morning teas for parents groups	$30,000.00

Harmony Day / Diversity Week / NAIDOC week celebrations	$10,000.00
Disability Inclusion Profile meetings	$200,000.00
Staff professional learning on DIP processes	$20,000.00
Use Mental Heath Fund Menu for student wellbeing programs and supports	$129,212.82
Totals	**$1,558,212.82**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Introduce the GPSC instructional model and identify specific areas of Professional Learning. • Create student focus group to generate feedback on current learning experiences. • Student voice – Captains and SRC presented with model for consultation. • Present connections between GPSC IM and VTLM 2.0 to Leadership team. • Present GPSC IM to whole staff, and name PL schedule for 2025. • Revisit and refine Learning Intentions and	from: Term 1 to: Term 1	$200,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ CRT

Success Criteria.			
Develop staff capacity (small group) through La Trobe Momentum Schools study	from: Term 1 to: Term 4	$120,281.93	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ CRT
Develop staff capacity through targeted Professional Learning that is explicitly connected to IM – Science of Learning	from: Term 1 to: Term 1	$200,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Create a bank of teaching resources for teachers to utilise in the classroom.	from: Term 1 to: Term 4	$190,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Develop staff capacity through targeted Professional Learning that is explicitly connected to IM – Science of Learning	from: Term 3 to: Term 4	$9,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Preparation for practice and coaching in Explicit Teaching strategies.	from: Term 4 to: Term 4	$100,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
VCE Data discussed in Curriculum Meeting and at a staff meeting.	from: Term 1 to: Term 1	$20,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
Staff Meeting on student data availabale for teachers - how to access & how to use.	from: Term 1	$20,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources

	to: Term 1		
Provide VCE Data workshops as Monday afternoon PD series	from: Term 1 to: Term 1	$20,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
Session on Understanding PAT data in Curriculum Meeting - then presenting PAT information in Learning Area Meetings	from: Term 2 to: Term 2	$20,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Staff meeting - teachers compare their Sememster 1 assessment data with PAT, NAPLAN and Victorian Curriculum Standards	from: Term 3 to: Term 3	$20,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
VCE Data Meeting	from: Term 4 to: Term 4	$30,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
Provide targeted Community morning teas for parents groups	from: Term 1 to: Term 4	$10,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Harmony Day / Diversity Week / NAIDOC week celebrations	from: Term 1 to: Term 3	$10,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ CRT
Totals		**$969,281.93**	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Provide specific time for teachers to read allied health reports & ILPs	from: Term 1 to: Term 1	$123,933.62	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Provide teacher sessions on 'getting to know your Year 7/8/9s'	from: Term 1 to: Term 1	$100,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Disability Inclusion Profile meetings	from: Term 1 to: Term 4	$200,000.00	☑ Equipment, adaptive technology, devices, or materials to support learning • ☑ CRT • ☑ Teaching and learning programs and resources • ☑ Professional learning for school-based staff • ☑ Education workforces and/or assigning existing school staff to inclusive education duties •

Staff professional learning on DIP processes	from: Term 1 to: Term 3	$20,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • ☑ Professional learning for school-based staff • ☑ Other workforces to support students with disability •
Totals		$443,933.62	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Use Mental Heath Fund Menu for student wellbeing programs and supports	from: Term 1 to: Term 4	$129,212.82	☑ Study without Stress (Macquarie University)
Totals		$129,212.82	

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
Introduce the GPSC instructional model and identify specific areas of Professional Learning. • Create student focus group to generate feedback on current learning experiences. • Student voice – Captains and SRC presented with model for consultation. • Present connections between GPSC IM and VTLM 2.0 to Leadership team. • Present GPSC IM to whole staff, and name PL schedule for 2025. • Revisit and refine Learning Intentions and Success Criteria.	☑ Assistant principal ☑ Leadership team ☑ Learning specialist(s) ☑ Student(s) ☑ Teacher(s)	from: Term 1 to: Term 1	☑ Planning ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions	☑ School improvement partnerships ☑ Internal staff	☑ On-site
Develop staff capacity (small group) through La Trobe Momentum Schools study	☑ Assistant principal ☑ Leadership team	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team	☑ Formal school meeting / internal professional learning sessions	☑ Academy program/course	☑ On-site

	☑ Teacher(s)					
Develop staff capacity through targeted Professional Learning that is explicitly connected to IM – Science of Learning	☑ Team leader(s)	from: Term 1 to: Term 1	☑ Planning ☑ Preparation ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Create a bank of teaching resources for teachers to utilise in the classroom.	☑ Learning specialist(s) ☑ Teacher(s) ☑ Team leader(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff	☑ On-site
Develop staff capacity through targeted Professional Learning that is explicitly connected to IM – Science of Learning	☑ Assistant principal ☑ Team leader(s)	from: Term 3 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised reflection	☑ Whole school pupil free day	☑ External consultants Dr Sean Kang	☑ On-site
Preparation for practice and coaching in Explicit Teaching strategies.	☑ Assistant principal ☑ PLT leaders ☑ Team leader(s)	from: Term 4 to: Term 4	☑ Planning ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site

VCE Data discussed in Curriculum Meeting and at a staff meeting.	☑ Data leader ☑ KLA leader ☑ Sub school leader/s	from: Term 1 to: Term 1	☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ School improvement partnerships ☑ Internal staff ☑ Subject association	☑ On-site
Staff Meeting on student data availabale for teachers - how to access & how to use.	☑ Data leader	from: Term 1 to: Term 1	☑ Planning ☑ Preparation ☑ Design of formative assessments	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site
Provide VCE Data workshops as Monday afternoon PD series	☑ Leading teacher(s)	from: Term 1 to: Term 1	☑ Moderated assessment of student learning ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Session on Understanding PAT data in Curriculum Meeting - then presenting PAT information in Learning Area Meetings	☑ Curriculum co-ordinator (s) ☑ Data leader ☑ KLA leader	from: Term 2 to: Term 2	☑ Collaborative inquiry/action research team ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site

	☑ Teacher(s)					
Staff meeting - teachers compare their Sememster 1 assessment data with PAT, NAPLAN and Victorian Curriculum Standards	☑ Data leader ☑ KLA leader ☑ Teacher(s)	from: Term 3 to: Term 3	☑ Peer observation including feedback and reflection ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
VCE Data Meeting	☑ Curriculum co-ordinator (s) ☑ Data leader ☑ KLA leader ☑ Principal ☑ Teacher(s)	from: Term 4 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Provide specific time for teachers to read allied health reports & ILPs	☑ All staff	from: Term 1 to: Term 1	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site

			☑ Student voice, including input and feedback			
Provide teacher sessions on 'getting to know your Year 7/8/9s'	☑ Disability inclusion coordinator ☑ Sub school leader/s	from: Term 1 to: Term 1	☑ Preparation ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Staff professional learning on DIP processes	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Learning specialist(s)	from: Term 1 to: Term 3	☑ Preparation ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Departmental resources DI regional team	☑ On-site