

2025 Annual Implementation Plan

for improving student outcomes

Melbourne High School (8025)



Submitted for review by Anthony Mordini (School Principal) on 26 March, 2025 at 09:37 PM
Endorsed by Rachel George (Senior Education Improvement Leader) on 04 April, 2025 at 03:02 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	
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Future planning	
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
Maximise the learning growth of every student	Yes	To improve Staff Opinion Survey (SOS) responses for the factor of Guaranteed and viable curriculum from 51% Positive Endorsement (PE) 2021 to 65% PE 2025	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. Teacher collaboration from 31% positive endorsement (2024) to 45% in 2025 Staff trust in colleagues from 26% positive endorsement (2024) to 40% in 2025 Instructional leadership from 19% positive endorsement in 2024 to 40% in 2025 Evidence of and commitment to a Guaranteed and Viable Curriculum from 38% positive endorsement in 2024 to 65% in 2025
		To improve SOS Use of a pedagogical model from 38% PE 2021 to 65% PE 2025	Increase the percentage of students responding positively to the AtoSS Stimulated learning from 62% (2024) to 70% Differentiated learning challenge from 56% (2024) to 65% Use of pedagogical model from 37% positive endorsement in 2024 to 65% in 2025
		To improve SOS Planning Differentiated Learning activities from 48% PE 2021 to 65% PE 2025	Increase the percentage of students responding positively to the AtoSS Stimulated learning from 62% in 2024 to 70% in 2025 Differentiated learning challenge from 56% in 2024 to 65% in 2025

		To decrease the number of VCE study scores of 30 or lower from 18.4% in 2021 to 10% by 2025.	Not included in this Year's targets.
To build student voice and agency to improve student engagement in learning	No	Staff Opinion Survey: Improve the positive endorsement for the factor of Use of student feedback to improve practice from 61% PE in 2021 to 70% PE by 2025	
		SatS: Improve positive endorsement for the factor of Student Voice and Agency from 62% PE overall in 2019 to 70% PE in 2025	
		SatS: Improve positive endorsement for the factor of Effective Teaching Time from 63% PE in 2021 to 70% PE 2025	
To strengthen the connectedness, resilience and wellbeing of all students	Yes	SaTS: Improve the percentage positive endorsement for the factor of Teacher concern from 53% PE in 2019 to 65% 2025	Teacher concern from 43% positive endorsement in 2024 to 65% positive endorsement in 2025
		SaTS: Improve the percentage positive endorsement for the factor of Advocate at School 76% PE in 2021 to 80% 2025	Advocate at school from 66% positive endorsement in 2024 to to 80% in 2025
		SaTS: Improve the percentage positive endorsement for the factor of student Connectedness from 77% PE at year 10 to 12 2021 to 83% PE 2025	Improve students' sense of connectedness from 76% positive endorsement in 2024 to 83% positive endorsement in 2025

Goal 1	Maximise the learning growth of every student
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12-month target 1.1	<p>Teacher collaboration from 31% positive endorsement (2024) to 45% in 2025</p> <p>Staff trust in colleagues from 26% positive endorsement (2024) to 40% in 2025</p> <p>Instructional leadership from 19% positive endorsement in 2024 to 40% in 2025</p> <p>Evidence of and commitment to a Guaranteed and Viable Curriculum from 38% positive endorsement in 2024 to 65% in 2025</p>	
12-month target 1.2	<p>Increase the percentage of students responding positively to the AtoSS</p> <p>Stimulated learning from 62% (2024) to 70%</p> <p>Differentiated learning challenge from 56% (2024) to 65%</p> <p>Use of pedagogical model from 37% positive endorsement in 2024 to 65% in 2025</p>	
12-month target 1.3	<p>Increase the percentage of students responding positively to the AtoSS</p> <p>Stimulated learning from 62% in 2024 to 70% in 2025</p> <p>Differentiated learning challenge from 56% in 2024 to 65% in 2025</p>	
12-month target 1.4	Not included in this Year's targets.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Embed a consistent whole school pedagogical framework across the school.	No
KIS 1.b Teaching and learning	Build teacher capacity to use evidence-based strategies to inform the development of a differentiated and engaging curriculum.	Yes

KIS 1.c Assessment	Build capacity of staff in data and assessment literacy to teach to every student's point of need.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	X	
Goal 3	To strengthen the connectedness, resilience and wellbeing of all students	
12-month target 3.1	Teacher concern from 43% positive endorsement in 2024 to 65% positive endorsement in 2025	
12-month target 3.2	Advocate at school from 66% positive endorsement in 2024 to to 80% in 2025	
12-month target 3.3	Improve students' sense of connectedness from 76% positive endorsement in 2024 to 83% positive endorsement in 2025	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Support and resources	Strengthen preventative programs, structures and processes that promote student pastoral care and student and parent resilience	No
KIS 3.b Support and resources	Embed a whole school agreed approach to student wellbeing that involves all stakeholders - students, teachers and parents/carers	No
KIS 3.c Support and resources	Build the capacity of staff to recognise and support students with mental health needs	Yes

<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>X</p>
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Define actions, outcomes, success indicators and activities

Goal 1	Maximise the learning growth of every student
12-month target 1.1	<p>Teacher collaboration from 31% positive endorsement (2024) to 45% in 2025</p> <p>Staff trust in colleagues from 26% positive endorsement (2024) to 40% in 2025</p> <p>Instructional leadership from 19% positive endorsement in 2024 to 40% in 2025</p> <p>Evidence of and commitment to a Guaranteed and Viable Curriculum from 38% positive endorsement in 2024 to 65% in 2025</p>
12-month target 1.2	<p>Increase the percentage of students responding positively to the AtoSS</p> <p>Stimulated learning from 62% (2024) to 70%</p> <p>Differentiated learning challenge from 56% (2024) to 65%</p> <p>Use of pedagogical model from 37% positive endorsement in 2024 to 65% in 2025</p>
12-month target 1.3	<p>Increase the percentage of students responding positively to the AtoSS</p> <p>Stimulated learning from 62% in 2024 to 70% in 2025</p> <p>Differentiated learning challenge from 56% in 2024 to 65% in 2025</p>
12-month target 1.4	Not included in this Year's targets.
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and	Build teacher capacity to use evidence-based strategies to inform the development of a differentiated and engaging curriculum.

senior secondary pathways, incorporating extra-curricula programs				
Actions	Strengthen teachers' capacity to improve individual student growth through data informed collaborative practices and the development of stimulating learning experiences.			
Outcomes	<ul style="list-style-type: none"> • Leaders will facilitate, model and support staff to collaborate • Leaders will model evidence-based teaching strategies • Teachers will actively collaborate with their colleagues to explore, trial and use evidence-based teaching strategies to develop differentiated and engaging curriculum • Teachers will explore a variety of teaching models through activities such as learning walks and classroom observations • Students will experience consistent practices across their subjects • Students will have multiple, differentiated exposures to content 			
Success Indicators	<ul style="list-style-type: none"> • Coaching conversations with teaching staff will provide evidence of their increasing knowledge and understanding of explicit teaching and the school's instructional model • Classroom Observations Templates will show consistent practices across the school • Teaching focus groups will provide positive endorsement for our approach/Annual Implementation Plan. • Student focus groups will indicate a positive change in engagement – interest, inclusion and motivation • Lesson plans and Scope and Sequence documents will provide evidence of teachers' understanding and application of VTLM 2.0 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
1. Professional coaching for instructional leaders - members of the Curriculum Committee, members of the School Improvement Team (LT's and LS's and the Principal	☑ Leading teacher(s)	☑ PLP Priority	from: Term 2	\$8,000.00

Class) and Faculty Leaders/Subject Convenors to develop their skills to facilitate professional conversations which in turn will inform teaching and learning aimed at improving student academic achievement.			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used
2. Workshops with those responsible for instructional leadership – members of the Curriculum Committee, members of the School Improvement Team (LT's and LS's and the Principal Class) and Faculty Leaders/Subject Convenors to review the current Instructional Model, make any revisions required to meet the VTLM 2.0 and then implement it with their respective teams.	<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 2 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used

3. Visible artefacts in each classroom with the MHS Instructional Model	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Other funding will be used
4. Learning walks and classroom observations timetabled for those responsible for instructional leadership – Members of the Curriculum Committee, members of the School Improvement Team (LT's and LS's and the Principal Class) and Faculty Leaders/Subject Convenors (Learning walks and classroom observations will inform professional conversations, teaching strategies and the acquisition of resources required to improve student engagement, understanding of content and skills acquisition.)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used
Goal 3	To strengthen the connectedness, resilience and wellbeing of all students			
12-month target 3.1	Teacher concern from 43% positive endorsement in 2024 to 65% positive endorsement in 2025			
12-month target 3.2	Advocate at school from 66% positive endorsement in 2024 to to 80% in 2025			
12-month target 3.3	Improve students' sense of connectedness from 76% positive endorsement in 2024 to 83% positive endorsement in 2025			
KIS 3.c	Build the capacity of staff to recognise and support students with mental health needs			

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Actions	Strengthen teacher-student relationships through consistent daily practices and routines that prioritise students' feelings of connection and sense of belonging.
Outcomes	<ul style="list-style-type: none"> • Leaders will facilitate, model and support staff to use daily practices and routines in Form Group (Home Room Group) and classes that will foster greater connection and belonging • Leaders will model strategies for engaging and building relationships with disengaged students • Teachers will use daily practices that will create positive bonds between them and their students • Teachers will facilitate activities where students form healthy relationships with each other • Students will have a consistent experience and multiple opportunities to bond and build healthy relationships with staff and peers • Students will feel greater connection and belonging through the implementation of daily Form Group and classroom practices designed to foster positive relationships between them, their peers and their teachers
Success Indicators	<ul style="list-style-type: none"> • Wellbeing and Engagement Leaders – Heads of Junior and Senior School, Student Learning Coordinators (Year Level Leaders), and Wellbeing Team will be working collaboratively to design and model expected practices and routines and design resources and Instructional Playbook • Student Focus Groups will indicate a positive change in engagement with their teachers and peers • Attitudes to School data will show improvement • Compass reports will show less reports for poor behaviour and disengagement and more positive posts • Positive Classroom Management Strategies (PCMS) Self-Assessment (pre and post) show evidence of growth in practice and knowledge • Resources and Instructional Playbook align with the PCMS • Year Level meeting minutes and discussions will show evidence of strategic and responsive implementation of consistent daily practices and routines that prioritise students' feelings of connection and sense of belonging • Staff focus groups provide evidence of staff increased confidence in using strategies to improve connection and

	positive engagement • Newsletter, Compass posts, and all general student and parent communication provide evidence of language and messaging aimed at improving connection and positive engagement			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
1. Workshops for wellbeing and engagement leaders to design and develop resources and Instructional Playbook that align with the PCMS and will help teachers improve connection and positive engagement. (External consultant to facilitate discussions.)	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$7,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used
2. Visible artefacts in each classroom with elements of the 'Playbook' – encouraged behaviours and dispositions (students), encouraged routines and strategies (teachers).	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Other funding will be used
3. Workshops with Form Teachers (Homeroom Teachers) to design and implement daily practices and	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$7,000.00

<p>routines that prioritise students' feelings of connection and sense of belonging.</p>	<input checked="" type="checkbox"/> Year level co-ordinator(s)		<p>to: Term 4</p>	<input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used
<p>4. Workshops with Classroom Teachers to design and implement daily practices and routines that prioritise students' feelings of connection and sense of belonging.</p>	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 4</p>	<p>\$8,000.00</p> <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used

5. Student Focus Groups to obtain feedback on their engagement teachers and peers. (One or two groups per year level.)	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used
6. Newsletter, Compass posts, and general student and parent communication all provide evidence of language and messaging aimed at improving connection and positive engagement	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$47,532.20	\$68,500.00	-\$20,967.80
Disability Inclusion Tier 2 Funding	\$156,818.96	\$183,000.00	-\$26,181.04
Schools Mental Health Fund and Menu	\$133,463.61	\$144,000.00	-\$10,536.39
Total	\$337,814.77	\$395,500.00	-\$57,685.23

Activities and milestones – Total Budget

Activities and milestones	Budget
1. Professional coaching for instructional leaders - members of the Curriculum Committee, members of the School Improvement Team (LT's and LS's and the Principal Class) and Faculty Leaders/Subject Convenors to develop their skills to facilitate professional conversations which in turn will inform teaching and learning aimed at improving student academic achievement.	\$8,000.00
2. Workshops with those responsible for instructional leadership – members of the Curriculum Committee, members of the School Improvement Team (LT's and LS's and the Principal Class) and Faculty Leaders/Subject Convenors to review the current Instructional Model, make any revisions required to meet the VTLM 2.0 and then implement it with their respective teams.	\$8,000.00

<p>4. Learning walks and classroom observations timetabled for those responsible for instructional leadership – Members of the Curriculum Committee, members of the School Improvement Team (LT's and LS's and the Principal Class) and Faculty Leaders/Subject Convenors</p> <p>(Learning walks and classroom observations will inform professional conversations, teaching strategies and the acquisition of resources required to improve student engagement, understanding of content and skills acquisition.)</p>	\$10,000.00
<p>1. Workshops for wellbeing and engagement leaders to design and develop resources and Instructional Playbook that align with the PCMS and will help teachers improve connection and positive engagement. (External consultant to facilitate discussions.)</p>	\$7,000.00
<p>3. Workshops with Form Teachers (Homeroom Teachers) to design and implement daily practices and routines that prioritise students' feelings of connection and sense of belonging.</p>	\$7,000.00
<p>4. Workshops with Classroom Teachers to design and implement daily practices and routines that prioritise students' feelings of connection and sense of belonging.</p>	\$8,000.00
<p>5. Student Focus Groups to obtain feedback on their engagement teachers and peers. (One or two groups per year level.)</p>	\$5,000.00
Totals	\$53,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
1. Professional coaching for instructional leaders - members of the Curriculum Committee, members of the School Improvement Team (LT's and LS's and the Principal Class) and Faculty Leaders/Subject Convenors to develop their skills to facilitate professional conversations which in turn will inform teaching and learning aimed at improving student academic achievement.	from: Term 2 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
2. Workshops with those responsible for instructional leadership – members of the Curriculum Committee, members of the School Improvement Team (LT's and LS's and the Principal Class) and Faculty Leaders/Subject Convenors to review the current Instructional Model, make any revisions required to meet the VTLM 2.0 and then implement it with their respective teams.	from: Term 2 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
4. Learning walks and classroom observations timetabled for those responsible	from: Term 2	\$4,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

<p>for instructional leadership – Members of the Curriculum Committee, members of the School Improvement Team (LT's and LS's and the Principal Class) and Faculty Leaders/Subject Convenors</p> <p>(Learning walks and classroom observations will inform professional conversations, teaching strategies and the acquisition of resources required to improve student engagement, understanding of content and skills acquisition.)</p>	<p>to: Term 4</p>		<p><input checked="" type="checkbox"/> CRT</p>
<p>1. Workshops for wellbeing and engagement leaders to design and develop resources and Instructional Playbook that align with the PCMS and will help teachers improve connection and positive engagement. (External consultant to facilitate discussions.)</p>	<p>from: Term 2 to: Term 4</p>	<p>\$2,000.00</p>	<p><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT</p>
<p>3. Workshops with Form Teachers (Homeroom Teachers) to design and implement daily practices and routines that prioritise students' feelings of connection and sense of belonging.</p>	<p>from: Term 2 to: Term 4</p>	<p>\$3,000.00</p>	<p><input checked="" type="checkbox"/> School-based staffing</p>

4. Workshops with Classroom Teachers to design and implement daily practices and routines that prioritise students' feelings of connection and sense of belonging.	from: Term 2 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> School-based staffing
5. Student Focus Groups to obtain feedback on their engagement teachers and peers. (One or two groups per year level.)	from: Term 2 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Other Group facilitator
Totals		\$21,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
1. Professional coaching for instructional leaders - members of the Curriculum Committee, members of the School Improvement Team (LT's and LS's and the Principal Class) and Faculty Leaders/Subject Convenors to develop their skills to facilitate professional conversations which in turn will inform teaching and learning aimed at improving student academic achievement.	from: Term 2 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Middle school leaders <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none">

2. Workshops with those responsible for instructional leadership – members of the Curriculum Committee, members of the School Improvement Team (LT's and LS's and the Principal Class) and Faculty Leaders/Subject Convenors to review the current Instructional Model, make any revisions required to meet the VTLM 2.0 and then implement it with their respective teams.	from: Term 2 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Middle school leaders <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • Other Cover LTs and LS's that need replacement for their classes • CRT (to attend staff PL)
4. Learning walks and classroom observations timetabled for those responsible for instructional leadership – Members of the Curriculum Committee, members of the School Improvement Team (LT's and LS's and the Principal Class) and Faculty Leaders/Subject Convenors (Learning walks and classroom observations will inform professional conversations, teaching strategies and the acquisition of resources required to improve student engagement, understanding of content and skills acquisition.)	from: Term 2 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Classroom teacher
1. Workshops for wellbeing and engagement leaders to	from: Term 2	\$3,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff

design and develop resources and Instructional Playbook that align with the PCMS and will help teachers improve connection and positive engagement. (External consultant to facilitate discussions.)	to: Term 4		<ul style="list-style-type: none"> Middle school leaders <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none">
3. Workshops with Form Teachers (Homeroom Teachers) to design and implement daily practices and routines that prioritise students' feelings of connection and sense of belonging.	from: Term 2 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Teachers
4. Workshops with Classroom Teachers to design and implement daily practices and routines that prioritise students' feelings of connection and sense of belonging.	from: Term 2 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Teachers <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> CRT (to attend staff PL)
5. Student Focus Groups to obtain feedback on their engagement teachers and peers. (One or two groups per year level.)	from: Term 2 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> Other To cover staff leading the focus groups
Totals		\$27,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
1. Professional coaching for instructional leaders - members of the Curriculum Committee, members of the School Improvement Team (LT's and LS's and the Principal Class) and Faculty Leaders/Subject Convenors to develop their skills to facilitate professional conversations which in turn will inform teaching and learning aimed at improving student academic achievement.	from: Term 2 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM)
2. Workshops with those responsible for instructional leadership – members of the Curriculum Committee, members of the School Improvement Team (LT's and LS's and the Principal Class) and Faculty Leaders/Subject Convenors to review the current Instructional Model, make any revisions required to meet the VTLM 2.0 and then implement it with their respective teams.	from: Term 2 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM)
4. Learning walks and classroom observations timetabled for those responsible for instructional leadership –	from: Term 2 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities

<p>Members of the Curriculum Committee, members of the School Improvement Team (LT's and LS's and the Principal Class) and Faculty Leaders/Subject Convenors</p> <p>(Learning walks and classroom observations will inform professional conversations, teaching strategies and the acquisition of resources required to improve student engagement, understanding of content and skills acquisition.)</p>			
<p>1. Workshops for wellbeing and engagement leaders to design and develop resources and Instructional Playbook that align with the PCMS and will help teachers improve connection and positive engagement. (External consultant to facilitate discussions.)</p>	<p>from: Term 2 to: Term 4</p>	<p>\$2,000.00</p>	<p><input checked="" type="checkbox"/> Berry Street Education Model (BSEM)</p>
<p>3. Workshops with Form Teachers (Homeroom Teachers) to design and implement daily practices and routines that prioritise students' feelings of connection and sense of belonging.</p>	<p>from: Term 2 to: Term 4</p>	<p>\$1,000.00</p>	<p><input checked="" type="checkbox"/> Berry Street Education Model (BSEM)</p>

4. Workshops with Classroom Teachers to design and implement daily practices and routines that prioritise students' feelings of connection and sense of belonging.	from: Term 2 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM)
5. Student Focus Groups to obtain feedback on their engagement teachers and peers. (One or two groups per year level.)	from: Term 2 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM)
Totals		\$11,000.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Theses three pools of money will be used to add human resources and programs aimed at increasing wellbeing, engagement, mental health and students' social and emotional health. A key focus will be on programs supporting positive masculinity, resilience and diversity.	\$336,500.00
Totals	\$336,500.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Theses three pools of money will be used to add human	from: Term 1	\$47,500.00	<input checked="" type="checkbox"/> School-based staffing

resources and programs aimed at increasing wellbeing, engagement, mental health and students' social and emotional health. A key focus will be on programs supporting positive masculinity, resilience and diversity.	to: Term 4		<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$47,500.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Theses three pools of money will be used to add human resources and programs aimed at increasing wellbeing, engagement, mental health and students' social and emotional health. A key focus will be on programs supporting positive masculinity, resilience and diversity.	from: Term 1 to: Term 4	\$156,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education support staff • Leading teacher <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • CRT (to attend staff PL)
Totals		\$156,000.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Theses three pools of money will be used to add human resources and programs aimed at increasing wellbeing, engagement, mental health and students' social and emotional health. A key focus will be on programs supporting positive masculinity, resilience and diversity.	from: Term 1 to: Term 4	\$133,000.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 1 tailored support for students
Totals		\$133,000.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
1. Professional coaching for instructional leaders - members of the Curriculum Committee, members of the School Improvement Team (LT's and LS's and the Principal Class) and Faculty Leaders/Subject Convenors to develop their skills to facilitate professional conversations which in turn will inform teaching and learning aimed at improving student academic achievement.	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Peter Kapomyaris	<input checked="" type="checkbox"/> On-site
2. Workshops with those responsible for instructional leadership – members of the Curriculum Committee, members of the School Improvement Team (LT's and LS's and the Principal Class) and Faculty Leaders/Subject Convenors to review the current Instructional Model, make any revisions	<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	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> External consultants Peter Kaponyaris	<input checked="" type="checkbox"/> On-site

required to meet the VTLM 2.0 and then implement it with their respective teams.						
<p>4. Learning walks and classroom observations timetabled for those responsible for instructional leadership – Members of the Curriculum Committee, members of the School Improvement Team (LT's and LS's and the Principal Class) and Faculty Leaders/Subject Convenors</p> <p>(Learning walks and classroom observations will inform professional conversations, teaching strategies and the acquisition of resources required to improve student engagement, understanding of content and skills acquisition.)</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator(s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>1. Workshops for wellbeing and engagement leaders to design and develop resources and Instructional Playbook that</p>	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

align with the PCMS and will help teachers improve connection and positive engagement. (External consultant to facilitate discussions.)			<input checked="" type="checkbox"/> Student voice, including input and feedback		Berry Street	
3. Workshops with Form Teachers (Homeroom Teachers) to design and implement daily practices and routines that prioritise students' feelings of connection and sense of belonging.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Year level co-ordinator(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Berry Street	<input checked="" type="checkbox"/> On-site
4. Workshops with Classroom Teachers to design and implement daily practices and routines that prioritise students' feelings of connection and sense of belonging.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Year level co-ordinator(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Berry Street	<input checked="" type="checkbox"/> On-site