2025 Annual Implementation Plan

for improving student outcomes

Bayside P-12 College (8800)

Submitted for review by Milan Matejin (School Principal) on 20 June, 2025 at 04:23 PM
Awaiting endorsement by Senior Education Improvement Leader

Self-evaluation summary - 2025

Bayside P-12 College (8800)

	FISO 2.0 Dimensions	Self-evaluation level	Evidence and analysis
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core		
Teaching and learning	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities		

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school		

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

Assessment			

Leadership			

Engagement			

Support			

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.
Maximise the learning outcomes for all students.We will focus on:• Achieving expected learning growth of all students Reading and Mathematics and student agency in literacy and numeracy.• Aligning the middle level leadership by refining the current leadership structure, including roles and responsibilities, to provide modelling, mentoring and coaching to strengthen teaching practice. • Support for improved pedagogical practices focused on a model of explicit instruction, differentiated teaching and student agency in learning.	Yes	By 2028, increase the percentage of students achieving in the Exceeding or Strong proficiency levels of NAPLAN for: • Reading in: ○ Year 3 from 37% (2024) to 62% ○ Year 5 from 63% (2024) to 68% ○ Year 7 from 58% (2024) to 62% ○ Year 9 from 61% (2024) to 67% • Numeracy in: ○ Year 3 from 37% (2024) to 57% ○ Year 5 from 52% (2024) to 57% ○ Year 7 from 56% (2024) to 61% ○ Year 9 from 60% (2024) to 65%.	Reading in:Year 3 from 37% (2024) to 42% Year 5 from 63% (2024) to 64% Year 7 from 58% (2024) to 59% Year 9 from 61% (2024) to 62%Numeracy in:Year 3 from 37% (2024) to 40% Year 5 from 52% (2024) to 53% Year 7 from 56% (2024) to 57% Year 9 from 60% (2024) to 61%.
		By 2028, increase the percentage of students achieving at or above expected growth over one year in the Victorian Curriculum 2.0, according to teacher judgement, for: • English 2.0 curriculum in: ○ Years 1 to 6 from xx% (2025) to xx% ○ Years 7 to 10 from xx% (2025) to xx%. • Mathematics 2.0 curriculum in: ○ Years 1 to 6 from xx% (2025) to xx%	English 2.0 curriculum in:Years 1 to 6 from xx% (2025) to xx%Years 7 to 10 from xx% (2025) to xx%.Mathematics 2.0 curriculum in:Years 1 to 6 from xx% (2025) to xx% Years 7 to 10 from xx% (2025) to xx%.

		◦ Years 7 to 10 from xx% (2025) to xx%. Placeholder target: Target to be confirmed when Victorian Curriculum 2.0 data is available.	
		By 2028, increase the percentage of students achieving medium or high NAPLAN benchmark growth for: • Years 5 in: ◦ Reading from XX% (2025) to XX% ◦ Numeracy from XX% (2025) to XX% • Year 7 in: ◦ Reading from XX% (2025) to XX% ◦ Numeracy from XX% (2025) to XX% • Year 9 for: ◦ Reading from XX% (2025) to XX% ◦ Numeracy from XX% (2025) to XX% Target to be set once the data is available in 2025.	Years 5 in:Reading from XX% (2025) to XX%Numeracy from XX% (2025) to XX%Year 7 in:Reading from XX% (2025) to XX%Numeracy from XX% (2025) to XX%Year 9 for:Reading from XX% (2025) to XX%Numeracy from XX% (2025) to XX%
		By 2028: • improve the percentage of students achieving a 37+ score for VCE English from 6% (2023) to 8% • increase the All Study VCE median from 28 (2023) to 30.	percentage of students achieving a 37+ score for VCE English from 6% (2023) to 7%Increase the All Study VCE median from 28 (2023) to 29.
Improve the engagement and wellbeing of all studentsThe college was implementing a multi-tiered system of support for students, including SWPBS, a pastoral care structure and Respectful Relationships. We will focus on:• Supporting staff to	Yes	By 2028, increase the percentage of positive endorsement by students in the Attitudes to Schools Survey (AToSS) for: • Student voice and agency in: ◦ Years 4 to 6 from 65% (2024) to 70% ◦ Years 7 to 9 from 31% (2024) to 36% ◦ Years 10 to12 from 38% (2024) to 43%	Student voice and agency in: Years 4 to 6 from 65% (2024) to 66%Years 7 to 9 from 31% (2024) to 32%Years 10 to12 from 38% (2024) to 39%Sense of connectedness in: Years 4 to 6 from 63% (2024) to 65%Years 7 to 9 from 37% (2024) to 39%Years 10 to 12 from 39 % (2024) to

consistently implement the Tier 1 provisions to ensure a safe and inclusive learning environment for all students. • Refine the current leadership structure, including roles and responsibilities, to strengthen student engagement and wellbeing. This includes additional support for staff to implement the college attendance and punctuality process.		• Sense of connectedness in: ○ Years 4 to 6 from 63% (2024) to 77% ○ Years 7 to 9 from 37% (2024) to 44% ○ Years 10 to 12 from 39 % (2024) to 47% • Managing bullying in: ○ Years 4 to 6 from 71% (2024) to 78% ○ Years 7 to 9 from 34% (2024) to 44% ○ Years 10 to 12 from 37% (2024) to 44%.	41%Managing bullying in:Years 4 to 6 from 71% (2024) to 73%Years 7 to 9 from 34% (2024) to 37%Years 10 to 12 from 37% (2024) to 39%.
		By 2028, decrease the percentage of students with 20 or more absent days for: • Prep to Year 6 from 44% (2023) to 25% • Years 7 to 12 from 47% (2023)to 35%.	Prep to Year 6 from 44% (2023) to 40%Years 7 to 12 from 47% (2023) to 40%.
		By 2028, increase the percentage of positive endorsement by students for the AToSS factor of School Stage Transitions for: • Years 7 and new enrolments from 69% (2024) to 75% (2028) • Years 10 to 12 from 55% (2024) to 59% (2028).	Years 7 and new enrolments from 69% (2024) to 71% (2028)Years 10 to 12 from 55% (2024) to 56% (2028).
		By 2028, the percentage of students completing VCE to increase from 96% (2023) to 98%.	students completing VCE to from 96% (2023) to 96%.
		By 2028, increase the percentage of positive endorsement in the School Staff Survey for the factors of: • Instructional Leadership from 54% (2024) to 62% • Collective efficacy from 46% (2024) to 57% • Academic emphasis from 31% (2024) to 40%	Instructional Leadership from 54% (2024) to 56%Collective efficacy from 46% (2024) to 48%Academic emphasis from 31% (2024) to 33%Monitoring effectiveness of using

		• Monitoring effectiveness of using data from 55% (2024) to 64% • Promote student ownership of learning goals from 58% (2024) to 64%.	data from 55% (2024) to 57%Promote student ownership of learning goals from 60% (2024) to 64%.

Goal 1	**Maximise the learning outcomes for all students.We will focus on:• Achieving expected learning growth of all students Reading and Mathematics and student agency in literacy and numeracy.• Aligning the middle level leadership by refining the current leadership structure, including roles and responsibilities, to provide modelling, mentoring and coaching to strengthen teaching practice. • Support for improved pedagogical practices focused on a model of explicit instruction, differentiated teaching and student agency in learning.**
12-month target 1.1	Reading in: Year 3 from 37% (2024) to 42% Year 5 from 63% (2024) to 64% Year 7 from 58% (2024) to 59% Year 9 from 61% (2024) to 62% Numeracy in: Year 3 from 37% (2024) to 40% Year 5 from 52% (2024) to 53% Year 7 from 56% (2024) to 57% Year 9 from 60% (2024) to 61%.
12-month target 1.2	English 2.0 curriculum in: Years 1 to 6 from xx% (2025) to xx% Years 7 to 10 from xx% (2025) to xx%. Mathematics 2.0 curriculum in: Years 1 to 6 from xx% (2025) to xx% Years 7 to 10 from xx% (2025) to xx%.
12-month target 1.3	Years 5 in: Reading from XX% (2025) to XX%

	Numeracy from XX% (2025) to XX% Year 7 in: Reading from XX% (2025) to XX% Numeracy from XX% (2025) to XX% Year 9 for: Reading from XX% (2025) to XX% Numeracy from XX% (2025) to XX%	
12-month target 1.4	percentage of students achieving a 37+ score for VCE English from 6% (2023) to 7% Increase the All Study VCE median from 28 (2023) to 29.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Leadership	Embed a college leadership structure to strengthen teaching and learning.	Yes
KIS 1.b Leadership	Implement the instructional model consistently, ensuring alignment with VTLM 2.0.	Yes
KIS 1.c Assessment	Strengthen PLC planning and practice in using evidence-based teaching strategies.	Yes
KIS 1.d Engagement	Build staff capacity to increase student engagement and agency in their learning.	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.	The college has an existing instructional model and it can easily be adapted to the VTLM elements of teaching. This will set the foundation for consistent classroom practices which was identified as an area of focus from the self-evaluation. In doing this we can directly influence learning growth by focussing on explicit teaching and the associated strategies. This would also allow for coaching by learning specialist to be precise and targeted. The Leading Teachers roles will be complementary and will focus on the college wide programs and initiatives aligned with FISO 2.0.	

Goal 2	**Improve the engagement and wellbeing of all studentsThe college was implementing a multi-tiered system of support for students, including SWPBS, a pastoral care structure and Respectful Relationships. We will focus on:• Supporting staff to consistently implement the Tier 1 provisions to ensure a safe and inclusive learning environment for all students. • Refine the current leadership structure, including roles and responsibilities, to strengthen student engagement and wellbeing. This includes additional support for staff to implement the college attendance and punctuality process.**	
12-month target 2.1	Student voice and agency in: Years 4 to 6 from 65% (2024) to 66% Years 7 to 9 from 31% (2024) to 32% Years 10 to12 from 38% (2024) to 39% Sense of connectedness in: Years 4 to 6 from 63% (2024) to 65% Years 7 to 9 from 37% (2024) to 39% Years 10 to 12 from 39 % (2024) to 41% Managing bullying in: Years 4 to 6 from 71% (2024) to 73% Years 7 to 9 from 34% (2024) to 37% Years 10 to 12 from 37% (2024) to 39%.	
12-month target 2.2	Prep to Year 6 from 44% (2023) to 40% Years 7 to 12 from 47% (2023) to 40%.	
12-month target 2.3	Years 7 and new enrolments from 69% (2024) to 71% (2028) Years 10 to 12 from 55% (2024) to 56% (2028).	
12-month target 2.4	students completing VCE to from 96% (2023) to 96%.	
12-month target 2.5	Instructional Leadership from 54% (2024) to 56% Collective efficacy from 46% (2024) to 48% Academic emphasis from 31% (2024) to 33% Monitoring effectiveness of using data from 55% (2024) to 57% Promote student ownership of learning goals from 60% (2024) to 64%.	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 2.a Engagement	Embed a college leadership structure to strengthen student engagement and wellbeing.	Yes
KIS 2.b Support and resources	Implement the college's multi-tiered systems of support consistently, ensuring alignment with DE initiatives	Yes
KIS 2.c Leadership	Strengthen PLC planning and practice in using evidence-based wellbeing strategies.	Yes
KIS 2.d Leadership	Build staff capacity to strengthen a safe and inclusive learning environment.	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.	The College has existing embedded wellbeing and inclusive practices and should align with the VLTM (enabling learning) and the PCMS. The self-evaluation suggested SWPBS renewal which all tie together. Focus on these could directly influence attendance which has been identified as a priority area for the school and the network. With a collective approach and resourcing there is momentum to address the issues requiring intensive attention.	

Define actions, outcomes, success indicators and activities

Goal 1	Maximise the learning outcomes for all students.We will focus on:• Achieving expected learning growth of all students Reading and Mathematics and student agency in literacy and numeracy.• Aligning the middle level leadership by refining the current leadership structure, including roles and responsibilities, to provide modelling, mentoring and coaching to strengthen teaching practice. • Support for improved pedagogical practices focused on a model of explicit instruction, differentiated teaching and student agency in learning.
12-month target 1.1	Reading in: Year 3 from 37% (2024) to 42% Year 5 from 63% (2024) to 64% Year 7 from 58% (2024) to 59% Year 9 from 61% (2024) to 62% Numeracy in: Year 3 from 37% (2024) to 40% Year 5 from 52% (2024) to 53% Year 7 from 56% (2024) to 57% Year 9 from 60% (2024) to 61%.
12-month target 1.2	English 2.0 curriculum in: Years 1 to 6 from xx% (2025) to xx% Years 7 to 10 from xx% (2025) to xx%. Mathematics 2.0 curriculum in: Years 1 to 6 from xx% (2025) to xx% Years 7 to 10 from xx% (2025) to xx%.
12-month target 1.3	Years 5 in: Reading from XX% (2025) to XX% Numeracy from XX% (2025) to XX% Year 7 in: Reading from XX% (2025) to XX% Numeracy from XX% (2025) to XX% Year 9 for: Reading from XX% (2025) to XX% Numeracy from XX% (2025) to XX%

12-month target 1.4	percentage of students achieving a 37+ score for VCE English from 6% (2023) to 7% Increase the All Study VCE median from 28 (2023) to 29.
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embed a college leadership structure to strengthen teaching and learning.
Actions	To review and update the middle leadership structure to align with FISO 2.0 and the new strategic plan.
Outcomes	Leaders will: have clarity in their roles and responsibilties aligned to FISO 2.0 and the strategic plan. be part of the consultative process, collaborate and share and provide feedback on the updated model. Teachers will: be part of the consultative process, collaborate and share and provide feedback on the updated model. Students/Community will: involved in the broader process of implementation.
Success Indicators	Leaders:

	leadership team meetings wth feedback opportunities, including Consultative and the Principal Group. Feedback is documented, reviewed new model advertised and positions confirmed for the start of 2026 Teachers: staff meeting with feedback opportunities minuted meetings Feedback is documented, reviewed and shared to all stakeholders. Students: minimal involvement in the implementation endorsement

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Middle leadership continued to be provided professional learning through External Consultant Well-nest (Aimee Presnall) and The Academy – Instructional leadership	☑ Leading teacher(s) ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used
Current leadership to continue to develop and document policies and processes to support the implementation of the new leadership model.	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$60,000.00 ☑ Other funding will be used
Create job descriptors and time allowance allocations for the workforce planning of the new model.	☑ Leadership team	☑ PLP Priority	from: Term 2	$50,000.00

			to: Term 3	☑ Other funding will be used

KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Implement the instructional model consistently, ensuring alignment with VTLM 2.0.
Actions	Middle leaders provide targeted guidance and support to teachers and staff, based on student outcomes and feedback, teaching, engagement and support practices.
Outcomes	Leaders will: have clarity in their roles and responsibilties aligned to VTLM 2.0 and the strategic plan. establish sustainable routines for collaboration and professional development, ensuring classroom observation, interna/external programs Teachers will: be part of the process, collaborate and work with leaders to consistently develop their understanding of explicit instruction share and provide feedback to colleagues and students. Students/Community will: be involved in the broader process of implementation and the curriculum.
Success Indicators	Leaders: Evidence will include notes from leadership team meetings including working parties. PDPs and the modelling of effective practice are effectively embedded in the school Feedback from: SIT Literacy and Numeracy collect data and School Staff Survey (SSS) factor 'instructional leadership' Teachers: Evidence of support for improved pedagogical practices focused on a model of explicit instruction, differentiated teaching

	and student agency in learning. Inclusion of: lesson plans, peer coaching notes, observations notes Improved outcomes from targetted AtoSS focus data. Students: Improvement in AtoSS data around cognitive engagement Notes from conversations with students and classroom observations, student surveys SIT organised school-run student survey

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
SITs to develop intervention/TLI/Koorie programs and audit and review enrichment program curriculum and offerings (VHAP, Enrichment)	☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Literacy improvement teacher ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$80,000.00 ☑ Equity funding will be used
Develop Bayside framework for Big 6 In Primary Literacy	☑ Leadership team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$60,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
College Wide Reading Foci - Disciplinary Reading and Vocabulary with a tiered approach	☑ Leading teacher(s) ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1	$185,000.00

	☑ Literacy improvement teacher ☑ Teacher(s)		to: Term 4	☑ Equity funding will be used ☑ Disability Inclusion Tier 2 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	Strengthen PLC planning and practice in using evidence-based teaching strategies.
Actions	Leading Teachers and Learning Specialist to lead all staff in developing the priorities of the SSP.
Outcomes	Leaders will: use multiple sources of evidence to improve the pedagogical model encouraging growth in teacher capacity. the use of the improvement cycle to determine the success of expected changes in teaching practice. invite teachers to observe their classes and observe teachers in class. develop their own peer coaching skills. Teachers will: understand the structure of the pedagogical model of explicit instruction. establish/improve peer coaching skills. use the pedagogical model regularly to plan and deliver lessons. develop assessment tools. Students will: be able to communicate the structure of lessons. be able to provide feedback on their learning growth.

Success Indicators	Leaders: Minutes from PLC meetings, examples of lesson plans, observation notes, peer coaching notes data sources: School Staff Survey (including: instructional leadership, collective efficacy, trust in colleagues) School Improvement Teams will monitor school level data to track growth and achievement (including DAL, Mathspace, DIEBLS, Learning Tasks) Teachers: lesson plans, peer coaching notes, observations notes, data sources: AtoSS factors: (Stimulated learning) Students: Conversations with students and classroom observations, student surveys School-run student data

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Middle Leadership to disseminate and distribute School Staff Survey data to improve teaching strategies through the PLC	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used
Use the Improvement Cycle to identify problems of practice in identified cohorts across the year levels.	☑ Learning specialist(s) ☑ PLC leaders	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00
Work with communities of practices on targeted areas of common interest or concern	☑ Assistant principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$60,000.00 ☑ Equity funding will be used

KIS 1.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build staff capacity to increase student engagement and agency in their learning.
Actions	Middle leaders provide targeted guidance and support to teachers, based on student outcomes and feedback, teaching, engagement, support practices, and contemporary research
Outcomes	Leaders will: work with staff to develop pedagogical practices for improved student engagement and learning. opportunities for feedback and consultation with various stakeholders develop interventions to improve student engagement Teachers will: be part of the process, collaborate and share and provide feedback. Students/Community will: be involved in the broader process of implementation.
Success Indicators	Leaders: Learning Specialists provide support for improved pedagogical practices focused on a model of explicit instruction, differentiated teaching Learning Specialists provide modelling, mentoring and coaching to strengthen teaching practice. Leading Teachers focus on building student agency in learning and programs including New Metrics Ruby assessments and reports to be completed with targeted year levels. Evidence includes peer coaching notes, School Staff Survey (SSS) factor 'instructional leadership' Teachers: Evidence includes lesson plans, peer coaching notes, observations notes and conversations with coaches The use of School Staff Survey factor 'instructional leadership'

	AtoSS data on Literacy and Numeracy, VCE and New Metrics Ruby assessments and reports to be completed with targeted year levels. Students: Student data to show an improvement through their AtoSS responses Students completing learning plan goals and feedback Loops. Students complete the New Metrics assessments in the targeted year levels

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Planning and Implementation of the VTLM 2.0	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$150,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Continuation of the engagement conituum in building teacher capacity and learning in the classroom	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$250,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used

Goal 2	Improve the engagement and wellbeing of all studentsThe college was implementing a multi-tiered system of support for students, including SWPBS, a pastoral care structure and Respectful Relationships. We will focus on:• Supporting staff to consistently implement the Tier 1 provisions to ensure a safe and inclusive learning environment for all students. • Refine the current leadership structure, including roles and responsibilities, to strengthen student engagement and wellbeing. This includes additional support for staff to implement the college attendance and punctuality process.
12-month target 2.1	Student voice and agency in: Years 4 to 6 from 65% (2024) to 66% Years 7 to 9 from 31% (2024) to 32% Years 10 to12 from 38% (2024) to 39% Sense of connectedness in: Years 4 to 6 from 63% (2024) to 65% Years 7 to 9 from 37% (2024) to 39% Years 10 to 12 from 39 % (2024) to 41% Managing bullying in: Years 4 to 6 from 71% (2024) to 73% Years 7 to 9 from 34% (2024) to 37% Years 10 to 12 from 37% (2024) to 39%.
12-month target 2.2	Prep to Year 6 from 44% (2023) to 40% Years 7 to 12 from 47% (2023) to 40%.
12-month target 2.3	Years 7 and new enrolments from 69% (2024) to 71% (2028) Years 10 to 12 from 55% (2024) to 56% (2028).
12-month target 2.4	students completing VCE to from 96% (2023) to 96%.
12-month target 2.5	Instructional Leadership from 54% (2024) to 56% Collective efficacy from 46% (2024) to 48% Academic emphasis from 31% (2024) to 33% Monitoring effectiveness of using data from 55% (2024) to 57% Promote student ownership of learning goals from 60% (2024) to 64%.
KIS 2.a Activation of student voice and agency, including in	Embed a college leadership structure to strengthen student engagement and wellbeing.

leadership and learning, to strengthen students' participation and engagement in school	
Actions	The developmental model will incorporate college wide roles of: Leading Teacher for Wellbeing to develop pedagogical practices. Learning Specialists to model and coach staff Continued work on building staff capacity around Attendance and PCMS aligned to the new middle leadership model.
Outcomes	Leaders will: have clarity in their roles and responsibilties aligned to FISO 2.0 and the strategic plan. be part of the consultative process, collaborate and \nshare and provide feedback on the updated model. develop knowledge and understanding of PCMS and the implementation for 2026 School Improvement Teams will monitor school level data to track attendance Teachers will: be part of the consultative process, collaborate and share and provide feedback on the updated model. Students/Community will: involved in the broader process of implementation.
Success Indicators	The consultation process around feedback is shared to all stakeholders. The draft model to be presented to various groups, (Middle Leadership, College Staff, Consultative, Principal Group) Feedback is documented and reviewed Endorsement New model communicated and actioned with new position descriptors and time allowances. New model ready for 2026

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**

Leading Teacher Wellbeing and Learning Specialists work with staff to develop pedagogical practices for improved student engagement and wellbeing.	☑ Leading teacher(s) ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$150,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
All staff utilise continuum of engagement embedded in LEARN model around feedback loop with ongoing monitoring with exit tickets and compass feedback feature	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used
Leaders will work with staff to incorporate PCMS in classroom practices through professional conversations, classroom and peers observations, debrief and support PDP plans	☑ Assistant principal ☑ Wellbeing team ☑ Year level co-ordinator(s)	☑ PLP Priority	from: Term 2 to: Term 4	$10,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Middle Leaders and YLCs will undertake and support the development and documentation whole school wellbeing	☑ Leading teacher(s) ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1	$25,000.00

approaches in restorative practices and conversations including managing bullying	☑ Wellbeing team		to: Term 4	☑ Equity funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items ☑ Other funding will be used
SIT Attendance to use improvement cycle to improve attendance utilise and leverage department and network resources to support students and families especially cohorts identified at risk.	☑ Assistant principal ☑ Education support ☑ Year level co-ordinator(s)	☑ PLP Priority	from: Term 1 to: Term 4	$60,000.00 ☑ Equity funding will be used ☑ Other funding will be used

KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Implement the college's multi-tiered systems of support consistently, ensuring alignment with DE initiatives
Actions	the development of multi-tiered Systems of Support around wellbeing aligned to the DE intiiatives. SWPBS Review and Update incorporating the Code of Conduct and student engagement. SWPBS Training for middle leadership to support all staff in the implementation procedures.
Outcomes	Leaders will: have clarity in their roles and responsibilties aligned to SWPBS framework. be part of the consultative process,

	share and provide feedback on the updated model. develop knowledge and understanding of SWPBS and the implementation Teachers will: Collaborate and engage in the implementation of student well-being programs and support. Collate data and engage with students on improved outcomes on attendance, SWPBS Identify the diversity in the classroom and deliver a tiered response to student learning and well-being, Students/Community will: involved in the broader process of implementation.
Success Indicators	Leaders will: Monitoring the implementation of the multi-tiered systems of support through Student Wellbeing Ensure the successful implentation of Wellbeing Programs (Bullying, Be You, Man Cave and Big Sister) across the college Establish Restorative Practices PL YLC/Wellbeing Team Continuation of MHiPS Teachers will: AtoSS data on Sense of Connectedness and Managing Bullying VCE Completion Data Follow up Chronicle and Attendance Data from Compass Students will: Participate in school programs Contribute to their learning plans Engage with student leadership groups

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Incorporate wellbeing programs agross the college around specific cohorts.	☑ Disability inclusion coordinator	☑ PLP Priority	from: Term 1	$70,000.00

	☑ Leadership team ☑ Mental health and wellbeing leader ☑ Teacher(s)		to: Term 4	☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2.c 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	Strengthen PLC planning and practice in using evidence-based wellbeing strategies.
Actions	Leading Teachers and Learning Specialist to lead all staff in developing the priorities of the SSP.
Outcomes	Leaders will: have clarity in their roles and responsibilties aligned to PCMS. be part of the consultative process, share and provide feedback on the updated model. develop knowledge and understanding of PCMS and implementation process. Teachers will: be part of the consultative process, collaborate and support the development of the PCMS share and provide feedback on the changes. Students/Community will be:

	involved in the broader process of implementation. The use of the improvement cycle to determine the success of the expected changes. Growth data across the targeted areas. Strengthen PLC planning and practice in using evidence-based wellbeing strategies.
Success Indicators	Process includes opportunities for feedback and consultation with various stakeholders Wellbeing Teams will monitor system level data in AtoSS Instructional Leadership from 54% (2024) to 56% from 46% (2024) to 48% Academic emphasis from 31% (2024) to 33% Monitoring effectiveness of using data from 55% (2024) to 57% Promote student ownership of learning goals from 60% (2024) to 64%. Leaders: Notes from leadership team meetings, staff meeting minutes School Staff Survey (SSS) factor 'instructional leadership,' 'Collective efficacy' Teachers: artefacts and evidence: lesson plans, peer coaching notes, observations notes, staff surveys data sources: AtoSS factor 'effective teaching time' Students: artefacts and evidence: notes from conversations with students and classroom observations, student surveys data sources: school-run student survey

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
VTLM Enabling in learning through engagement	☑ All staff	☑ PLP Priority	from: Term 1	$40,000.00

			to: Term 4	☑ Equity funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2.d 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	Build staff capacity to strengthen a safe and inclusive learning environment.
Actions	Leaders will work with staff to incorporate inclusive practices.
Outcomes	Leaders will: have clarity in their roles and responsibilties aligned to VTLM. be part of the consultative process, share and provide feedback on the updated model. develop knowledge and understanding of VTLM and implementation process. Teachers will: be part of the consultative process, collaborate and support the development of the VTLM share and provide feedback on the changes. Students/Community will be: involved in the broader process of implementation.

Success Indicators	Increase in positive passes decrease in Chronicle entries around behaviours Use of AtoSS data Sense of Connectednes and Managing Bullying Approved attendance. Student Voice and Agency Inclusive Classrooms

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Plan and implement a successful transition process into and across the college	☑ Assistant principal ☑ Wellbeing team ☑ Year level co-ordinator(s)	☑ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Equity funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items ☑ Other funding will be used
Develop and implement a careers and pathways program across the college	☑ Careers leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$703,170.14	$730,000.00	-$26,829.86
Disability Inclusion Tier 2 Funding	$340,369.94	$345,000.00	-$4,630.06
Schools Mental Health Fund and Menu	$104,558.27	$150,000.00	-$45,441.73
Total	$1,148,098.35	$1,225,000.00	-$76,901.65

Activities and milestones – Total Budget

Activities and milestones	Budget
Middle leadership continued to be provided professional learning through External Consultant Well-nest (Aimee Presnall) and The Academy – Instructional leadership	$20,000.00
SITs to develop intervention/TLI/Koorie programs and audit and review enrichment program curriculum and offerings (VHAP, Enrichment)	$80,000.00
Develop Bayside framework for Big 6 In Primary Literacy	$60,000.00
College Wide Reading Foci - Disciplinary Reading and Vocabulary with a tiered approach	$185,000.00
Middle Leadership to disseminate and distribute School Staff Survey data to improve teaching strategies through the PLC	$20,000.00

Work with communities of practices on targeted areas of common interest or concern	$60,000.00
Planning and Implementation of the VTLM 2.0	$150,000.00
Continuation of the engagement conituum in building teacher capacity and learning in the classroom	$250,000.00
Leading Teacher Wellbeing and Learning Specialists work with staff to develop pedagogical practices for improved student engagement and wellbeing.	$150,000.00
All staff utilise continuum of engagement embedded in LEARN model around feedback loop with ongoing monitoring with exit tickets and compass feedback feature	$5,000.00
Leaders will work with staff to incorporate PCMS in classroom practices through professional conversations, classroom and peers observations, debrief and support PDP plans	$10,000.00
Middle Leaders and YLCs will undertake and support the development and documentation whole school wellbeing approaches in restorative practices and conversations including managing bullying	$25,000.00
SIT Attendance to use improvement cycle to improve attendance utilise and leverage department and network resources to support students and families especially cohorts identified at risk.	$60,000.00
Incorporate wellbeing programs agross the college around specific cohorts.	$70,000.00
VTLM Enabling in learning through engagement	$40,000.00
Plan and implement a successful transition process into and across the college	$30,000.00

Develop and implement a careers and pathways program across the college	$10,000.00
Totals	$1,225,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Middle leadership continued to be provided professional learning through External Consultant Well-nest (Aimee Presnall) and The Academy – Instructional leadership	from: Term 1 to: Term 4	$20,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
SITs to develop intervention/TLI/Koorie programs and audit and review enrichment program curriculum and offerings (VHAP, Enrichment)	from: Term 1 to: Term 4	$80,000.00	☑ School-based staffing ☑ CRT
Develop Bayside framework for Big 6 In Primary Literacy	from: Term 1 to: Term 4	$40,000.00	☑ School-based staffing ☑ Other resources
College Wide Reading Foci - Disciplinary Reading and Vocabulary with a tiered approach	from: Term 1 to: Term 4	$100,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT

Middle Leadership to disseminate and distribute School Staff Survey data to improve teaching strategies through the PLC	from: Term 1 to: Term 4	$20,000.00	☑ School-based staffing
Work with communities of practices on targeted areas of common interest or concern	from: Term 1 to: Term 4	$60,000.00	☑ School-based staffing ☑ CRT
Planning and Implementation of the VTLM 2.0	from: Term 1 to: Term 4	$100,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Continuation of the engagement conituum in building teacher capacity and learning in the classroom	from: Term 1 to: Term 4	$150,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Leading Teacher Wellbeing and Learning Specialists work with staff to develop pedagogical practices for improved student engagement and wellbeing.	from: Term 1 to: Term 4	$50,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
All staff utilise continuum of engagement embedded in LEARN model around feedback loop with ongoing monitoring with exit tickets and compass feedback feature	from: Term 1 to: Term 4	$5,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)

Leaders will work with staff to incorporate PCMS in classroom practices through professional conversations, classroom and peers observations, debrief and support PDP plans	from: Term 2 to: Term 4	$5,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Middle Leaders and YLCs will undertake and support the development and documentation whole school wellbeing approaches in restorative practices and conversations including managing bullying	from: Term 1 to: Term 4	$10,000.00	☑ School-based staffing
SIT Attendance to use improvement cycle to improve attendance utilise and leverage department and network resources to support students and families especially cohorts identified at risk.	from: Term 1 to: Term 4	$60,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
VTLM Enabling in learning through engagement	from: Term 1 to: Term 4	$10,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Plan and implement a successful transition process into and across the college	from: Term 1 to: Term 4	$10,000.00	☑ School-based staffing
Develop and implement a careers and pathways program across the college	from: Term 1	$10,000.00	☑ School-based staffing

	to: Term 4		
Totals		$730,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Develop Bayside framework for Big 6 In Primary Literacy	from: Term 1 to: Term 4	$20,000.00	☑ Professional learning for school-based staff • Middle school leaders • Teachers ☑ CRT • ☑ Education workforces and/or assigning existing school staff to inclusive education duties • Disability inclusion coordinator
College Wide Reading Foci - Disciplinary Reading and Vocabulary with a tiered approach	from: Term 1 to: Term 4	$85,000.00	☑ Professional learning for school-based staff • Teachers ☑ Teaching and learning programs and resources • Other resources

Planning and Implementation of the VTLM 2.0	from: Term 1 to: Term 4	$50,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Disability inclusion coordinator • Classroom teacher • Education support staff
Continuation of the engagement conituum in building teacher capacity and learning in the classroom	from: Term 1 to: Term 4	$100,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Disability inclusion coordinator • Learning specialist • Leading teacher • Education support staff • Classroom teacher ☑ Teaching and learning programs and resources • Other resources
Leading Teacher Wellbeing and Learning Specialists work with staff to develop pedagogical practices for improved student engagement and wellbeing.	from: Term 1 to: Term 4	$50,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Classroom teacher • Leading teacher • Learning specialist
Leaders will work with staff to incorporate PCMS in classroom practices through professional conversations, classroom and	from: Term 2	$5,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Leading teacher

peers observations, debrief and support PDP plans	to: Term 4		• Learning specialist
Incorporate wellbeing programs agross the college around specific cohorts.	from: Term 1 to: Term 4	$35,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Leading teacher • Disability inclusion coordinator • Classroom teacher
Totals		$345,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Leading Teacher Wellbeing and Learning Specialists work with staff to develop pedagogical practices for improved student engagement and wellbeing.	from: Term 1 to: Term 4	$50,000.00	☑ Brainstorm Productions **This activity will use Mental Health Menu staffing** ○ Employ Mental Health Staff in school (eduPay or non-teaching staff) Social worker
Middle Leaders and YLCs will undertake and support the development and documentation whole school wellbeing approaches in restorative practices and conversations including managing bullying	from: Term 1 to: Term 4	$15,000.00	☑ Be You Initiative for Educators (free) **This activity will use Mental Health Menu staffing** ○ Employ CRT to release staff member

Incorporate wellbeing programs agross the college around specific cohorts.	from: Term 1 to: Term 4	$35,000.00	☑ Employ Mental Health Staff to provide Tier 3 support for students
VTLM Enabling in learning through engagement	from: Term 1 to: Term 4	$30,000.00	☑ Employ teaching staff to support Tier 2 initiatives
Plan and implement a successful transition process into and across the college	from: Term 1 to: Term 4	$20,000.00	☑ Employ staff to support Tier 1 activities
Totals		$150,000.00	

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
Middle leadership continued to be provided professional learning through External Consultant Well-nest (Aimee Presnall) and The Academy – Instructional leadership	☑ Leading teacher(s) ☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Individualised reflection	☑ Timetabled planning day	☑ External consultants Well-nest	☑ On-site
Current leadership to continue to develop and document policies and processes to support the implementation of the new leadership model.	☑ Leadership team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions	☑ Academy program/course ☑ Departmental resources AERO ☑ Practice Principles for Excellence in Teaching and Learning	☑ Off-site Academy
Create job descriptors and time allowance allocations for the workforce planning of the new model.	☑ Leadership team	from: Term 2 to: Term 3	☑ Planning ☑ Preparation ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ Internal staff ☑ Learning specialist ☑ Literacy leaders	☑ On-site

SITs to develop intervention/TLI/Koorie programs and audit and review enrichment program curriculum and offerings (VHAP, Enrichment)	☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Literacy improvement teacher ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative inquiry/action research team	☑ Timetabled planning day	☑ Internal staff ☑ Learning specialist ☑ Literacy leaders ☑ Numeracy leader	☑ On-site
Develop Bayside framework for Big 6 In Primary Literacy	☑ Leadership team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Timetabled planning day	☑ Learning specialist ☑ Literacy leaders ☑ Departmental resources Resources VCAA	☑ On-site
College Wide Reading Foci - Disciplinary Reading and Vocabulary with a tiered approach	☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Literacy improvement teacher ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Literacy expertise ☑ Internal staff ☑ Literacy leaders	☑ On-site

Middle Leadership to disseminate and distribute School Staff Survey data to improve teaching strategies through the PLC	☑ Leadership team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ PLC Initiative	☑ On-site
Use the Improvement Cycle to identify problems of practice in identified cohorts across the year levels.	☑ Learning specialist(s) ☑ PLC leaders	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Timetabled planning day ☑ PLC/PLT meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site
Work with communities of practices on targeted areas of common interest or concern	☑ Assistant principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative inquiry/action research team	☑ Network professional learning ☑ Communities of practice	☑ PLC Initiative	☑ On-site
Planning and Implementation of the VTLM 2.0	☑ All staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Timetabled planning day ☑ PLC/PLT meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site
Continuation of the engagement conituum in building teacher capacity and learning in the classroom	☑ All staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Timetabled planning day ☑ PLC/PLT meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site
Leading Teacher Wellbeing and Learning Specialists work with staff	☑ Leading teacher(s)	from: Term 1	☑ Planning ☑ Preparation	☑ Timetabled planning day ☑ PLC/PLT meeting	☑ Internal staff ☑ Pedagogical Model	☑ On-site

to develop pedagogical practices for improved student engagement and wellbeing.	☑ Learning specialist(s)	to: Term 4	☑ Curriculum development			
All staff utilise continuum of engagement embedded in LEARN model around feedback loop with ongoing monitoring with exit tickets and compass feedback feature	☑ All staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ Internal staff	☑ On-site
Leaders will work with staff to incorporate PCMS in classroom practices through professional conversations, classroom and peers observations, debrief and support PDP plans	☑ Assistant principal ☑ Wellbeing team ☑ Year level co-ordinator(s)	from: Term 2 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ Internal staff ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model	☑ On-site
Middle Leaders and YLCs will undertake and support the development and documentation whole school wellbeing approaches in restorative practices and conversations including managing bullying	☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Wellbeing team	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ Internal staff ☑ External consultants Restorative Practices	☑ Off-site Restorative Practice W/Shop
SIT Attendance to use improvement cycle to	☑ Assistant principal	from: Term 1	☑ Planning	☑ Formal school meeting / internal	☑ Literacy expertise	☑ On-site

improve attendance utilise and leverage department and network resources to support students and families especially cohorts identified at risk.	☑ Education support ☑ Year level co-ordinator(s)	to: Term 4	☑ Individualised reflection ☑ Student voice, including input and feedback	professional learning sessions	☑ Literacy leaders	
Incorporate wellbeing programs agross the college around specific cohorts.	☑ Disability inclusion coordinator ☑ Leadership team ☑ Mental health and wellbeing leader ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist	☑ On-site
VTLM Enabling in learning through engagement	☑ All staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site
Plan and implement a successful transition process into and across the college	☑ Assistant principal ☑ Wellbeing team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site

	☑ Year level co-ordinator(s)		☑ Individualised reflection			
Develop and implement a careers and pathways program across the college	☑ Careers leader/team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site