

Annual Implementation Plan - 2025

Define actions, outcomes, success indicators and activities

Bundoora Secondary College (7874)



Submitted for review by Anesti Anestis (School Principal) on 15 March, 2025 at 10:44 PM

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Define actions, outcomes, success indicators and activities

Goal 1	To enhance learning performance and growth for all students with focus on English and mathematics.
12-month target 1.1	- Maintain Further Mathematics mean study scores at 30. - Improve English mean study scores from 27 (2021) to 28. - Maintain the all study mean to 28.
12-month target 1.2	- Teacher Judgement from years 7 - 9 maintain Above expected growth in English (Writing) at 25% - Teacher Judgement from years 7 - 9 maintain Above expected growth in Mathematics (Number and Algebra) at 43% - Year 9 NAPLAN Reading - Strong and Exceeding growth from 51% to 60% - Year 9 NAPLAN Numeracy - Strong and Exceeding growth from 42% to 55% Target for NAS Year 7 Reading <15% (2024 level) Year 9 Reading <23% (2024 level) Year 7 Numeracy <23% (2024 level) Year 9 Numeracy <25% (2024 level)
12-month target 1.3	- Stimulated learning from 46% (2022) to 60% - Effort from 59% (2022) to 70% - Motivation and interest from 51% (2022) to 60%
12-month target 1.4	- Collective efficacy from 41% (2021) to 60% - Teacher Collaboration from 17% (2021) to 45% - Guaranteed and viable curriculum from 36% (2021) to 50%
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build stimulating and challenging learning environments.

Actions	1. To increase support for VCE students through targeted programs that include timely feedback 2. To strengthen the literacy and numeracy skills of our Entry – PACE 2 students through targeted programs
Outcomes	Students will: - have increased time with their teachers, especially in Maths and English, to receive timely feedback and reinforce key concepts & skills - Participate in Connect VCE sessions from an external provider for efficient consolidation of content prior to the end-of-year exams - Participate in the SNMY program during Entry and Core maths classes, including completing the pre and post assessments - Complete the necessary entry testing for the QS numeracy and literacy programs and, if selected, actively participate in the program - Participate in PAT-M & PAT-R testing once per year - Opt in to numeracy and literacy support programs as part of our Personal Best program - Participate in regular (3 x week) silent reading program as part of their Entry – PACE English classes - Set numeracy and literacy goals each Semester Teachers will: - have increased time with VCE students to provide timely feedback, reinforce key skills & concepts and set high expectations for students - Ensure students understand the value of the Connect VCE sessions and reinforce the content in classtime - Use the Jeddle AI tool to provide timely feedback to English PACE 3 – VCE students - Familiarise themselves with the SNMY program, contribute to the building of the resources and undertake any necessary PD to ensure they can confidently deliver the program - Coordinate and execute the QS numeracy and literacy program - Facilitate PAT-M & PAT-R testing once per year and use the data to inform teaching practice, including differentiation - Provide numeracy and literacy support programs as part of our Personal Best program - Ensure class time is set aside for student to participate in regular (3 x week) silent reading program as part of their Entry – PACE English classes - Assist students to set literacy and numeracy goals and ensure time & resources are made available for student to work towards these goals Leaders will: - Prioritise time allowances to ensure VCE teachers are available for extra face-to-face teaching sessions during our

	Personal Best blocks - Monitor attendance at the VCE sessions and communicate the importance of this extra support to families and students - Ensure funding for the Connect VCE sessions in order to support our VCE English outcomes and the VCE classes of Graduate teachers - Support the use of Jeddle AI, including any staff PD as required - Support the development of the SNMY program, including any necessary PD and the purchase of manipulatives - Appoint a QS numeracy and literacy coordinator and facilitate tutor training as needed - Support PAT-M & PAT-R testing once per year, analyse results and share outcomes with the teaching staff to support differentiation for students - Provided a suitable tutor for our numeracy and literacy support programs as part of our Personal Best program - Create a reading room at BSC that supports the silent reading program by providing books as well as an environment that promotes positive reading habits - Embed literacy and numeracy goals in the PAL program with student reflections twice per Semester			
Success Indicators	Early success indicators - Scheduling of the VCE, numeracy and literacy programs in our Personal Best program - High student attendance in the VCE PB program - Development of the SNMY program & staff PD as evidenced in the Maths Domain meeting minutes - Testing of all 2025 Entry students for the QS program completed early in Term 1 and sessions commencing in Week 3. - Increased rates of reading for Entry to PACE3 students as evidenced by the lesson plans Late success indicators - Sustained attendance in the VCE PB program - Improved Further Maths and English scores for VCE (to 30 and 28, respectively) - Reduction in the percentage of students for Year 9 Mathematics NAPLAN NAS in 2026 (12 months after the implementation of the program) - Increase in Year 7 & 9 NAPLAN Reading across all categories - Sustained attendance of QS students throughout their program, improved numeracy and literacy performance for students with more than 50% attendance (as measured by pre & post testing)			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

- Implement Personal Best Tutoring Program for VCE Units 1-4 Extra sessions, with a focus on English and Mathematics	☒ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 3	\$16,000.00 ☒ Equity funding will be used
- Provide Connect exam preparation sessions for VCE 3&4 English and subjects taught by graduate teachers	☒ Assistant principal	☐ PLP Priority	from: Term 3 to: Term 4	\$8,000.00 ☒ Equity funding will be used
Introduce Jeddle AI assessment and feedback tool for rapid student feedback	☒ Literacy leader	☐ PLP Priority	from: Term 1 to: Term 4	\$4,000.00 ☒ Equity funding will be used
- Continue with Quick Smart Numeracy and Literacy program.	☒ Education support	☒ PLP Priority	from: Term 1 to: Term 4	\$80,000.00 ☒ Equity funding will be used ☒ Disability Inclusion Tier 2 Funding will be used
- Implement SNMY's Multiplicative thinking program in Entry and Core maths (Maths Domain leader)	☒ Numeracy leader	☐ PLP Priority	from: Term 2 to: Term 3	\$500.00 ☒ Equity funding will be used

- Implement an Entry, Core and Core intermediate silent reading program and development of a reading room to promoting positive reading habits	☒ Literacy leader	☒ PLP Priority	from: Term 1 to: Term 4	\$1,000.00 ☒ Disability Inclusion Tier 2 Funding will be used
- Support whole school PAT testing (AP T&L)	☒ Assistant principal ☒ Learning specialist(s)	☐ PLP Priority	from: Term 2 to: Term 4	\$2,000.00 ☒ Equity funding will be used
- Organise a Personal Best Literacy Program for the middle years	☒ Education support	☐ PLP Priority	from: Term 2 to: Term 4	\$2,000.00 ☒ Equity funding will be used
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the work in PLC implementation across the school through: • Appointment of learning specialists with clearly defined roles and goals. • Building teacher capacity to differentiate teaching to ensure challenge and progress for every student.			
Actions	1. To develop specific Entry classes tailored to High achieving and High needs/High support students 2. To increase stimulated learning and motivation and interest of students 3. To create a POR for new and graduate teachers who will facilitate staff induction & the Career Start program 3. To create a POR for new and graduate teachers who will facilitate staff induction & the Career Start program			
Outcomes	Students will: - Year 6 students will complete PAT-M and PAT-R testing upon enrolment at BSC to inform their placement in the			

	mainstream, Reach and High support programs. - Access extension or supportive teaching practices as needed - Access classes with a greater focus on active and authentic learning Teachers will: - Design Entry teaching programs specific to the needs of the Reach and High needs students to include extension or support strategies as needed - develop lesson plans that reflect the gaps in classroom practice as evidenced in the active and authentic survey - Be well supported by the New and Graduate teacher coordinator with regular induction session, access to mentoring and support for full-registration with a VIT mentor. Leaders will: - Provide PD opportunities for teachers of the Reach and High needs programs and redesign the High needs subject structure to meet the needs of these students - Ensure time in PLC meetings is set aside to revisit the data from the active and authentic survey and teachers are modifying their lesson plans accordingly - Appoint a New and Graduate teacher POR - Ensure time allowances are available for all new and graduate teachers (including PPT) for ongoing, weekly mentoring by an experienced teacher			
Success Indicators	Early success indicators - Entry Reach and High needs classes are established in 2025 and necessary adjustments made to the High needs program - New and Graduate staff reporting a smooth transition to BSC and feeling well support by the end of Term 1 Late success indicators - Increase in Year 9 above expected growth in Mathematics and Writing in 2027 as a results of the Entry Reach program - Decrease in Year 7 Reading and Numeracy for NAS as a result of the Entry High needs program and progression of the PAT-M and PAT-R results from Grade 6 to Year 7 - Increase in AToSS stimulated learning & motivation and interest to 60% - SSS increase in collective efficacy to 60% and teacher collaboration to 45%			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

POR for New and Graduate Teacher support - 3 hrs per week	☒ Assistant principal ☒ Learning specialist(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$15,000.00 ☒ Disability Inclusion Tier 2 Funding will be used
- Use Data from the Active and Authentic Survey to drive learning area goals.	☒ Assistant principal ☒ Learning specialist(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$10,000.00 ☒ Disability Inclusion Tier 2 Funding will be used
- Implementation of QTR program for staff observations. Two days of staff time each term.	☒ Assistant principal	☒ PLP Priority	from: Term 1 to: Term 4	\$6,000.00 ☒ Equity funding will be used ☒ Disability Inclusion Tier 2 Funding will be used
- To create specific classes (Reach and High support) for our incoming 2025 Entry students to ensure challenge and progress for all students	☒ Assistant principal ☒ Disability inclusion coordinator ☒ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$50,000.00 ☒ 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
KIS 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Collaboratively review and enhance engaging/relevant/rigorous middle years program. (pathways/careers/ preparation for VCE)			
Actions	1. Develop subject pathways from Entry to VCE 2. Embed CQEES across all teaching programs 3. Develop the microcredentials program			
Outcomes	Students will: - Understand how the skills and knowledge developed in the middle-years program connects to potential VCE/VM subjects and careers - Access innovative, engaging programs supported by new technologies and high levels of student autonomy - Be aware of the micro-credential opportunities and process and how they can be used to build their CQEES portfolios Teachers will: - Develop subject pathways in their domain areas from Entry to VCE, identifying the appropriate programs for Entry/PACE1 students as distinct from our PACE2/3 programs feeding into VCE - Map CQEES opportunities to their subjects and make these links explicit to students - Develop micro-credential opportunities in their subjects and communicate these to their students - Work with our STEM LS to facilitate 1 VR session per Semester in their classes Leaders will: - Support domain leaders to develop the curriculum pathways and develop tools to showcase the pathways to students			

	and families - Provide meeting times for staff PD in the development of CQEEs links to curriculum and micro-credentials			
Success Indicators	Early success indicators - Development of subject pathways ready to share with families at the subject showcase in Term 3, 2025 - CQEEs is mapped to all curriculum subjects - Regular VR sessions across domain areas and integration of Stile tools in all science classes Late success indicators - Students increased confidence in selecting subjects and understanding the implications of their choices - End of Semester CQEEs portfolios include links to all subject areas for each student - Increase in AToSS stimulated learning & motivation and interest to 60%			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop and embed micro credential opportunities and processes and communicate their purpose to students and the school community.	☒ Assistant principal ☒ Leading teacher(s) ☒ Learning specialist(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$10,000.00 ☒ Equity funding will be used
- Embed CQEEs links in all curriculum programs - making visible in all classes. In doing this to support staff to map CQEEs opportunities across the whole school (both by student cohorts and the worlds/domains)	☒ Assistant principal ☒ Careers leader/team	☐ PLP Priority	from: Term 1 to: Term 4	\$2,000.00 ☒ Equity funding will be used
- Integrate 1 VR session per semester across all subject and ad introduce new online tools (Stile) for science curriculum	☒ Learning specialist(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$2,000.00 ☒ Other funding will be used

To develop subject pathways for all domain areas from Entry to VCE, beginning with the Science and PE domain areas then extending to all teaching programs .	☒ Assistant principal ☒ Learning specialist(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$10,000.00 ☒ Other funding will be used
Develop scope and sequence for art, design and technology subjects – creating pathways to prepare students for VCE subjects and use this as the template for development of these sequences across all domains	☒ Assistant principal ☒ Learning specialist(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 1.e Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and implement an agreed instructional model			
Actions	1.Implement the QTR program to build teacher capacity 2. Embed ongoing PD to all staff to use the BSC instructional model and provide regular support and time for staff to develop viable curriculum in their domain areas. 3. Provide support and time for staff to develop viable curriculum in domain areas			
Outcomes	Students will: -Find their programs internally consistent within the school with common and rigorous documentation -Be familiar with the elements of the instructional model and benefit from consistency in its implementation with predictable routines -Benefit from rigorous, consistent teaching practices following regular observations Teachers will: -Participate in regular classroom observations, including through the QTR program as part of their professional development -Implement the instructional model and participate in PD as required			

	-Ensure they have a well-documented curriculum for all subjects Leaders will: -Provide time release for staff to undertake classroom observations, participate in the QTR cycle and access ongoing PD as needed -Provide ongoing PD and support for staff to develop their understanding of the instructional model			
Success Indicators	Early success indicators: -Staff are knowledgeable about the instructional model, know where to find it and how to implement it -Domain meeting minutes include time spent documenting curriculum Late success indicators: -Instructional model being used in all classes and is clearly evident during classroom observations -All subjects have a documented, viable curriculum -SSS Guaranteed and viable curriculum increased to 50%			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
To implement the QTR program for staff observations (rolling out to all staff throughout 2025/26) whilst continuing with regular observations each Semester by all staff	☒ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$10,000.00 ☒ Equity funding will be used
To re-boot the instructional model to staff to ensure all teachers are familiar with the model	☒ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 3	\$0.00
- To prioritise time in domain area meetings to develop viable curricula . Provide regular support and ongoing PD to all staff to use the BSC Instructional model	☒ Assistant principal ☒ Learning specialist(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$10,000.00 ☒ Equity funding will be used

To provide staff with opportunities to share success strategies and activities as ongoing reflection and embedding of our Instructional Model		☒ Assistant principal ☒ KLA leader ☒ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Domain area leaders to audit each curriculum to ensure alignment to the instructional model		☒ KLA leader	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 2	To improve student engagement in learning				
12-month target 2.1	Reduce absence rate of 20+ days to 50 % in 2025				
12-month target 2.2	- Maintain NAPLAN participation above 89% (Year 7) and 80% (Year 9)				
12-month target 2.3	- Increase responses to 80%				
12-month target 2.4	Sense of connectedness from 45 per cent (2021) to 50 per cent Motivation and interest from 45 per cent (2021) to 59 per cent Student voice and agency from 47 per cent (2021) to 55 per cent.				
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Implement targeted student and family support to increase attendance				
Actions	1. Disseminate information on SWPBS strategies for parents to use at home to support school attendance 2. Introduce the Functional Behavioural Model for students at risk of school refusal 3. Outreach program to support students refusing to attend school 4. STRIDE program - specific interventions to encourage attendance and facilitate work completion when absent				

Outcomes	Students will: -Students with higher-than-average rates of non-attendance receive targeted support -Have attendance improvements plans in place -Complete more essential learning activities in their core classes as a consequence of intensive support in the STRIDE classes Parent will: -Confidently implement consistent and predictable routines at home -Implements positive reinforcements strategies to support attendance at home -Have an understanding of their child’s behaviour function in relation to attendance Teachers will: -Celebrate attendance achievements with students and families -Reinforce the importance of attendance in communication with students and families -Communicate with families about key events and opportunities -Wellbeing staff will be able to conduct a functional behaviour assessment and implement a targted intervention program Leaders will: -Celebrate attendance achievements with students and families -Reinforce the importance of attendance in communication with students and families -Participate in the outreach program			
Success Indicators	Early success indicators: -Calendar of key events and opportunities for family engagement shared with families -Attendance at training sessions, workshops, or resource usage (e.g., video views). -Participation in follow-up support sessions or consultations. Late success indicators: -Reduce absence rate of 20+ days to 50 % in 2025 -Self-reported understanding and application of SWPBS strategies. -Confidence levels in managing and reinforcing positive behaviours.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Create SWPBS resources (Newsletter entries, videos) with a focus on consistent and predictable home routines targeting improved attendance for parent use	☒ Assistant principal ☒ Leading teacher(s) ☒ SWPBS leader/team	☒ PLP Priority	from: Term 1 to: Term 4	\$1,000.00 ☒ Equity funding will be used
Run parent Information sessions on using consistent and predictable routines including problem solving around sleeping, nutrition and device use	☒ Leading teacher(s) ☒ SWPBS leader/team ☒ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 1	\$0.00
Schedule partner community organisations to host a professional development session about supporting attendance	☒ Allied health ☒ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	\$1,000.00 ☒ Disability Inclusion Tier 2 Funding will be used
Assistant Principal Climate for Learning to meet with Christine?Yam (BCBA? Senior Regional Behaviour Analyst) Weekly for supervision around SWPBS strategies and implementation of Functional Behavioural Model of school refusal	☒ Assistant principal ☒ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	\$1,000.00 ☒ Schools Mental Health Menu items will be used which may include DET funded or free items
Assistant Principal Climate for Learning will train the wellbeing and learning diversity staff to implement the Functional Behavioural Model approach to working with students at risk of school refusal	☒ Assistant principal	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00

Provide staff training for the targeted intervention identified by the functional analysis e.g CBT		☒ Assistant principal	☒ PLP Priority	from: Term 2 to: Term 3	\$0.00
Write a program description for the outreach program Conduct a risk assessment for the outreach program Provide training for staff involved in the outreach program		☒ Assistant principal ☒ Mental health and wellbeing leader	☐ PLP Priority	from: Term 1 to: Term 3	\$0.00
Principal class members lead student/parent conferences to collaboratively develop individualised STRIDE programs		☒ Administration team	☐ PLP Priority	from: Term 1 to: Term 3	\$0.00
KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop processes to encourage and acknowledge value of participation, achievement and measurement of learning growth in NAPLAN for students				
Actions	Strengthen our focus on NAPLAN participation and outcomes for all Entry and PACE 2 students				
Outcomes	Students will: -Know the NAPLAN timetable and locations well ahead of the testing -Have installed the lockdown browser in PAL -Have access to the NAPLAN test platform to familiarise themselves with it prior to the assessments Teachers will: -Ensures student can access the test platform during the English and Maths classes -Remind students about the upcoming assessment and encourage student to be well prepared (with their device) and to				

	try their best Leaders will: -Coordinate the NAPLAN awards program to celebrate successes -Communicate key information to families in a timely manner -Ensure sufficient spare devices are available on the testing days and access to charge points for students			
Success Indicators	Early success indicators: High participation rates in NAPLAN Student devices work as expected on the day with minimal stress Late success indicators: Increased % of student eligible for NAPLAN awards			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
To remove any barriers to participation Ensuring the NAPLAN process & key dates are well-communicated to families To continue with our NAPLAN awards program To familiarise student to the NAPLAN platform to minimise anxiety prior to the assessments	☒ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 2	\$1,000.00 ☒ Equity funding will be used
KIS 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Implement responses to intervention in attendance with focus on PAL.			
Actions	1. Develop PAL's knowledge and skills to implement tier 1 and 2 interventions within BSC's RTI framework. 2. Establish an Attendance Improvement Team to Systematically analyse cohort data and develop targeted interventions 3. Embed setting of attendance (or engagement) goals for all students in their IEP.			

Outcomes	Students will: -Students can articulate the school's shared expectations towards attendance -Review their attendance in previous semesters and set a challenging attendance goal (or engagement goal if their attendance is excellent). -Reflect on their attendance with their PAL teacher regularly throughout the semester and review strategies/supports required to demonstrate improvement if required. Teachers will: -Use consistent language to reinforce the school's attendance policy and expectations to students and parents -Set clear attendance (and/or engagement) expectations with their PAL students and reinforce the importance of attending in achieving academic and career goals. -Check in regularly to identify any barriers to attendance and provide support to students. -Use positive reinforcement to encourage students by recognising improved attendance and effort. Leaders will: -Collect attendance data and refer to evidence to support their decisions -Conduct regular meetings with teachers to discuss patterns in attendance data and reinforce roles and responsibilities for follow-up -Prioritise time to monitor attendance and meet with students and families -Communicate the importance of regular attendance to improve student learning outcomes and engagement in learning to the school community. -Support PAL teachers where additional responses to improving attendance are required.
Success Indicators	Early success indicators: -Mid-year staff survey shows increased understanding of school attendance policy and expectations, as well as increased clarity of roles and responsibilities -Attendance policy is displayed in staffrooms, and online -Attendance data has improved across the school -Each student will have an attendance (and/or engagement) goal that is monitored by their PAL teachers for achievement. Late success indicators: -Improved attendance rates across all cohorts specifically reduce absence rate of 20+ days to 50 % in 2025 -Sense of connectedness to 50 per cent -Sense of connectedness to 50 per cent

	-Motivation and interest to 59 per cent -Student voice and agency to 55 per cent. -Each student will have an attendance goal with semester tracking on attendance and participation in events			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Create Organisation folders that are updated weekly with cohort data for PAL's	☒ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 3	\$0.00
Run a series of Professional development sessions for PAL's (Process and policy, writing a attendance improvement plans)	☒ Assistant principal	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00
Establish processes for PAL's to run family meetings to discuss attendance concerns	☒ Assistant principal ☒ Homegroup teachers	☐ PLP Priority	from: Term 1 to: Term 2	\$0.00
Organise and run PAL lessons clarifying attendance expectations	☒ Assistant principal ☒ Leading teacher(s)	☒ PLP Priority	from: Term 1 to: Term 3	\$0.00
Schedule regular meetings of attendance and engagement team in the yearly meeting calendar - Attendance team to document roles and responsibilities for wellbeing leaders, teaching staff, PALs and ES staff to support implementation of the attendance policy	☒ Assistant principal ☒ Education support ☒ Leadership team	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00

- Modify the IEP template for the setting of attendance (or engagement) goals for all students. - Support PAL teachers to review attendance/engagement data for their students to assist them to set challenging goals in their IEP.	☒ Assistant principal ☒ Homegroup teachers ☒ Leading teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00
Communicate the introduction of attendance goals and their importance to the school community.	☒ Leadership team	☐ PLP Priority	from: Term 1 to: Term 3	\$0.00
Goal 3	Enhance student wellbeing			
12-month target 3.1	Sense of confidence from 47 per cent (2021) to 55 per cent Self- regulation and goal setting 49 per cent (2021) to 56 per cent Perseverance from 49 per cent (2021) to 55 per cent Motivation and interest from 51(2021) per cent to 60 per cent			
12-month target 3.2	Student motivation and support from 60 per cent (2021) to 70 per cent			
12-month target 3.3	Improve Academic emphasis from 25% (2021) to 40%			
12-month target 3.4	Resilience – female students 55 per cent/male 71 per cent			
KIS 3.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Extend existing snapshot process to all students by 2025			

Actions	1.Students mentored by HUB staff to work collaboratively with PALs to develop students' IEP 2. To build staff knowledge, understanding and capability to cater for the range of diverse learners they teach 3. Refine goal setting for all students. These goals to be revisited regularly and their achievement reflected upon during CQEES presentations.
Outcomes	Students will: Improved understanding of their own IEP/Snapshot and how it supports their learning and goals. Enhanced self-advocacy skills, such as expressing their needs and goals Ability to collaborate with peers and staff in the development and monitoring of their IEP/Snapshot. Increased engagement and ownership of their learning process. Demonstration of responsibility and accountability for their progress toward IEP/Snapshot goals. Active participation in discussions about their learning journey and future planning. Students are able to set and track progress on attendance/engagement, literacy and numeracy goals. Teachers will: Increased understanding of how to write meaningful and measurable IEP/Snapshot goals. Awareness of the value and purpose of IEPs/Snapshots and portfolios in tracking and supporting student growth. Improved ability to create and implement high-quality, individualised IEPs/Snapshots. Enhanced capacity to collaborate with students, PALs, and HUB staff on IEP/Snapshots development and review. Recognition and celebration of student progress toward IEP/Snapshots goals, fostering a positive reinforcement cycle. Leaders will: Communicate high expectations about goals and the CQEES portfolio Prioritise time for staff to collaborate when necessary Supports PALs to follow up with students and parents not engaging in the process Celebrate the success of students privately via one-to-one conversations and calls home and publicly via celebration ceremonies
Success Indicators	Early success indicators: Student IEPs and Portfolios Progress Monitoring Data All ENTRY Students will have SMART goals mapped to each letter of CQEES All Students have SMART goals in their IEP rated above 3 according to the rubric Regular assessments of student progress toward IEP goals (e.g., rubrics and conference records)

	Late Success Indicators: Sense of confidence from 47 to 55 per cent Self- regulation and goal setting to 56 per cent Perseverance from 49 per to 55 per cent Motivation and interest from to 60 per cent			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Allocate time for HUB staff and PALs to work collaboratively to develop students snapshot/IEP .	☒ Homegroup teachers ☒ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
DI coach and Learning diversity LT to provide professional targeted Professional Development – Area of focus Writing goals explaining the Value of IEP/portfolio	☒ Disability inclusion coordinator	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00
Embed inclusive practice expectations within the existing instructional model and BSC Quality Curriculum Tool (e.g., with regards to the documentation of adjustments).	☒ Disability inclusion coordinator ☒ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Whole-staff professional learning series (teachers, ESS, leaders): Using ES in the classroom, ASD, Anxiety, and school refusal, developmental language disorder, ADHD and executive function, dyslexia, Dyscalculia, Building neuro affirming classrooms . Develop a regular meeting agenda for continual upskilling and consistency of ESS practice	☒ Assistant principal ☒ Disability inclusion coordinator ☒ Leadership team	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00
Investigate Learning Management Platforms to support the sharing of the IEP/Snapshot and would help to efficiently	☒ Assistant principal ☒ Leading teacher(s)	☐ PLP Priority	from: Term 1	\$0.00

support teachers to recognise student achievement towards goals			to: Term 4	
Provide PALs training in implementing a student strengths-based approach to running CQEEs presentations	☒ Leadership team	☐ PLP Priority	from: Term 2 to: Term 4	\$0.00
Leadership to provide class coverage to PAL teachers to conduct 1/1 progress checks on their IEP/Snapshot progress	☒ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 3.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enrich pedagogical practice to develop student capacity as independent and self-regulating learners.			
Actions	Embed the CQEEs Portfolio as the principal tool that all students use to map their learning achievements and personal growth on their BSC journey. Develop the 'PURPOSE-DRIVEN INDEX' for students based on their attendance, attainment of goals, and performance in their CQEEs presentations.			
Outcomes	Students will: Add to their CQEEs portfolios regularly in all classes so it is developed over the course of each semester. Actively seek out opportunities, including extracurricular activities, to enrich their learning experience and develop their CQEEs portfolio. Use their CQEEs portfolios directly when completing end of semester CQEEs presentations. Review their attendance, attainment of goals, progress reports, and achievement on learning tasks to identify ways to improve their purpose-driven index score.			

	Teachers will: Ensure all unit plans have explicit links to CQEES so students can independently develop their CQEES portfolios. Remind and assist students to identify achievements that should be added to their CQEES portfolios. Monitor attendance and attainment of goals as PAL teachers and intervene and/or positively reinforce as required. Complete progress reports once per term to provide students with feedback on their learning and their interactions with staff and peers. Leaders will: Support students, families/carers, and staff to understand the relevance and importance of the CQEES Portfolio. Develop the purpose-driven index, consulting with students and staff, to ensure the metric provides students with useful feedback. Communicate the importance of the CQEES portfolio to families/carers and the expectation that every student completes a CQEES presentation at the end of each semester. Assist PAL teachers to intervene and support students if it becomes obvious that they are finding it difficult to lead and document their learning at BSC.			
Success Indicators	Early success indicators: - increased numbers of students with well-developed CQEES portfolios that they are using to deliver their CQEES presentations to their PAL teacher and family/carers. -Students and families/carers understand how college feedback mechanisms and goal setting can be used to improve learning independence and outcomes. Late success indicators: -Students referring to and using feedback mechanisms to identify areas of improvement and positively improving their learning habits and learning outcomes. -Positive feedback from students and families/carers following CQEES presentations as CQEES portfolios grow and document each students individual learning journey.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Support students and staff to identify opportunities/experiences/achievements to add to CQEES portfolios.	☒ Homegroup teachers ☒ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$1,000.00 ☒ Equity funding will be used
Create and share exemplar CQEES Portfolio so students understand how they can build the portfolio using the framework provided.	☒ Assistant principal ☒ Careers leader/team ☒ Leading teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$1,000.00 ☒ Equity funding will be used
Recognition of students with highly developed CQEES portfolios and presentations each semester, assemblies. and college newsletters.	☒ Homegroup teachers ☒ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$5,000.00 ☒ Equity funding will be used
Work with students and staff to develop the purpose-driven index as a metric which allows students to determine how they are growing as an independent and self-regulating learner. Communicate the purpose of the index to the school community.	☒ Assistant principal ☒ Careers leader/team ☒ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 3	\$0.00