

2025 Annual Implementation Plan

for improving student outcomes

Peter Lalor Secondary College (7217)



Submitted for review by David Husk (School Principal) on 19 February, 2025 at 12:29 PM
Awaiting endorsement by Senior Education Improvement Leader

Self-evaluation summary - 2025

Peter Lalor Secondary College (7217)

	FISO 2.0 outcomes	Self-evaluation level	Evidence and analysis
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Evolving	AtoS & SIS would suggest it improved. Processes have been developed and meeting times are more focused on AIP KIS. What is it looking like for the students? VET attendance and completion plus SWL participation is improving. The number of students achieving Y11, Y12 & pathways is also encouraging. - Pre/post tests within a unit, PAT data incremental growth over time (3 years), Unit outlines, Lesson plans, Assessments & modified assessment tasks. Yearly tracker on each VM Unit to monitor student work. New study designs, new curriculum documentation to assist with the delivery to all students. The new DI reform work and professional learning around reasonable adjustments provides opportunities for greater student support to learn. Curriculum documentation is still developing around the VM study design, need greater transparency of assessment and a seamless approach through the 3 year levels. We are focusing on learning outcomes and building key skills into the LOs, rather than using them as a checklist.

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Evolving	Whilst genuine and authentic baseline data would seem problematic, the raw net response of students in 2023/24 is in line with Network and like schools. Attendance has improved. Tiered and targeted wellbeing support provided to all students. MHP small groups - anxiety, Body Project. Given our context and our challenging student backgrounds, we are able to put into place support mechanisms to assist students through their senior secondary schooling, and transition them into positive pathway options.
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	FISO 2.0 Dimensions	Self-evaluation level	Evidence and analysis
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	Embedding	There needs to be an acknowledgement of the positive and supportive leadership approach and actions attributed to college leadership – universal agreement by students, parents, and staff during the fieldwork days of the review

	<p>Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core</p>		<p>process. In addition to being strategic, leadership was characterised by visibility, approachability, and personability. Clear evidence of the two FISO leadership dimensions:</p> <ul style="list-style-type: none"> • 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
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<p>Teaching and learning</p>	<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Embedding</p>	<p>A focus of the evolving work at the college was the development of the instructional model:</p> <ul style="list-style-type: none"> • Acknowledgement of the detailed work in establishing and implementing the college
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	<p>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</p>		<p>instructional model – implementation momentum established.</p> <ul style="list-style-type: none"> • It has provided a sound basis for effective teaching and learning, a sound basis for the science and art of teaching. • High level of take up by staff. • Evident in curriculum unit and lesson planning documents. • Some different IM stages were evident during fieldwork classroom observations, e.g, (Learning Intentions and Success Criteria, Explicit teaching and modelling, 'I do' and 'you do' observed) • Some higher order questioning, and questioning modified when no response received • Some scaffolding and differentiation evident, e.g., through workbooks and tasks • Some routines established – visual schedule and classroom organisation, classroom agreed values, orderly, calm, on task • Apparent alignment with VCE VM Study Design Outcomes – Key Skills and Knowledge. • Classroom environment orderly with attentive students, high level of safety and supportive/positive relationships evident • Considered essential and positive, the IM has resulted in the curriculum being tightened up as moved from VCAL to VCE VM, clearer directions, accountability
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Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving	<p>FISO dimensions:</p> <ul style="list-style-type: none"> • 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 <p>Due to the amount of work that needed to be completed by a small number of staff, our assessment practices will be a focus in the next Strategic Plan and AIPs. This will involve:</p> <ul style="list-style-type: none"> • Discussion and refinement of assessment practices to ensure purposeful assessments that enable teacher judgment of student learning and inform teaching practice • Use of rubrics, strongly aligned to the Study Design Key Knowledge and Skills for each AOL • Developed by teachers with students co-creating understanding • Of what is to be learned and what is the next step for their learning (what they need to be able to demonstrate for success) • To clarify enhance student self-evaluation and feedback (individually, partners, small groups and whole class)
	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	Embedding	<p>FISO dimensions evident – through leadership visibility and approachability</p> <p>Student voice, agency and leadership – evident, and it tends to occur outside of the classroom (e.g., 'greenshoots', RUOK day, PDS fundraising day...), or as choice within the classroom (e.g., you choose from three things).</p> <ul style="list-style-type: none"> • Still focus on voice and leadership and build on agency and articulating the role of the student in all facets of learning • Continue to activate and embed authentic student voice, agency and leadership • Rubrics used to enhance student self-evaluation and feedback (individually, partners, small groups and whole class) • Articulate the role of students in the instructional model • Implement whole school tiered model to strengthen student attendance, engagement, and resilience. • Strengthen partnerships with families, carers and other stakeholders that enhance student learning and wellbeing.
	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	Embedding	<p>High levels of activity and engagement:</p> <ul style="list-style-type: none"> • VET local schools partnership • Network meetings • Respectful relationships network cluster
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	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students		<ul style="list-style-type: none"> • Whittlesea principals COP • Wellbeing: • Wellbeing team and MHiS practitioner reaching out to external agencies • Coffee with a cop • Lunch with a lawyer • Exploring applied learning through community partnership links
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Assessment			

Leadership			

Engagement			

Support			

Future planning	The review panel has acknowledged the powerful and effective work that has been undertaken in the latter stages of the SSP period, especially from 2022-2024. An extensive range of targeted strategies and actions, processes and structures that have been put in place, in a relatively short time frame. These have resulted in a positive climate with strong levels of relational trust among students, staff, parents – generally happy students, happy staff, happy parents.
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Improve learning outcomes for all students	Yes	<p>By 2028, increase the percentage of Year 10 to 12 students exiting to further education/training and/or work from xx% (2024) to xx%*</p> <p>*Benchmark and target percentages to be established based on 2024 data.</p>	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Targets 1.1 and 1.2 were suggested as a measure of success for PLSC students – completion of the VM senior secondary qualification and achieving successful post-school outcomes and destinations. It was emphasised that the attainment of targets 1.1 and 1.2 should be monitored conjointly. Current benchmark and target figures for target 1.1 sit at 26% (2024) to 50% (2028).</p>
		<p>By 2028, increase the percentage of eligible Year 12 students who complete VCE VM from 82% (2023) to 90%.</p>	<p>Targets 1.1 and 1.2 were suggested as a measure of success for PLSC students – completion of the VM senior secondary qualification and achieving successful post-school outcomes and destinations. It was emphasised that the attainment of targets 1.1 and 1.2 should be monitored conjointly. By 2025, increase the percentage of eligible Year 12 students who complete VCE VM from 82% (2023) to 90%.</p>

		By 2028, increase the percentage of Year 10 to 12 students responding positively the Attitudes to School Survey (AtoSS) school stage transitions factor from 61% (2024) to 70%.	Target 1.3 was proposed as a measure of successful student preparation for post-school life. The panel also recommended strategies designed to achieve the goal and targets through building on the momentum already established – through strengthening implementation of the college instructional model, applied learning, and capability in assessing student learning. By 2025, increase the percentage of Year 10 to 12 students responding positively the Attitudes to School Survey (AtoSS) school stage transitions factor from 61% (2024) to 63% (2025).
Improve wellbeing outcomes for all students	Yes	By 2028, increase the percentage of Year 10 to 12 students responding positively to the student Attitudes to School Survey (AtoSS) learner characteristics and dispositions domain factors: <ul style="list-style-type: none"> attitudes to attendance from 66% (2024) to 74% motivation and interest from 53% (2024) to 61% self-regulation and goal setting from 49% (2024) to 57% 	Increase the percentage of Year 10 to 12 students responding positively to the student Attitudes to School Survey (AtoSS) learner characteristics and dispositions domain factors: <ul style="list-style-type: none"> attitudes to attendance from 66% in 2024 to 68% by 2025 motivation and interest from 53% in 2024 to 55% by 2025 self-regulation and goal setting from 49% in 2024 to 51% by 2025.
		By 2028, increase the percentage of Year 10 to 12 students responding positively to the student Attitudes to School Survey (AtoSS) social engagement domain factors: <ul style="list-style-type: none"> sense of connectedness from 62% (2024) to 70% student voice and agency from 50% (2024) to 58%. 	Increase the percentage of Year 10 to 12 students responding positively to the student Attitudes to School Survey (AtoSS) social engagement domain factors: <ul style="list-style-type: none"> sense of connectedness from 62% in 2024 to

			64% by 2025• student voice and agency from 50% in 2024 to 52% by 2025.
		By 2028, increase the percentage of Year 11 and 12 students responding positively to the student Attitudes to School Survey (AtoSS) teacher-student relations domain factors: <ul style="list-style-type: none"> • effort from 68% (2024) to 76% • teacher concern from 65% (2024) to 70%. 	Increase the percentage of Year 11 and 12 students responding positively to the student Attitudes to School Survey (AtoSS) teacher-student relations domain factors:• effort from 68% in 2024 to 70% by 2025• teacher concern from 65% in 2024 to 67% by 2025.
		By 2028, increase the Year 10 to 12 attendance rate from 80.5% (2023) to 85%.	Increase the Year 10 to 12 attendance rate from 80.5% in 2023 to 83% by 2025.

Goal 1	Improve learning outcomes for all students
12-month target 1.1	Targets 1.1 and 1.2 were suggested as a measure of success for PLSC students – completion of the VM senior secondary qualification and achieving successful post-school outcomes and destinations. It was emphasised that the attainment of targets 1.1 and 1.2 should be monitored conjointly. Current benchmark and target figures for target 1.1 sit at 26% (2024) to 50% (2028).
12-month target 1.2	Targets 1.1 and 1.2 were suggested as a measure of success for PLSC students – completion of the VM senior secondary qualification and achieving successful post-school outcomes and destinations. It was emphasised that the attainment of targets 1.1 and 1.2 should be monitored conjointly. By 2025, increase the percentage of eligible Year 12 students who complete VCE VM from 82% (2023) to 90%.
12-month target 1.3	Target 1.3 was proposed as a measure of successful student preparation for post-school life. The panel also recommended strategies designed to achieve the goal and targets through building on the momentum already established – through strengthening implementation of the college instructional model, applied learning, and capability in assessing student learning. By 2025, increase the percentage of Year 10 to 12 students

	responding positively the Attitudes to School Survey (AtoSS) school stage transitions factor from 61% (2024) to 63% (2025).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Strengthen implementation of the college instructional model.	Yes
KIS 1.b Teaching and learning	Strengthen the curriculum to embed the principles of applied learning.	Yes
KIS 1.c Assessment	Enhance school capability to use assessment and evidence of learning to inform teacher practice.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>Peter Lalor Secondary College PLSC) is a registered Senior Secondary or Foundation Secondary provider. It provides the Victorian Certificate of Education Vocational Major (VCE VM) program to Year 10 to 12 students. The student learning goal was designed to incorporate high standards of learning for each student, regardless of the individual's starting point, within the VCE VM program.</p> <p>Targets 1.1 and 1.2 were suggested as a measure of success for PLSC students – completion of the VM senior secondary qualification and achieving successful post-school outcomes and destinations. It was emphasised that the attainment of targets 1.1 and 1.2 should be monitored conjointly. Benchmark and target figures for target 1.1 will be established once data become available.</p> <p>Target 1.3 was proposed as a measure of successful student preparation for post-school life.</p> <p>The panel also recommended strategies designed to achieve the goal and targets through building on the momentum already established – through strengthening implementation of the college instructional model, applied learning, and capability in assessing student learning.</p>	
Goal 2	Improve wellbeing outcomes for all students	
12-month target 2.1	Increase the percentage of Year 10 to 12 students responding positively to the student Attitudes to School Survey (AtoSS) learner characteristics and dispositions domain factors:	

	<ul style="list-style-type: none"> attitudes to attendance from 66% in 2024 to 68% by 2025 motivation and interest from 53% in 2024 to 55% by 2025 self-regulation and goal setting from 49% in 2024 to 51% by 2025. 	
12-month target 2.2	<p>Increase the percentage of Year 10 to 12 students responding positively to the student Attitudes to School Survey (AtoSS) social engagement domain factors:</p> <ul style="list-style-type: none"> sense of connectedness from 62% in 2024 to 64% by 2025 student voice and agency from 50% in 2024 to 52% by 2025. 	
12-month target 2.3	<p>Increase the percentage of Year 11 and 12 students responding positively to the student Attitudes to School Survey (AtoSS) teacher-student relations domain factors:</p> <ul style="list-style-type: none"> effort from 68% in 2024 to 70% by 2025 teacher concern from 65% in 2024 to 67% by 2025. 	
12-month target 2.4	Increase the Year 10 to 12 attendance rate from 80.5% in 2023 to 83% by 2025.	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 2.a Support and resources	Develop and implement a whole school tiered model to strengthen student attendance and wellbeing.	Yes
KIS 2.b Engagement	Strengthen pathways through the school that promote positive outcomes for students.	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.	<p>It was evident to the review panel that Peter Lalor Secondary College had implemented a range of strategically designed initiatives that had promoted strong positive relationships and high levels of student wellbeing. These have resulted in a positive climate with strong levels of relational trust among students, staff, parents – generally happy students, happy staff, happy parents</p> <p>The panel suggested that this focus be continued, incorporated into the new SSP in the form of a goal that highlighted student wellbeing. The goal's intent is to ensure students are 'thriving and flourishing' in their school lives, and in general.</p> <p>Suggested targets 2.1 to 2.3 use factors contained in the student Attitudes to School Survey to measure goal attainment. The factors represent student characteristics and capabilities that represent elements of thriving and</p>	

	<p>flourishing. Target 2.4 focuses on achieving high levels of attendance. The recommended key improvement strategies are intended to build on existing college strengths and support the attainment of the goal.</p>
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Define actions, outcomes, success indicators and activities

Goal 1	Improve learning outcomes for all students
12-month target 1.1	Targets 1.1 and 1.2 were suggested as a measure of success for PLSC students – completion of the VM senior secondary qualification and achieving successful post-school outcomes and destinations. It was emphasised that the attainment of targets 1.1 and 1.2 should be monitored conjointly. Current benchmark and target figures for target 1.1 sit at 26% (2024) to 50% (2028).
12-month target 1.2	Targets 1.1 and 1.2 were suggested as a measure of success for PLSC students – completion of the VM senior secondary qualification and achieving successful post-school outcomes and destinations. It was emphasised that the attainment of targets 1.1 and 1.2 should be monitored conjointly. By 2025, increase the percentage of eligible Year 12 students who complete VCE VM from 82% (2023) to 90%.
12-month target 1.3	Target 1.3 was proposed as a measure of successful student preparation for post-school life. The panel also recommended strategies designed to achieve the goal and targets through building on the momentum already established – through strengthening implementation of the college instructional model, applied learning, and capability in assessing student learning. By 2025, increase the percentage of Year 10 to 12 students responding positively the Attitudes to School Survey (AtoSS) school stage transitions factor from 61% (2024) to 63% (2025).
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen implementation of the college instructional model.
Actions	Develop staff capacity to write effective Learning Intentions (LI)
Outcomes	Leaders Will: <ul style="list-style-type: none"> Plan and deliver several staff workshops Support and coach staff in reviewing and writing LI's

	<ul style="list-style-type: none"> • Monitor adjustments in curriculum documentation • Model the LI and explicit teaching strategies for staff • Provide support and feedback to staff on explicit teaching strategies <p>Teachers Will:</p> <ul style="list-style-type: none"> • Write LI that aligns with the VCAA study Design • Use LI to assess students' learning progress • Implement explicit teaching strategies in classroom practice <p>Students Will:</p> <ul style="list-style-type: none"> • Understand the role and purpose of LI • Use LI to reflect on their learning process • Actively participate in engaging in the use of LI within the learning cycle 			
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> • Lesson plans reflect high quality LI's • Use of LI is evident in classroom practice • Use of explicit teaching strategies is evident in classroom practice <p>Late Indicators:</p> <ul style="list-style-type: none"> • Students use LI to reflect upon learning progress • Teachers use LI's to assess students learning progress • Curriculum documentation • Student focus group feedback • Teacher feedback 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<ul style="list-style-type: none"> • Facilitate workshops with Staff to review learning intentions that align with the VCAA study design • Present staff with exemplars of LI and how they align with VCAA study design • Make adjustments to LI curriculum documentation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2

				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	Strengthen the curriculum to embed the principles of applied learning.			
Actions	Develop the principles of applied learning.			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> Undertake PL to build their capacity to support staff with evidence based applied learning practices Support the development of PL around applied learning by providing current research, and best practice for staff Plan and target learning walks/Peer observations to observe applied learning practices in the classroom <p>Teachers will:</p> <ul style="list-style-type: none"> Engage in evidence based applied learning teaching practices PL Implement evidence based applied learning teaching practices in classrooms Evaluate the implementation of evidence based applied learning teaching practices through engagement in PLC <p>Students will:</p> <ul style="list-style-type: none"> Regularly self-assess their learning - Provide feedback to staff on their teaching practices Have a better-informed understanding of each of the 5 Pillars of Applied learning Use formative assessment, ie questioning techniques to gauge student understanding of the pillars and how they apply to learning 			
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> Learning walks by peers and leaders to monitor progress Positive school-based exit surveys for students around evidence of the 5 pillars <p>Late Indicators:</p> <ul style="list-style-type: none"> an increase in learner data around motivation and interest 			

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<ul style="list-style-type: none"> Develop the capacity of staff to understand the 5 pillars of Applied Learning - (focus on 2 Pillars in 2025) Implement PL on what applied learning practise looks like in our context in alignment with the 5 pillars in order for this learning to be reflected in a consistent instructional practice across the college 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	Improve wellbeing outcomes for all students			
12-month target 2.1	Increase the percentage of Year 10 to 12 students responding positively to the student Attitudes to School Survey (AtoSS) learner characteristics and dispositions domain factors: <ul style="list-style-type: none"> attitudes to attendance from 66% in 2024 to 68% by 2025 motivation and interest from 53% in 2024 to 55% by 2025 self-regulation and goal setting from 49% in 2024 to 51% by 2025. 			
12-month target 2.2	Increase the percentage of Year 10 to 12 students responding positively to the student Attitudes to School Survey (AtoSS) social engagement domain factors: <ul style="list-style-type: none"> sense of connectedness from 62% in 2024 to 64% by 2025 student voice and agency from 50% in 2024 to 52% by 2025. 			
12-month target 2.3	Increase the percentage of Year 11 and 12 students responding positively to the student Attitudes to School Survey (AtoSS) teacher-student relations domain factors: <ul style="list-style-type: none"> effort from 68% in 2024 to 70% by 2025 teacher concern from 65% in 2024 to 67% by 2025. 			
12-month target 2.4	Increase the Year 10 to 12 attendance rate from 80.5% in 2023 to 83% by 2025.			
KIS 2.a Responsive, tiered and contextualised approaches	Develop and implement a whole school tiered model to strengthen student attendance and wellbeing.			

and strong relationships to support student learning, wellbeing and inclusion				
Actions	Strengthen attendance protocols and processes			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • Document the PLSC student absence processes and protocols • Monitor student absence data • Support to implement the process and provide feedback <p>Teachers will:</p> <ul style="list-style-type: none"> • Consistently implement the school's process • Will communicate and provide updates to leaders <p>Students will:</p> <ul style="list-style-type: none"> • Develop greater awareness of the importance of attending school 			
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> • Staff consistently implementing the process • Students' engagement in the classroom <p>Late Indicators:</p> <ul style="list-style-type: none"> • Decrease the number of unexplained absence days from school • Panorama Absence data • Compass chronicle entries 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<ul style="list-style-type: none"> • Leaders will develop and document a whole school approach to student attendance • Leaders will provide staff workshops on processes and protocols on student attendance 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Year level co-ordinator(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$55,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> • Leaders will support staff to implement and monitor the school's attendance process • Leaders will analyse student attendance data to monitor the effectiveness of these strategies 				<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen pathways through the school that promote positive outcomes for students.			
Actions	<ul style="list-style-type: none"> - Leaders will evaluate the current processes and policies that promote positive pathway outcomes for students - Support the Careers Leader to develop clear guidelines on supporting students in the VET & SWL areas of their learning - Leaders will implement a VET & SWL flow chart for Students, Parents and Staff that outlines what positive pathways look like at PLSC 			
Outcomes	<ul style="list-style-type: none"> - Leaders will: Monitor all student VET course placements and SWL placements to ensure students are fully engaged in a suitable pathway and are actively engaged - Leaders will: actively participate in visiting students at their VET & SWL placement - Teachers will: Engage in understanding the role VET & SWL plays in a student's learning program - Students will: Feel that they have a greater voice in their learning experiences at the college and understand the process and policies around VET & SWL. 			
Success Indicators	<ul style="list-style-type: none"> - Increased connection to school as per AttoS data in 'motivation and interest' - Increased participation and engagement in VET courses - Increased participation and engagement in SWL placements 			

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<ul style="list-style-type: none"> - Leaders will evaluate the current processes and policies that promote positive pathway outcomes for students - Support the Careers Leader to develop clear guidelines on supporting students in the VET & SWL areas of their learning - Leaders will implement a VET & SWL flow chart for Students, Parents and Staff that outlines what positive pathways look like at PLSC 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Year level co-ordinator(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 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	\$189,047.95	\$190,000.00	-\$952.05
Disability Inclusion Tier 2 Funding	\$83,754.13	\$80,000.00	\$3,754.13
Schools Mental Health Fund and Menu	\$27,602.50	\$40,000.00	-\$12,397.50
Total	\$300,404.58	\$310,000.00	-\$9,595.42

Activities and milestones – Total Budget

Activities and milestones	Budget
<ul style="list-style-type: none"> Facilitate workshops with Staff to review learning intentions that align with the VCAA study design Present staff with exemplars of LI and how they align with VCAA study design Make adjustments to LI curriculum documentation 	\$25,000.00
<ul style="list-style-type: none"> Develop the capacity of staff to understand the 5 pillars of Applied Learning - (focus on 2 Pillars in 2025) Implement PL on what applied learning practise looks like in our context in alignment with the 5 pillars in order for this learning to be reflected in a consistent instructional practice across the college 	\$50,000.00

<ul style="list-style-type: none"> • Leaders will develop and document a whole school approach to student attendance • Leaders will provide staff workshops on processes and protocols on student attendance • Leaders will support staff to implement and monitor the school's attendance process • Leaders will analyse student attendance data to monitor the effectiveness of these strategies 	\$55,000.00
<ul style="list-style-type: none"> - Leaders will evaluate the current processes and policies that promote positive pathway outcomes for students - Support the Careers Leader to develop clear guidelines on supporting students in the VET & SWL areas of their learning - Leaders will implement a VET & SWL flow chart for Students, Parents and Staff that outlines what positive pathways look like at PLSC 	\$60,000.00
Totals	\$190,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<ul style="list-style-type: none"> • Facilitate workshops with Staff to review learning intentions that align with the VCAA study design 	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> School-based staffing

<ul style="list-style-type: none"> • Present staff with exemplars of LI and how they align with VCAA study design • Make adjustments to LI curriculum documentation 			
<ul style="list-style-type: none"> • Develop the capacity of staff to understand the 5 pillars of Applied Learning - (focus on 2 Pillars in 2025) • Implement PL on what applied learning practise looks like in our context in alignment with the 5 pillars in order for this learning to be reflected in a consistent instructional practice across the college 	from: Term 2 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing
<ul style="list-style-type: none"> • Leaders will develop and document a whole school approach to student attendance • Leaders will provide staff workshops on processes and protocols on student attendance • Leaders will support staff to implement and monitor the school's attendance process • Leaders will analyse student attendance data to monitor the effectiveness of these strategies 	from: Term 1 to: Term 4	\$55,000.00	<input checked="" type="checkbox"/> School-based staffing

<ul style="list-style-type: none"> - Leaders will evaluate the current processes and policies that promote positive pathway outcomes for students - Support the Careers Leader to develop clear guidelines on supporting students in the VET & SWL areas of their learning - Leaders will implement a VET & SWL flow chart for Students, Parents and Staff that outlines what positive pathways look like at PLSC 	from: Term 1 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$190,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<ul style="list-style-type: none"> • Facilitate workshops with Staff to review learning intentions that align with the VCAA study design • Present staff with exemplars of LI and how they align with VCAA study design • Make adjustments to LI curriculum documentation 	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Disability inclusion coordinator

<ul style="list-style-type: none"> - Leaders will evaluate the current processes and policies that promote positive pathway outcomes for students - Support the Careers Leader to develop clear guidelines on supporting students in the VET & SWL areas of their learning - Leaders will implement a VET & SWL flow chart for Students, Parents and Staff that outlines what positive pathways look like at PLSC 	<p>from: Term 1 to: Term 4</p>	<p>\$60,000.00</p>	<p><input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties</p> <ul style="list-style-type: none"> • Disability inclusion coordinator
Totals		<p>\$80,000.00</p>	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
<ul style="list-style-type: none"> • Leaders will develop and document a whole school approach to student attendance • Leaders will provide staff workshops on processes and protocols on student attendance • Leaders will support staff to implement and monitor the 	<p>from: Term 1 to: Term 4</p>	<p>\$40,000.00</p>	<p><input checked="" type="checkbox"/> Be You mental health literacy training (free)</p>

school's attendance process <ul style="list-style-type: none"> Leaders will analyse student attendance data to monitor the effectiveness of these strategies 			
Totals		\$40,000.00	

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
<ul style="list-style-type: none"> Facilitate workshops with Staff to review learning intentions that align with the VCAA study design Present staff with exemplars of LI and how they align with VCAA study design Make adjustments to LI curriculum documentation 	<ul style="list-style-type: none"> Assistant principal PLC leaders School improvement team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> Collaborative inquiry/action research team Peer observation including feedback and reflection Formalised PLC/PLTs 	<ul style="list-style-type: none"> Formal school meeting / internal professional learning sessions PLC/PLT meeting 	<ul style="list-style-type: none"> VCAA curriculum specialist Internal staff Practice Principles for Excellence in Teaching and Learning Pedagogical Model High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> On-site
<ul style="list-style-type: none"> Develop the capacity of staff to understand the 5 pillars of Applied Learning - (focus on 2 Pillars in 2025) Implement PL on what applied learning practise looks like in our context in alignment with the 5 pillars in order for this learning to be reflected in a consistent 	<ul style="list-style-type: none"> Assistant principal PLC leaders School improvement team 	from: Term 2 to: Term 4	<ul style="list-style-type: none"> Curriculum development Peer observation including feedback and reflection Formalised PLC/PLTs 	<ul style="list-style-type: none"> Formal school meeting / internal professional learning sessions Communities of practice PLC/PLT meeting 	<ul style="list-style-type: none"> VCAA curriculum specialist Internal staff 	<ul style="list-style-type: none"> On-site

instructional practice across the college						
<ul style="list-style-type: none"> Leaders will develop and document a whole school approach to student attendance Leaders will provide staff workshops on processes and protocols on student attendance Leaders will support staff to implement and monitor the school's attendance process Leaders will analyse student attendance data to monitor the effectiveness of these strategies 	<ul style="list-style-type: none"> Assistant principal Homegroup teachers Year level co-ordinator(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> Planning Collaborative inquiry/action research team Student voice, including input and feedback 	<ul style="list-style-type: none"> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> Internal staff 	<ul style="list-style-type: none"> On-site
<ul style="list-style-type: none"> Leaders will evaluate the current processes and policies that promote positive pathway outcomes for students Support the Careers Leader to develop clear guidelines on supporting students in the VET & SWL 	<ul style="list-style-type: none"> Assistant principal Careers leader/team Homegroup teachers School improvement team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> Planning Preparation Collaborative inquiry/action research team 	<ul style="list-style-type: none"> Professional practice day Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> School improvement partnerships 	<ul style="list-style-type: none"> On-site

areas of their learning - Leaders will implement a VET & SWL flow chart for Students, Parents and Staff that outlines what positive pathways look like at PLSC	<input checked="" type="checkbox"/> Year level co-ordinator(s)					
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