

# 2025 Annual Implementation Plan

## for improving student outcomes

Balwyn High School (7550)



Submitted for review by Deborah Harman (School Principal) on 25 November, 2024 at 03:21 PM  
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 25 November, 2024 at 03:36 PM

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Optimise learning progress to maximise achievement for all students Years 7 to Year 12.</p>	<p>Yes</p>	<p>a. NAPLAN – Benchmark growth (all students and by priority grouping): By 2025, the percentage of students at or above NAPLAN benchmark growth Year 7 to Year 9 will increase</p> <ul style="list-style-type: none"> <li>• Reading from 80.2 percent (2019) and 82.5 percent (2021) to 87 percent.</li> <li>• Writing from 78.1 percent (2019) and 84.9 percent (2021) to 89 percent.</li> <li>• Numeracy from 69.4 percent (2019) and 62.8 percent (2021) to 73 percent.</li> </ul> <p>b. Gender: By 2025, the per cent of male and female students achieving NAPLAN benchmark growth Year 7 to 9 will improve.</p> <ul style="list-style-type: none"> <li>• Above benchmark growth in Numeracy for female students will increase from 12 percent (2019) and 11 per cent (2021) to 16 percent.</li> <li>• Below benchmark growth for male students in writing will decrease from 25 per cent (2019) and 19 percent (2021) to 15 percent.</li> </ul> <p>c. EAL: By 2025, the percentage of EAL students achieving above NAPLAN benchmark growth in writing will increase</p>	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024.a. NAPLAN – Benchmark growth (all students and by priority grouping):By 2025, the percentage of students at or above NAPLAN benchmark growth Year 7 to Year 9 will increaseReading from 80.2 percent (2019) and 82.5 percent (2021) to 87 percent.Writing from 78.1 percent (2019) and 84.9 percent (2021) to 89 percent.Numeracy from 69.4 percent (2019) and 62.8 percent (2021) to 73 percent.b. Gender: By 2025, the per cent of male and female students achieving NAPLAN benchmark growth Year 7 to 9 will improve. Above benchmark growth in Numeracy for female students will increase from 12 percent (2019) and 11 per cent (2021) to 16 percent.Below benchmark growth for male students in writing will decrease from 25 per cent (2019) and 19</p>

		<p>from 10 per cent (2019) and 24 per cent (2021) to 30 per cent.</p>	<p>percent (2021) to 15 percent. c. EAL: By 2025, the percentage of EAL students achieving above NAPLAN benchmark growth in writing will increase from 10 per cent (2019) and 24 per cent (2021) to 30 per cent.</p>
		<p>VCE/ VCAL/ Senior Certificates By 2025 the median study scores in the following VCE studies will increase:</p> <ul style="list-style-type: none"> <li>• Biology - from 32 to 34</li> <li>• Business Management from 31 to 34</li> <li>• English - from 32 to 34</li> <li>• Health and Human Development from 33 to 35</li> <li>• Mathematical Methods from 33 to 35</li> <li>• Visual Arts (Media, Studio Art, VCD) Median Study Score over the three subjects from 32.5 to 34</li> </ul>	<p>By 2025 the median study scores in the following VCE studies will increase: Biology - from 32 to 34 Business Management from 31 to 34 English - from 32 to 34 Health and Human Development from 33 to 35 Mathematical Methods from 33 to 35 Visual Arts (Media, Studio Art, VCD) Median Study Score over the three subjects from 32.5 to 34</p>
		<p>Student Attitudes to School Survey (AToSS) By 2025, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.</p> <ul style="list-style-type: none"> <li>• Stimulating learning from 61 per cent (2019 and 2021) to 65 per cent.</li> <li>• Differentiated learning challenge from 62 per cent (2019) and 61 per cent (2021) to 66 per cent.</li> <li>• Student voice and agency from 55 per cent (2019) and 49 per cent (2021) to 59 per cent.</li> <li>• Self-regulation and goal setting from 70 per cent (2019) and 67 per cent (2021) to 74 per cent.</li> <li>• Sense of confidence from 71 per cent (2019) and 64 per cent (2021) to 75 per cent.</li> </ul>	<p>By 2025, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors. Stimulating learning from 61 per cent (2019 and 2021) to 65 per cent. Differentiated learning challenge from 62 per cent (2019) and 61 per cent (2021) to 66 per cent. Student voice and agency from 55 per cent (2019) and 49 per cent (2021) to 59 per cent. Self-regulation and goal setting from 70 per cent (2019) and 67 per cent (2021) to 74 per cent. Sense of confidence from 71 per</p>

			cent (2019) and 64 per cent (2021) to 75 per cent.
		<p>Staff Opinion Survey (SOS)</p> <p>By 2025, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors.</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 83 per cent (2020) to 87 per cent.</li> <li>• Collective efficacy from 83 per cent (2020) to 87 per cent</li> <li>• Teacher Collaboration from 65 per cent (2020) to 69 per cent.</li> <li>• Instructional leadership from 80 per cent (2020) to 84 per cent.</li> <li>• Understand how to analysis data from 63 per cent (2020) to 67 per cent.</li> </ul>	<p>By 2025, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors. Academic emphasis from 83 per cent (2020) to 87 per cent. Collective efficacy from 83 per cent (2020) to 87 per cent Teacher Collaboration from 65 per cent (2020) to 69 per cent. Instructional leadership from 80 per cent (2020) to 84 per cent. Understand how to analysis data from 63 per cent (2020) to 67 per cent.</p>
Optimise the learning culture and environment to improve wellbeing for all students.	Yes	<p>Student Attitudes to School Survey (AToSS)</p> <p>By 2025, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.</p> <ul style="list-style-type: none"> <li>• Sense of connectedness from 69 per cent (2019) and 64 per cent (2021) to 73 per cent.</li> <li>• Emotional awareness and regulation from 67 per cent (2021) to 71 per cent.</li> <li>• Life satisfaction from 50 per cent (2021) to 54 per cent.</li> <li>• Perseverance from 63 per cent (2021) to 67 per cent.</li> <li>• Respect for diversity from 58 per cent (2019) and 56 per cent (2021) to 60 per cent.</li> <li>• Perceptions of LGBTIQ-Phobic discrimination from 27 per cent (2021) to 31 per cent.</li> <li>• Teacher concern from 40 per cent (2019) and 34 per cent (2021) to 44 per cent.</li> </ul>	<p>By 2025, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors. Sense of connectedness from 69 per cent (2019) and 64 per cent (2021) to 73 per cent. Emotional awareness and regulation from 67 per cent (2021) to 71 per cent. Life satisfaction from 50 per cent (2021) to 54 per cent. Perseverance from 63 per cent (2021) to 67 per cent. Respect for diversity from 58 per cent (2019) and 56 per cent (2021) to 60 per cent. Perceptions of LGBTIQ-Phobic discrimination from 27 per cent (2021) to 31 per cent. Teacher concern from</p>

			40 per cent (2019) and 34 per cent (2021) to 44 per cent.
		<p>Parent Opinion Survey (POS)</p> <p>By 2025, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors.</p> <ul style="list-style-type: none"> <li>• Confidence and resiliency skills from 85 per cent (2019) and 75 per cent (2020) to 89 per cent.</li> <li>• Student motivation and support from 68 per cent (2019) and 57 per cent (2021) to 72 per cent.</li> <li>• Teacher communication 71 per cent (2019) and 52 per cent (2020) to 75 per cent.</li> </ul>	<p>By 2025, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors. Confidence and resiliency skills from 85 per cent (2019) and 75 per cent (2020) to 89 per cent. Student motivation and support from 68 per cent (2019) and 57 per cent (2021) to 72 per cent. Teacher communication 71 per cent (2019) and 52 per cent (2020) to 75 per cent.</p>

<b>Goal 2</b>	<b>Optimise learning progress to maximise achievement for all students Years 7 to Year 12.</b>
<b>12-month target 2.1-month target</b>	<p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024.</p> <p>a. NAPLAN – Benchmark growth (all students and by priority grouping):</p> <p>By 2025, the percentage of students at or above NAPLAN benchmark growth Year 7 to Year 9 will increase</p> <p>Reading from 80.2 percent (2019) and 82.5 percent (2021) to 87 percent.  Writing from 78.1 percent (2019) and 84.9 percent (2021) to 89 percent.  Numeracy from 69.4 percent (2019) and 62.8 percent (2021) to 73 percent.</p> <p>b. Gender:</p> <p>By 2025, the per cent of male and female students achieving NAPLAN benchmark growth Year 7 to 9 will improve.</p> <p>Above benchmark growth in Numeracy for female students will increase from 12 percent (2019) and 11 per cent</p>

	<p>(2021) to 16 percent. Below benchmark growth for male students in writing will decrease from 25 per cent (2019) and 19 percent (2021) to 15 percent.</p> <p>c. EAL:</p> <p>By 2025, the percentage of EAL students achieving above NAPLAN benchmark growth in writing will increase from 10 per cent (2019) and 24 per cent (2021) to 30 per cent.</p>
<b>12-month target 2.2-month target</b>	<p>By 2025 the median study scores in the following VCE studies will increase:</p> <p>Biology - from 32 to 34 Business Management from 31 to 34 English - from 32 to 34 Health and Human Development from 33 to 35 Mathematical Methods from 33 to 35 Visual Arts (Media, Studio Art, VCD) Median Study Score over the three subjects from 32.5 to 34</p>
<b>12-month target 2.3-month target</b>	<p>By 2025, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.</p> <p>Stimulating learning from 61 per cent (2019 and 2021) to 65 per cent. Differentiated learning challenge from 62 per cent (2019) and 61 per cent (2021) to 66 per cent. Student voice and agency from 55 per cent (2019) and 49 per cent (2021) to 59 per cent. Self-regulation and goal setting from 70 per cent (2019) and 67 per cent (2021) to 74 per cent. Sense of confidence from 71 per cent (2019) and 64 per cent (2021) to 75 per cent.</p>
<b>12-month target 2.4-month target</b>	<p>By 2025, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors.</p> <p>Academic emphasis from 83 per cent (2020) to 87 per cent. Collective efficacy from 83 per cent (2020) to 87 per cent Teacher Collaboration from 65 per cent (2020) to 69 per cent. Instructional leadership from 80 per cent (2020) to 84 per cent. Understand how to analysis data from 63 per cent (2020) to 67 per cent.</p>
<b>Key Improvement Strategies</b>	<p>Is this KIS selected for focus this year?</p>

<b>KIS 2.a</b> Excellence in teaching and learning	Build staff capacity and confidence in using Victorian Curriculum Continua and senior school certification (Study Designs) to measure and optimise student progress.	No
<b>KIS 2.b</b> Excellence in teaching and learning	Build staff confidence in triangulating data sets to identify and meet individual student learning needs.	Yes
<b>KIS 2.c</b> Excellence in teaching and learning	Increase teacher capacity to elicit evidence of student understanding and respond effectively.	Yes
<b>KIS 2.d</b> Positive climate for learning	Develop and embed a whole-school approach to learner agency.	No
<b>KIS 2.e</b> Positive climate for learning	Embed a whole school approach to strategic goalsetting and pathway planning.	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.	Based on our 2024 Staff Opinion Survey and Attitudes to Schooling Survey results we believe there should be a continued focus on building data literacy for our teachers, and embedding student voice and agency and student self-regulated learning strategies across all classrooms and programs. We will also continue to enhance our career and pathway counselling to optimise student transitions to the most appropriate senior school certificate.	
<b>Goal 3</b>	<b>Optimise the learning culture and environment to improve wellbeing for all students.</b>	
<b>12-month target 3.1-month target</b>	By 2025, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.  Sense of connectedness from 69 per cent (2019) and 64 per cent (2021) to 73 per cent. Emotional awareness and regulation from 67 per cent (2021) to 71 per cent. Life satisfaction from 50 per cent (2021) to 54 per cent. Perseverance from 63 per cent (2021) to 67 per cent. Respect for diversity from 58 per cent (2019) and 56 per cent (2021) to 60 per cent.	

	Perceptions of LGBTIQ-Phobic discrimination from 27 per cent (2021) to 31 per cent. Teacher concern from 40 per cent (2019) and 34 per cent (2021) to 44 per cent.	
<b>12-month target 3.2-month target</b>	By 2025, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors.  Confidence and resiliency skills from 85 per cent (2019) and 75 per cent (2020) to 89 per cent. Student motivation and support from 68 per cent (2019) and 57 per cent (2021) to 72 per cent. Teacher communication 71 per cent (2019) and 52 per cent (2020) to 75 per cent.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Positive climate for learning	Build, deepen and embed an agreed understanding of the reciprocal positive relationship between wellbeing and learning with students, teachers, and parent/career/kin community.	No
<b>KIS 3.b</b> Positive climate for learning	Build and embed a culture of psychological safety in all learning environments.	No
<b>KIS 3.c</b> Positive climate for learning	Strengthen the school environment and culture Year 7 to Year 12 for optimal thriving as demonstrated through the Balwyn High School Graduation Profile.	Yes
<b>KIS 3.d</b> Positive climate for learning	Strengthen student capabilities around developing attributes of Graduation Profile.	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.	Our recent 2024 Leadership Retreat provided the opportunity to examine all of our programs, approaches and supports for the students' six year experience and to more meaningfully connect the revised Graduation Profile to our school's vision, values and mission statements.	



## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	Optimise learning progress to maximise achievement for all students Years 7 to Year 12.
<b>12-month target 2.1 target</b>	<p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024.</p> <p>a. NAPLAN – Benchmark growth (all students and by priority grouping):</p> <p>By 2025, the percentage of students at or above NAPLAN benchmark growth Year 7 to Year 9 will increase</p> <p>Reading from 80.2 percent (2019) and 82.5 percent (2021) to 87 percent.          Writing from 78.1 percent (2019) and 84.9 percent (2021) to 89 percent.          Numeracy from 69.4 percent (2019) and 62.8 percent (2021) to 73 percent.</p> <p>b. Gender:</p> <p>By 2025, the per cent of male and female students achieving NAPLAN benchmark growth Year 7 to 9 will improve.</p> <p>Above benchmark growth in Numeracy for female students will increase from 12 percent (2019) and 11 per cent (2021) to 16 percent.          Below benchmark growth for male students in writing will decrease from 25 per cent (2019) and 19 percent (2021) to 15 percent.</p> <p>c. EAL:</p> <p>By 2025, the percentage of EAL students achieving above NAPLAN benchmark growth in writing will increase from 10 per cent (2019) and 24 per cent (2021) to 30 per cent.</p>
<b>12-month target 2.2 target</b>	<p>By 2025 the median study scores in the following VCE studies will increase:</p> <p>Biology - from 32 to 34          Business Management from 31 to 34          English - from 32 to 34</p>

	<p>Health and Human Development from 33 to 35  Mathematical Methods from 33 to 35  Visual Arts (Media, Studio Art, VCD) Median Study Score over the three subjects from 32.5 to 34</p>
<b>12-month target 2.3 target</b>	<p>By 2025, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.</p> <p>Stimulating learning from 61 per cent (2019 and 2021) to 65 per cent.  Differentiated learning challenge from 62 per cent (2019) and 61 per cent (2021) to 66 per cent.  Student voice and agency from 55 per cent (2019) and 49 per cent (2021) to 59 per cent.  Self-regulation and goal setting from 70 per cent (2019) and 67 per cent (2021) to 74 per cent.  Sense of confidence from 71 per cent (2019) and 64 per cent (2021) to 75 per cent.</p>
<b>12-month target 2.4 target</b>	<p>By 2025, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors.</p> <p>Academic emphasis from 83 per cent (2020) to 87 per cent.  Collective efficacy from 83 per cent (2020) to 87 per cent  Teacher Collaboration from 65 per cent (2020) to 69 per cent.  Instructional leadership from 80 per cent (2020) to 84 per cent.  Understand how to analysis data from 63 per cent (2020) to 67 per cent.</p>
<b>KIS 2.b</b> Evaluating impact on learning	Build staff confidence in triangulating data sets to identify and meet individual student learning needs.
<b>Actions</b>	<p>Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs  Build staff awareness of the e5/VTML 2.0 instructional model, including self-regulation and stimulated learning  Build staff capacity to understand, analyse and respond to various sets of student learning and wellbeing data  Develop a whole-school approach to student agency (including broadening students' understanding of feedback and assessment) that includes the use of the student planner  Continue to develop capacity to teach mathematics and numeracy  Continue to build teacher capacity to teach writing, with a focus on the writing process (sentence structure and punctuation)</p>
<b>Outcomes</b>	<p>Students report a lesser degree of maths anxiety (as surveyed; Year 10)  Maths leaders support implementation of new Curriculum pilots and evaluate their success  teachers outside of Maths continue to develop their ability to meet the numeracy needs of students</p>

	<p>Students will have a greater self-efficacy with their writing</p> <p>Teachers, across Years 7 – 12, use short, focused mini-lessons (live and pre-recorded formats) that focus on micro-skills related to writing (sentence structure and punctuation)</p> <p>Teachers and students use a shared metalanguage to define and describe the features of high-quality writing, and use this language in discussions with both students and teachers</p> <p>Teachers improve their ability to refer to learning intentions, success criteria and learning behaviour goals (including success criteria) throughout the lesson as they differentiate to meet student learning needs and support self and peer assessment</p> <p>Teachers are able to evaluate learning activities based on how they align with the e5?VTML 2.0 instructional model and the Curriculum (Study Design or VC, including capabilities)</p> <p>Teaching teams develop a conceptual understanding of their learning area content, supporting them to write and evaluate learning intentions and success criteria</p> <p>Students will be asked by teachers to regularly use their planners in lessons to support learning and wellbeing outcomes</p>
<p><b>Success Indicators</b></p>	<p>Curriculum documentation and classroom observations (outside of the maths learning area) includes evidence of a variety of Numeracy strategies</p> <p>Student voice indicates that students (across Years 7 – 12) are accessing the videos in lessons and finding them useful</p> <p>Student voice indicates that students are regularly using their reading journals</p> <p>ENL teachers construct a bank of students samples that reflect the standards across Years 10 – 12.</p> <p>Teachers create bank of samples to reflect agreement on writing standards (sentence structure and punctuation)</p> <p>Classroom observations and learning walks demonstrating use of strategies from professional learning</p> <p>Students report that LI, SC and LBG are returned to throughout the lesson in a meaningful way in the majority of their classes</p> <p>Student Voice indicates regular expected use of student planners to support learning and wellbeing</p> <p>Learning Specialists and Assistant Principals engaging in classroom observations notice that LI, SC and LBG are closely related to activities used in lessons; that teachers show greater agility in responding to student learning needs; that a variety of strategies to support self-regulation are utilised</p> <p>Late indicators</p> <p>VCE outcomes, especially MAM median at 35 and English at 33</p> <p>NAPLAN results, especially high benchmark growth females (Numeracy) and low benchmark growth for males (writing)</p> <p>Increasing female enrolments in VCE Maths</p> <p>Year 10 Maths anxiety survey indicating a downward trend in Maths anxiety, especially for girls</p> <p>Feedback from girls in numeracy Years 7 – 10 focus groups indicate increasing levels of comfort and safety in Maths</p>

	classrooms A learning lab that includes a section on Stimulated Learning and self-regulation is populated for staff future references Student feedback acknowledges the changes in classroom environments and role of teacher and student in the learning process			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional learning provided to all teaching staff - assessment, data literacy, classroom management, differentiation, self-regulated learning strategies.	<input checked="" type="checkbox"/> Assessment & reporting coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLT leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$150,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Other funding will be used
<b>KIS 2.c</b> Evaluating impact on learning	Increase teacher capacity to elicit evidence of student understanding and respond effectively.			
<b>Actions</b>	Continue to build staff capacity to understand, analyse and respond to various sets of student learning and wellbeing data Subschool Teams will routinise the tracking of student data to provide appropriate pathway counselling to students transitioning through each sub-school and from Middle to Senior School			
<b>Outcomes</b>	Teachers improve their ability to refer to learning intentions, success criteria and learning behaviour goals (including success criteria) throughout the lesson as they differentiate to meet student learning needs and support self and peer assessment Teaching teams develop a conceptual understanding of their learning area content, supporting them to write and evaluate learning intentions and success criteria Teachers can articulate the process they use to response to student learning data when designing VCE SACs VCE SACs are set to allow all students in the cohort to demonstrate their learning progress Student course counselling processes and subject selections are based on tracked evidence of assessment outcomes and wellbeing data			

<b>Success Indicators</b>	<p>VCE SAC Scores and VASS Moderation Graphs to indicate the alignment of internal scores with VCAA examinations  Greater alignment between NAPLAN Results, VC Teacher Judgments and PATR data sets  Increase in percentage of students at or above in VC Teacher Judgements - Reading and Numeracy  ATOSS Results - Learner Confidence,  Student forums - Principal's Advisory Group, Tutorial Captains, Senior School Councils - share positive and improved assessment strategies implemented across all year levels  Classroom observation data reflects the intent and impact of the school's professional learning program</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
<p>2025 Professional Learning program for Heads of Learning and teachers centres on assessment, moderation, data literacy.  Meeting schedule provides quarantined time for teaching teams to analyse and respond to student data  Learning Specialists undertake instructional coaching for identified teachers/teaching teams to support pedagogy and positive classroom environments  Targetted professional learning for new staff includes focus on data literacy, creating positive classroom environments, formative assessment and differentiation  Continue to offer Optional PL for staff that is responsive and supportive of current needs  Professional Learning Teams will continue to share recorded Learning Lab footage to share instructional practice and build capacity</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> KLA leader</li> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> PLT leaders</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$200,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> <li><input checked="" type="checkbox"/> Other funding will be used</li> </ul>
<b>Goal 3</b>	Optimise the learning culture and environment to improve wellbeing for all students.			
<b>12-month target 3.1 target</b>	<p>By 2025, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.</p> <p>Sense of connectedness from 69 per cent (2019) and 64 per cent (2021) to 73 per cent.  Emotional awareness and regulation from 67 per cent (2021) to 71 per cent.  Life satisfaction from 50 per cent (2021) to 54 per cent.</p>			

	<p>Perseverance from 63 per cent (2021) to 67 per cent.  Respect for diversity from 58 per cent (2019) and 56 per cent (2021) to 60 per cent.  Perceptions of LGBTIQ-Phobic discrimination from 27 per cent (2021) to 31 per cent.  Teacher concern from 40 per cent (2019) and 34 per cent (2021) to 44 per cent.</p>
<b>12-month target 3.2 target</b>	<p>By 2025, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors.</p> <p>Confidence and resiliency skills from 85 per cent (2019) and 75 per cent (2020) to 89 per cent.  Student motivation and support from 68 per cent (2019) and 57 per cent (2021) to 72 per cent.  Teacher communication 71 per cent (2019) and 52 per cent (2020) to 75 per cent.</p>
<b>KIS 3.c</b> Empowering students and building school pride	Strengthen the school environment and culture Year 7 to Year 12 for optimal thriving as demonstrated through the Balwyn High School Graduation Profile.
<b>Actions</b>	<p>Vision and Values and Graduation Profile statements will be reviewed and updated to more greater alignment  Learning Behaviour Goals will support explicit teaching of learning behaviours to optimise wellbeing and engagement in the classroom  Classroom Management Framework will evolve to support students' self-regulation and preparedness to learn  House Leaders mobilise the transition of First Nations House Names  Individual Education Plans support student engagement and learning in the classroom  The mobilisation of mental health funding provides opportunities for targeted intervention  Greater emphasis on explicit connections to the attributes of the Graduation Profile through the experiences of students through our pastoral care program, incursions and external learning opportunities  Student forums continue to measure the student experience in the classroom, in alignment with the vision and values statements, shared learning norms and graduation profile.</p>
<b>Outcomes</b>	<p>There is greater alignment between the vision and values statements and graduation profile, to support assessments of these attributes in the classroom.  Students and staff report a greater sense of psychological safety, due to the explicit nature of 'learning to learn' and self-regulated learning  Students will report greater sense that Teachers have the tools to manage behaviour and consequently, students treating each other with respect from the Attitudes to School Survey  Students participate in a range of co-curricular activities that allow them to demonstrate the attributes of the graduation</p>

	profile			
<b>Success Indicators</b>	<p>Student Attitudes to School Survey indicate that teachers have the tools to effectively manage behaviour and students treat each other with respect</p> <p>Learning Lab recordings of teacher practice will showcase positive engagement with students, particularly those most vulnerable and demonstrate off-task behaviour in the classroom</p> <p>Updated Respectful Relationships curriculum will be evident in Staff and Student SharePoint.</p> <p>Lesson Plans will indicate Respectful Relationship lessons and incursions have occurred</p> <p>Student responses to the Attitudes to School around Respectful Relationships and Bullying will continue to improve. There will be more positive engagement with the Student Management Team around prosocial behaviours, tracked through Compass chronicle.</p> <p>Students report a higher level of overall wellbeing through the Attitudes to School (Life Satisfaction, Emotional Awareness and Regulation)</p> <p>Activities from the school planner have also been used by students and staff to support learning and wellbeing.</p> <p>Parent Opinion Survey continues to reflect positive communication from the school community</p> <p>Parents/carers attendance at wellbeing incursions and events</p> <p>Parent correspondence and feedback around the benefits of the incursions and information sessions</p> <p>Students report a positive trend around self-regulation, emotional regulation, and sense of confidence from the Attitudes to School survey</p> <p>An increased number of students are effectively using the school planner to support learning and wellbeing outcomes.</p> <p>Female students demonstrate more positive outcomes overall in the 2025 Attitudes to Schooling Survey.</p> <p>Staff report a higher level of psychological safety on the staff opinion survey than in 2023.</p> <p>A measure of psychological safety through a student forum captures the experience of all students within the community and generally,</p> <p>Attitudes to School survey data around Teacher concern has improved.</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Continue to embed a whole-school learning and wellbeing model for the school community to foster an understanding of the role of the teacher, student and parent/carer in creating psychologically safe classrooms and yard behaviours	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$750,000.00  <input checked="" type="checkbox"/> Equity funding will be used

<p>Continue to embed an evidence-based classroom management framework across all classrooms through whole staff and targeted professional learning</p> <p>Develop capacity of staff to embed social goals as success criteria in every lesson plan and build student self-assessment strategies in order to monitor their own progress</p> <p>The new Director of Inclusive Education, Wellbeing and Subschool Teams to review IEP processes and effectiveness on student learning progress</p> <p>Review the Tutorial Program for a consistent, six year, evidenced-based learning and wellbeing experience, in alignment to the Graduate Profile</p> <p>Schedule learning walks and peer observation with the networking Primary School to understand classroom management strategies and support student transition and sense of psychological safety.</p> <p>Schedule regular feedback from student leaders about how students are establishing a safe learning culture in the classroom</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Team leader(s)</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>			<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
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## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$113,581.70	\$270,000.00	-\$156,418.30
Disability Inclusion Tier 2 Funding	\$227,653.39	\$300,000.00	-\$72,346.61
Schools Mental Health Fund and Menu	\$187,950.94	\$210,000.00	-\$22,049.06
<b>Total</b>	<b>\$529,186.03</b>	<b>\$780,000.00</b>	<b>-\$250,813.97</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Professional learning provided to all teaching staff - assessment, data literacy, classroom management, differentiation, self-regulated learning strategies.	\$150,000.00
2025 Professional Learning program for Heads of Learning and teachers centres on assessment, moderation, data literacy. Meeting schedule provides quarantined time for teaching teams to analyse and respond to student data Learning Specialists undertake instructional coaching for identified teachers/teaching teams to support pedagogy and positive classroom environments Targetted professional learning for new staff includes focus on data literacy, creating positive classroom environments, formative assessment and differentiation Continue to offer Optional PL for staff that is responsive and supportive of current needs	\$200,000.00

<p>Professional Learning Teams will continue to share recorded Learning Lab footage to share instructional practice and build capacity</p>	
<p>Continue to embed a whole-school learning and wellbeing model for the school community to foster an understanding of the role of the teacher, student and parent/carer in creating psychologically safe classrooms and yard behaviours</p> <p>Continue to embed an evidence-based classroom management framework across all classrooms through whole staff and targeted professional learning</p> <p>Develop capacity of staff to embed social goals as success criteria in every lesson plan and build student self-assessment strategies in order to monitor their own progress</p> <p>The new Director of Inclusive Education, Wellbeing and Subschool Teams to review IEP processes and effectiveness on student learning progress</p> <p>Review the Tutorial Program for a consistent, six year, evidenced-based learning and wellbeing experience, in alignment to the Graduate Profile</p> <p>Schedule learning walks and peer observation with the networking Primary School to understand classroom management strategies and support student transition and sense of psychological safety.</p> <p>Schedule regular feedback from student leaders about how students are establishing a safe learning culture in the classroom</p>	<p>\$750,000.00</p>

<b>Totals</b>	\$1,100,000.00

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Professional learning provided to all teaching staff - assessment, data literacy, classroom management, differentiation, self-regulated learning strategies.	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<p>2025 Professional Learning program for Heads of Learning and teachers centres on assessment, moderation, data literacy.</p> <p>Meeting schedule provides quarantined time for teaching teams to analyse and respond to student data</p> <p>Learning Specialists undertake instructional coaching for identified teachers/teaching teams to support pedagogy and positive classroom environments</p> <p>Targetted professional learning for new staff includes focus on data literacy, creating positive</p>	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

<p>classroom environments, formative assessment and differentiation</p> <p>Continue to offer Optional PL for staff that is responsive and supportive of current needs</p> <p>Professional Learning Teams will continue to share recorded Learning Lab footage to share instructional practice and build capacity</p>			
<p>Continue to embed a whole-school learning and wellbeing model for the school community to foster an understanding of the role of the teacher, student and parent/carer in creating psychologically safe classrooms and yard behaviours</p> <p>Continue to embed an evidence-based classroom management framework across all classrooms through whole staff and targeted professional learning</p> <p>Develop capacity of staff to embed social goals as success criteria in every lesson plan and build student self-assessment strategies in order to monitor their own progress</p> <p>The new Director of Inclusive</p>	<p>from: Term 1 to: Term 4</p>	<p>\$120,000.00</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School-based staffing</li> <li><input checked="" type="checkbox"/> Teaching and learning programs and resources</li> </ul>

<p>Education, Wellbeing and Subschool Teams to review IEP processes and effectiveness on student learning progress</p> <p>Review the Tutorial Program for a consistent, six year, evidenced-based learning and wellbeing experience, in alignment to the Graduate Profile</p> <p>Schedule learning walks and peer observation with the networking Primary School to understand classroom management strategies and support student transition and sense of psychological safety.</p> <p>Schedule regular feedback from student leaders about how students are establishing a safe learning culture in the classroom</p>			
<b>Totals</b>		\$270,000.00	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
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<p>Continue to embed a whole-school learning and wellbeing model for the school community to foster an understanding of the role of the teacher, student and parent/carer in creating psychologically safe classrooms and yard behaviours</p> <p>Continue to embed an evidence-based classroom management framework across all classrooms through whole staff and targeted professional learning</p> <p>Develop capacity of staff to embed social goals as success criteria in every lesson plan and build student self-assessment strategies in order to monitor their own progress</p> <p>The new Director of Inclusive Education, Wellbeing and Subschool Teams to review IEP processes and effectiveness on student learning progress</p> <p>Review the Tutorial Program for a consistent, six year, evidenced-based learning and wellbeing experience, in alignment to the Graduate Profile</p>	<p>from: Term 1 to: Term 4</p>	<p>\$300,000.00</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties</li> <li><input checked="" type="checkbox"/> Teaching and learning programs and resources</li> <li><input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning</li> </ul>
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<p>Schedule learning walks and peer observation with the networking Primary School to understand classroom management strategies and support student transition and sense of psychological safety.</p> <p>Schedule regular feedback from student leaders about how students are establishing a safe learning culture in the classroom</p>			
<b>Totals</b>		\$300,000.00	

### Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
<p>Continue to embed a whole-school learning and wellbeing model for the school community to foster an understanding of the role of the teacher, student and parent/carer in creating psychologically safe classrooms and yard behaviours</p> <p>Continue to embed an evidence-based classroom management framework across</p>	<p>from: Term 1 to: Term 4</p>	\$210,000.00	<p><input checked="" type="checkbox"/> Employ staff to support Tier 1 activities</p> <p><b>This activity will use Mental Health Menu staffing</b></p> <ul style="list-style-type: none"> <li>○ Employ Mental Health Staff in school (eduPay or non-teaching staff) Psychologist</li> </ul>

<p>all classrooms through whole staff and targeted professional learning</p> <p>Develop capacity of staff to embed social goals as success criteria in every lesson plan and build student self-assessment strategies in order to monitor their own progress</p> <p>The new Director of Inclusive Education, Wellbeing and Subschool Teams to review IEP processes and effectiveness on student learning progress</p> <p>Review the Tutorial Program for a consistent, six year, evidenced-based learning and wellbeing experience, in alignment to the Graduate Profile</p> <p>Schedule learning walks and peer observation with the networking Primary School to understand classroom management strategies and support student transition and sense of psychological safety.</p> <p>Schedule regular feedback from student leaders about how students are establishing a safe learning culture in the</p>			
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classroom			
<b>Totals</b>		\$210,000.00	

Additional funding planner – Total Budget

<b>Activities and milestones</b>	<b>Budget</b>
<b>Totals</b>	\$0.00

Additional funding planner – Equity Funding

<b>Activities and milestones</b>	<b>When</b>	<b>Funding allocated (\$)</b>	<b>Category</b>
<b>Totals</b>		\$0.00	

Additional funding planner – Disability Inclusion Funding

<b>Activities and milestones</b>	<b>When</b>	<b>Funding allocated (\$)</b>	<b>Category</b>
<b>Totals</b>		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

<b>Activities and milestones</b>	<b>When</b>	<b>Funding allocated (\$)</b>	<b>Category</b>
<b>Totals</b>		\$0.00	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Professional learning provided to all teaching staff - assessment, data literacy, classroom management, differentiation, self-regulated learning strategies.	<ul style="list-style-type: none"> <li>✓ Assessment &amp; reporting coordinator</li> <li>✓ Leadership team</li> <li>✓ PLT leaders</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Moderated assessment of student learning</li> <li>✓ Peer observation including feedback and reflection</li> <li>✓ Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Whole school pupil free day</li> <li>✓ Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li>✓ SEIL</li> <li>✓ Internal staff</li> <li>✓ Learning specialist</li> <li>✓ External consultants</li> </ul> <p>Judy Petch, Shyam Barr, Glen Pearsall</p> <ul style="list-style-type: none"> <li>✓ Pedagogical Model</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
2025 Professional Learning program for Heads of Learning and teachers centres on assessment, moderation, data literacy. Meeting schedule provides quarantined time for teaching teams to analyse and respond to student data Learning Specialists undertake instructional coaching for identified teachers/teaching teams to support pedagogy and positive classroom	<ul style="list-style-type: none"> <li>✓ KLA leader</li> <li>✓ Leadership team</li> <li>✓ Learning specialist(s)</li> <li>✓ PLT leaders</li> <li>✓ Wellbeing team</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Moderated assessment of student learning</li> <li>✓ Peer observation including feedback and reflection</li> <li>✓ Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal school meeting / internal professional learning sessions</li> <li>✓ PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ SEIL</li> <li>✓ Learning specialist</li> <li>✓ External consultants</li> </ul> <p>Judy Petch, Shyam Barr, Glen Pearsall</p> <ul style="list-style-type: none"> <li>✓ Pedagogical Model</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>

<p>environments  Targetted professional learning for new staff includes focus on data literacy, creating positive classroom environments, formative assessment and differentiation  Continue to offer Optional PL for staff that is responsive and supportive of current needs  Professional Learning Teams will continue to share recorded Learning Lab footage to share instructional practice and build capacity</p>						
<p>Continue to embed a whole-school learning and wellbeing model for the school community to foster an understanding of the role of the teacher, student and parent/carer in creating psychologically safe classrooms and yard behaviours   Continue to embed an evidence-based classroom management framework across all classrooms through whole staff and</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Disability inclusion coordinator</li> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Team leader(s)</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>	<p>from:  Term 1  to:  Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole school pupil free day</li> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SEIL</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning specialist</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

<p>targeted professional learning</p> <p>Develop capacity of staff to embed social goals as success criteria in every lesson plan and build student self-assessment strategies in order to monitor their own progress</p> <p>The new Director of Inclusive Education, Wellbeing and Subschoo Teams to review IEP processes and effectiveness on student learning progress</p> <p>Review the Tutorial Program for a consistent, six year, evidenced-based learning and wellbeing experience, in alignment to the Graduate Profile</p> <p>Schedule learning walks and peer observation with the networking Primary School to understand classroom management strategies and support student transition and sense of psychological safety.</p>						
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Schedule regular feedback from student leaders about how students are establishing a safe learning culture in the classroom						
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