2024 Annual Implementation Plan

for improving student outcomes

Bendigo Senior Secondary College (7595)

Submitted for review by Dale Pearce (School Principal) on 19 December, 2023 at 11:43 AM
Endorsed by Stephen Brain (Senior Education Improvement Leader) on 06 February, 2024 at 11:17 AM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

	FISO 2.0 dimensions	Self-evaluation level
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	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
	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	Excelling
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Future planning	Our learning data has improved as a result of focused and strategic work and we are making good progress towards learning targets (albeit that we do not yet have access to learning data for priority cohorts such as equity funded students). Wellbeing data - absences and student opinion - dropped, although student opinion remains above state means. Attendance is the major concern in this data. The two goals shared in common with the cluster schools will remain relevant for next year and we have been involved in extensive planning with those schools over the last 10 weeks to confirm the relevant actions and activities for the AIP. The final goal, which is relevant to our school only, is still relevant and requires only minor tweaking. Our implementation efforts across both learning and wellbeing will be focused on the development of

	accessible data and building the capacity of our staff to understand and use this data. The version of this data which is viewable by students and parents is intended to impact on their motivation and engagement.
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	No	Support for the priorities	
Maximise learning attainment and growth for every student. (Cluster goal)	Yes	By 2026, increase the VCE all study scores mean from 26.27 (2021) to 28.	26.8
		By 2026, increase the percentage of students with at least one study score above 40 from 4.3 per cent (2021) to 8 per cent.	5.5%
		By 2026, increase the VCE mean study score across studies of VCE English • English from 24.06 (2021) to 26 • English (ESL) from 24.63 (2021) to 26 • English Language from 25.47 (2021) to 27 • Literature from 26.61 (2021) to 27.5 Priority Cohort – Equity Funded By 2026, increase the VCE mean study score across studies of VCE English for equity funded students • English from 23.46 (2021) to 25 • English Language from 22.00 (2021) to 25 Priority Cohort – Gender	EnglishEnglish 24.8English (EAL) 25.5English Language 27.0Literature 25.5Equity funded studentsEnglish 24.0English Language 23.0English (male) 22.5English Language (male) 23

		By 2026, increase the VCE mean study score across studies of VCE English for male students • English from 21.70 (2021) to 23 • English Language from 22.13 (2021) to 24	
		By 2026, increase the VCE mean study score across studies of VCE Mathematics • General Maths* from 27.63 (2021) to 28.5 • Mathematics Methods (CAS) from 28.41 (2021) to 29.0 • Specialist Mathematics from 26.11 (2021) to 27.5 Priority Cohort – Equity Funded • By 2026, increase the VCE mean study score across studies for equity funded students for General Maths* will increase from 25.43 (2021) to 27.	MathematicsGeneral Maths 28.0Math Methods 27.5Specialist Maths 27.5Equity funded students General Maths 26.5
		By 2026, increase the percentage of students receiving a satisfactory • Vocational Major Literacy from *(insert benchmark)* 2023 to *(insert target).* • Vocational Major Numeracy from *(insert benchmark)* 2023 to *(insert target).*	Vocational Major Literacy 92%Vocational Major Numeracy 95%
		By 2026, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors. • Differentiated learning challenge from 55 per cent (2021) to 65 per cent • Stimulated learning from 60 per cent (2021) to 70 per cent. • Self-regulation and goal setting from 64 per cent (2021) to 70 per cent • Sense of confidence from 60 per cent (2021) to 70 per cent • High expectations for success from 74 per cent (2021) to 80 per cent • Motivation and interest 69 per cent (2021) to 80 per cent.	Differentiated learning challenge 60%Stimulated learning 65%Self-regulation and goal setting 65%Sense of confidence 60%High expectations for success 75%Motivation and interest 70%

		By 2026, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors. • Academic emphasis from 48 per cent (2021) to 55 per cent. • Collective efficacy from 53 per cent (2021) to 60 per cent. • Understand how to analysis data from 52 per cent (2021) to 60 per cent. • Monitoring effectiveness of using data from 73 per cent (2021) to 75 per cent. • Understanding formative assessment from 67 per cent (2021) to 70 per cent. • Instructional leadership from 53 per cent (2021) to 60 per cent. • Moderate assessment tasks together from 79 per cent (2021) to 85 per cent. • Seek feedback to improve practice from 48 per cent (2021) to 60 per cent.	Academic emphasis 50%Collective efficacy 60%Understand how to analyse data 60%Monitoring effectiveness using data 75%Understanding formative assessment 70%Instructional leadership 60%Moderate assessment tasks together 85%Seek feedback to improve practice 55%
Optimise student engagement, transitions, and pathways (cluster goal)	Yes	By 2026, increase the percentage of real student retention • Year 10 to Year 11 from 64.1 per cent (2021-2022) to 70 per cent • Year 11 to Year 12 from 63.8 per cent (2020- 2022) to 70 per cent.	Year 10 to Year 11 65%Year 11 to Year 12 65%
		By 2026 increase the percentage of students who continue education: • Year 11 from 59.5 per cent (2021) to 75.0 per cent • Year 12 from 54.5 per cent (2021) to 70.0 per cent.	Year 11 65%Year 12 60%
		By 2026, increase the VCE completion rates from 96.1 per cent (2021) to 97 per cent.	96%
		By 2026, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.	Motivation and interest 70%School stage transition Y10-12 65%

		• Motivation and interest from 76 per cent (2019) and 69 per cent (2021) to 80 per cent • School stage transition Y10-12 from 72 per cent (2019) and 64 per cent (2021) to 76 per cent.
Strengthen wellbeing capabilities and outcomes for all students.	Yes	By 2026, decrease the percentage of students with 20 or more days absent from 30 per cent (2019) and 31 per cent (2021) to 28 per cent.	35%
		By 2026, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors: • Perseverance from 67 per cent (2019) and 59 per cent (2021) to 65 per cent. • Sense of connectedness from 69 per cent (2019) and 61 per cent (2021) to 65 per cent • Student voice and agency from 58 per cent (2019) and 47 per cent (2021) to 55 per cent • Emotional awareness and regulation from 66 per cent (2021) to 70 per cent • Managing bullying from 71 per cent (2019) and 62 per cent (2021) to 70 per cent.	Perseverance 60%Sense of connectedness 60%Student voice and agency 50%Emotional awareness and regulation 65%Managing bullying 60%
		By 2026, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors. • Student connectedness from 81 per cent (2021) to 85 per cent • Confidence and resiliency skills from 81 per cent (2021) to 85 per cent • Student motivation and support from 64 per cent (2021) to 70 per cent • Student agency and voice from 76 per cent (2021) to 80 per cent.	Student connectedness 85%Confidence and resiliency skills 85%Student motivation and support 70%Student agency and voice 80%

Goal 2	Maximise learning attainment and growth for every student. (Cluster goal)
12-month target 2.1-month target	26.8
12-month target 2.2-month target	5.5%
12-month target 2.3-month target	English English 24.8 English (EAL) 25.5 English Language 27.0 Literature 25.5 Equity funded students English 24.0 English Language 23.0 English (male) 22.5 English Language (male) 23
12-month target 2.4-month target	Mathematics General Maths 28.0 Math Methods 27.5 Specialist Maths 27.5 Equity funded students General Maths 26.5
12-month target 2.5-month target	Vocational Major Literacy 92% Vocational Major Numeracy 95%
12-month target 2.6-month target	Differentiated learning challenge 60% Stimulated learning 65% Self-regulation and goal setting 65% Sense of confidence 60%

	High expectations for success 75% Motivation and interest 70%
12-month target 2.7-month target	Academic emphasis 50% Collective efficacy 60% Understand how to analyse data 60% Monitoring effectiveness using data 75% Understanding formative assessment 70% Instructional leadership 60% Moderate assessment tasks together 85% Seek feedback to improve practice 55%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Re-define cluster wide shared leadership practices and structures to embed a culture of high expectations, academic excellence and collective efficacy.	Yes
KIS 2.b Teaching and learning	Build and embed teacher capability to consistently implement agreed evidence based instructional practice.	Yes
KIS 2.c Assessment	Build staff capabilities to analyse and use rich learning and wellbeing data to inform point of need learning.	Yes
KIS 2.d Teaching and learning	Build and embed a continuous improvement cycle that ensures quality teacher practice.	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.	In collaboration with our Year 7-10 cluster schools we have agreed that there is continuing work to do in these areas in order to reach our learning and wellbeing targets.	

Goal 3	Optimise student engagement, transitions, and pathways (cluster goal)	
12-month target 3.1-month target	Year 10 to Year 11 65% Year 11 to Year 12 65%	
12-month target 3.2-month target	Year 11 65% Year 12 60%	
12-month target 3.3-month target	96%	
12-month target 3.4-month target	Motivation and interest 70% School stage transition Y10-12 65%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Engagement	Develop and implement a cluster wide approach to transition in, through and beyond our schools that enables high aspirations and quality student pathways.	Yes
KIS 3.b Leadership	Embed staff understanding of the range of pathways and options for students to effectively plan for their senior secondary certificate studies and future pathways.	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.	In collaboration with our Year 7-10 cluster schools we have agreed that there is continuing work to do in these areas in order to reach our targets. Of particular concern is the number of students disengaging before the end of Year 10 or not making a successful transition to Year 11.	
Goal 4	Strengthen wellbeing capabilities and outcomes for all students.	
12-month target 4.1-month target	35%	
12-month target 4.2-month target	Perseverance 60% Sense of connectedness 60%	

	Student voice and agency 50% Emotional awareness and regulation 65% Managing bullying 60%
12-month target 4.3-month target	Student connectedness 85% Confidence and resiliency skills 85% Student motivation and support 70% Student agency and voice 80%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Support and resources	Further develop a shared sense of wellbeing support.	Yes
KIS 4.b Engagement	Embed a whole school approach to knowing and understanding the wellbeing needs of all students.	Yes
KIS 4.c Engagement	Embed a whole school approach to student agency in learning and wellbeing.	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.	In 2023 we had a significant change in leadership in the area of engagement and wellbeing. There was much work to do for the new teams to understand processes, which impacted somewhat on capacity to address all the strategic work identified in the 2023 AIP. New priorities also emerged. Progress was made against several objectives and there is continuing work to do in 2024 to achieve strategic plan targets.	

Define actions, outcomes, success indicators and activities

Goal 2	Maximise learning attainment and growth for every student. (Cluster goal)
12-month target 2.1 target	26.8
12-month target 2.2 target	5.5%
12-month target 2.3 target	English English 24.8 English (EAL) 25.5 English Language 27.0 Literature 25.5 Equity funded students English 24.0 English Language 23.0 English (male) 22.5 English Language (male) 23
12-month target 2.4 target	Mathematics General Maths 28.0 Math Methods 27.5 Specialist Maths 27.5 Equity funded students General Maths 26.5
12-month target 2.5 target	Vocational Major Literacy 92% Vocational Major Numeracy 95%

12-month target 2.6 target	Differentiated learning challenge 60% Stimulated learning 65% Self-regulation and goal setting 65% Sense of confidence 60% High expectations for success 75% Motivation and interest 70%
12-month target 2.7 target	Academic emphasis 50% Collective efficacy 60% Understand how to analyse data 60% Monitoring effectiveness using data 75% Understanding formative assessment 70% Instructional leadership 60% Moderate assessment tasks together 85% Seek feedback to improve practice 55%
KIS 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Re-define cluster wide shared leadership practices and structures to embed a culture of high expectations, academic excellence and collective efficacy.
Actions	Embed the Bendigo Education Plan goals in the everyday activities within and across schools. Clarify and align BEP Working Groups, Secondary Cluster CoPs and Network CoPs.
Outcomes	Leaders will … CoPs leaders will document their work through Rapid Action Plans and review quarterly and report each semester for AIP engagement Access, distribute and use provided data sets Principals will be aligned to one CoP each. Principals will provide role clarity for the work of Collaboration Groups. New Multi-staffing model developed Teachers will …

	Have clear line of sight to cluster KIS through their work Leaders will … Define meeting dates Refine membership of each CoP to be strategically aligned to Cluster goals Define who will be leading each CoP Define and refine the role of CoP Leadership
Success Indicators	Early Indicators Artifacts Documented purpose, roles and responsibilities for collaborative groups aligned to strategic priorities. Rapid Action Plans documented by all CoP on Sharepoint Learning Architecture CoP meeting in week 3 and 8 Collaborative groups meeting in week 5 Late Indicators Observable Behaviours Artifacts Each CoP providing an end of semester report on progress achieved and any barriers to progress New multi-school model approved by Deputy Secretary Early Indicators Meeting dates set CoP leadership and membership defined Role of CoP Leaders defined Late Indicators Outcomes CoP meeting agendas indicating leaders and strategic direction linked to SSP. Occurring twice per term.

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

Liaise with PED to define and refine required data sets.	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Refine data sharing protocol for use by CoPs and Collaboration Groups.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
Document required data sets between all secondary colleges and the protocols for use and sharing.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
Refine Rapid Action Plans for CoPs to be fit-for-purpose in framing their work, tracking and reporting.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Define the purpose, work, governance, PL needs and accountability for Collaboration Groups.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Gain approval for continuation of multi-school staffing model.	☑ Principal	☐ PLP Priority	from: Term 2 to: Term 3	$0.00
Continue to explore strategies to expand participation in the multi school staffing model.	☑ Principal	☐ PLP Priority	from: Term 2 to: Term 3	$0.00

Refine leadership, representation, reporting and monitoring processes for CoPs.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
CoPs to consistently meet twice per term in weeks 3 & 8, with days and times defined.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build and embed teacher capability to consistently implement agreed evidence based instructional practice.
Actions	Develop and establish agreement of consistent instructional practice across Secondary Cluster schools Align and embed trauma informed practice within and across all BEP schools.
Outcomes	Leaders will implement a range of activities in individual schools around own instructional model Leaders will provide opportunities for student voice and agency in reviewing current language used in instructional models Teachers will be able to use instructional practices to provide consistent practices Students will be able to identify at what point of the lesson they are in/or moving towards. Students will be able to use and understand the language of the instructional model. Leaders will … Develop and embed the new features of the instructional model. Lead induction of new staff supporting key features of the BSEM. Model BSEM strategies in all relevant interactions. Teachers will … Embed agreed BSEM strategies within their classroom practice.

	Regularly utilise ready to learn plans in supporting students. Model BSEM strategies in all relevant interactions. Students will … Feel safe and supported at school. Students will demonstrate higher levels of engagement in their classes. Model and utilise BSEM strategies in all relevant interactions
Success Indicators	Early Indicators Artifacts – LaTrobe Uni feedback Late Indicators Observable Behaviours – Learning walk Artifacts – instructional model posters Outcomes – Student Attitude to school survey Learning Architecture – Lesson plans reflect Instructional models Early Indicators Observable Behaviours All schools undertaking ready to learn interviews utilising BSEM ready to learn plans. Artifacts Presentation (PowerPoint) to support inducting new staff Ready to Learn Plans for interviews and use throughout 2024 with consistent key elements across all schools. Outcomes High level engagement at ready to lean interviews. Learning Architecture Compass – ready to learn options. Scheduled times to meet as a BEP COP and school implementation teams. Late Indicators Observable Behaviours Each school to bring learning walk data to COP.

| | Artefacts
Updated Instructional Models with embedded BSEM language and strategies.
Updated instructional models

Outcomes
Improvement in ATOSS data (Advocate at school)
Improvement in attendance data
Decrease in suspension data

Learning Architecture
Timetabled touch points for ready to document throughout the year.
Scheduled times to meet as a BEP COP and school implementation teams. |

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Analyse LaTrobe University feedback on Instructional models to support the consistent implementation.	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
Define language and practice of instructional models to support student transitions.	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Create abridged presentation that acts as a summary of the BSEM work to be worked through with all new staff.	☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Formalised agreed strategies to be implemented across schools.	☑ Assistant principal	☐ PLP Priority	from: Term 1	$0.00

				to: Term 4	
Schools to document and define in AIP how BSEM strategies will be embedded.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
All schools to introduce BSEM language to their instructional models.	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Fully train up to 3 new staff per year.	☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build staff capabilities to analyse and use rich learning and wellbeing data to inform point of need learning.
Actions	Enhance the use of formative assessment to inform point of need teaching and learning Enhance staff capacity in data interpretation/ triangulation with a learning and wellbeing focus

Outcomes	Leaders will seek feedback on Secondary style guide Leaders will provide professional development opportunities to staff on style guide Teachers will provide feedback on style guide Teachers will implement rubric style guide Students will understand the assessment requirements of all subjects Leaders will…. Use PED/DE provided data to guide the work of each CoP Develop a data sharing protocol for CoP and Collaborative Groups Teachers will … Engage with data sets in each CoP and Collaborative group to inform the work. Adhere to data sharing protocol expectations/guidelines.
Success Indicators	Early Indicators Observable Behaviours – learning walks Artifacts – Secondary BEP rubric style guide Late Indicators Artifacts – subject rubrics will reflect Secondary BEP rubrics Artifacts Data sharing protocol developed. Outcomes PED and/or DE data sets being used at each CoP and each Collaborative group. Learning Architecture Meeting agenda includes data analysis to inform collaborative planning.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Establish agreed language and protocols of assessment terminology.	☑ Assistant principal	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	
Establish an agreed Secondary BEP rubric style guide.	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Implement rubric style guide across all learning areas in all schools	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
BEP Principal team to analyse and evaluate data sets and design processes for 2024.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Develop capabilities of CoP and Collaborative group leaders to use data to define and drive the work	☑ Assistant principal ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 2	$0.00
Refine data sharing protocol for CoPs/ Collab Groups	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2	$0.00

KIS 2.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Build and embed a continuous improvement cycle that ensures quality teacher practice.

incorporating extra-curricula programs	
Actions	Embed research and evidence-based PLCs
Outcomes	Leaders will … Have a shared sense of work and consistency of practice within the BEP. PLC leaders will meet to engage in reflective practice, evaluate and plan implementation of PLC practices in their schools. Teachers will … Share and celebrate evidence base practices Students will … Feel supported and consulted throughout their learning journey.
Success Indicators	Early Indicators PLC Coordinators at each secondary college regularly engaged with WCB link school PLC Coordinator (CoP, Learning Walks, sharing of processes and practices). Sharing of PLC inquiries and foci at each of the BEP schools Sharing of PLC end of cycle celebrations between the BEP schools Completion of PLC maturity matrix being implemented and monitored by each CoP member school Consistent use of data to inform PLC cycles All CoP member schools identified. * areas of strength that can be shared/utilised * where specific PLC practice support can be obtained. Late Indicators PLCs defined and operating across all secondary colleges on a regular timetable. PLCs embedded to enable expanded use of wellbeing data to support understanding of FISO 2.0 Positive impact on 2024 School Staff Survey factors: School Climate Module Teacher collaboration Collective efficacy: Teaching and Learning- Planning module Collaborate to plan curriculum. Use data for curriculum planning

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Undertake regular PLC enquiry cycles throughout the year.	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Cross-school support with PLC internal implementation, with support from WCB as PLC Link School.	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Develop implement and share evidence-based PLC practices within CoP schools	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 3	$0.00
Develop timelines and protocols for refined BSSC PLC approach [BSSC only]	☑ PLC leaders	☐ PLP Priority	from: Term 1 to: Term 1	$0.00

Goal 3	Optimise student engagement, transitions, and pathways (cluster goal)
12-month target 3.1 target	Year 10 to Year 11 65% Year 11 to Year 12 65%
12-month target 3.2 target	Year 11 65% Year 12 60%
12-month target 3.3 target	96%
12-month target 3.4 target	Motivation and interest 70% School stage transition Y10-12 65%

| KIS 3.a
Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a cluster wide approach to transition in, through and beyond our schools that enables high aspirations and quality student pathways.
Actions	Develop and embed a collaborative approach across the BEP Secondary colleges that shares information about learner profiles and course selection Strengthen connections with at risk students and families Develop and embed a collaborative approach across the BEP secondary colleges that shares information about learner profiles and course selection Enable careers and pathways/transitions teams to share and evolve practice through data informed inquiry and professional learning
Outcomes	Support the creation of a 6-7 Transition CoP from the Greater Bendigo Network Provide feedback in relation to transition enablers and barriers Be solution focussed towards developing shared processes and practices for 6-7 transition Allocate meeting time to the transition team to plan, evaluate and feedback data and other information to the whole school. Leaders will understand the purpose and value of using the SIE tool. Teachers will be aware of at risk students and provide appropriate support and counselling. Students will understand the pathways options available to them and stay connected to education in 2025. Leaders in 7-10 colleges will ensure the PAT and NAPLAN data is shared with BSSC by the end of week 5, Term 4. Teachers will ensure that all students complete PAT testing. Students will understand that test results provide valuable information in the next steps in their learning journey. Assistant Principals will determine and promote shared VET / VCE offerings.
Success Indicators	Early Indicators • Creation of the expanded 6-7 Transition CoP • Identification of enablers and barriers completed • Development and distribution of survey

<table>
<tr><td rowspan="2"></td><td>Late Indicators:
•　Documentation of agreed information sharing and transition practices across primary to secondary
•　Positive impact on AtoSS school stage transitions (6-7)

Training in use of SIE tool.
Staff in 7-10 schools are using SIE tool to identify at risk students.
List of at risk students is collated.
Pathways flyer is developed.
GLLEN-facilitated information evening.
Enhanced BSSC transition process.

Early Indicator/s
•　Artifacts – documented process for information sharing regarding Yr 10 to 11 high ability students.

Late Indicator/s
•　Artifacts - documented process for information sharing regarding Yr 6 to 7 high ability students.

Learning Architecture:
•　Shared VET/VCE offerings for 2025 determined and offered.</td></tr>
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Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Create a Primary/Secondary Transition CoP which incorporates key staff at feeder primary schools to each of the 7-10 colleges.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Review existing enablers and barriers identified through recent review conducted by SEIL/Principal.	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
Utilising new resources developed by DoE where appropriate, build consistency regarding information sharing, transition opportunities and support for priority cohorts across the 10-11 transition process	☑ Assistant principal ☑ Leading teacher(s)	☑ PLP Priority	from: Term 1	$0.00

[BSSC only]			to: Term 3	
Upskill leaders/transition staff in use of the Staying in Education (SIE) tool.	☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Identify students at risk of not making a transition to Year 11 or its alternative through use of the SIE tool and knowledge of staff in Year 7-10 schools.	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Prepare a single page list of pathway options for these students/families (BSSC)	☑ Assistant principal	☐ PLP Priority	from: Term 2 to: Term 3	$0.00
In collaboration with the GLLEN, conduct an information evening and provide follow up opportunities for these students/families to explain their options.	☑ Assistant principal	☐ PLP Priority	from: Term 3 to: Term 3	$0.00
Identify the number of students who need individual follow up/case management (Year 7-10 schools).	☑ Assistant principal ☑ Leading teacher(s)	☐ PLP Priority	from: Term 3 to: Term 4	$0.00
Provide a supported/enhanced Year 11 transition process for these students (BSSC).	☑ Assistant principal ☑ Leading teacher(s)	☐ PLP Priority	from: Term 3 to: Term 4	$0.00

Track 2025 destinations of these students – BSSC, TAFE, other, unknown (BSSC & Year 7-10 schools).	☑ Assistant principal ☑ Leadership team	☐ PLP Priority	from: Term 4 to: Term 4	$0.00
Refine the process for sharing information about high ability students from year 10 to 11.	☑ Assistant principal	☐ PLP Priority	from: Term 2 to: Term 3	$0.00
Establish the type and format of data to be shared for all students from year 10 to 11 [BSSC only]	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Develop processes for enhancing the provision of VET and VCE.	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 3	$0.00
AP Teaching & Learning Group to identify and liaise regarding possible shared VET / VCE offerings	☑ Assistant principal	☐ PLP Priority	from: Term 2 to: Term 2	$0.00
BSSC to continue to work with DoE to encourage offering of VM WRS 1/2 in all 7-10 colleges [BSSC only]	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 3	$0.00
KIS 3.b The strategic direction and deployment of resources to create and reflect shared goals	Embed staff understanding of the range of pathways and options for students to effectively plan for their senior secondary certificate studies and future pathways.			

and values; high expectations; and a positive, safe and orderly learning environment	

Actions	Develop understanding of senior certification across all schools for students, parents/carers and staff.
Outcomes	Leaders will: Support PL for all staff to build their understanding of senior certification. Facilitate programs which allow students to explore various subjects which link to their future pathways. Teachers will: Participate in Professional Development that builds their understanding of pathway options for students. Be able to mentor students on the three senior certificates by developing knowledge and understanding through professional learning. Students will: Begin to develop their understanding of pathways options from Year 7 onwards. Build their understanding of the various possible options for senior certification. Be able to articulate their knowledge and understanding of future pathways. Attend one of the Parent Information Evenings in July.
Success Indicators	Early Indicator/s Subject change patterns/issues identified and action plan developed for 2024-2025 implementation Late Indicator/s Briefings conducted which support understanding of all staff about senior secondary pathways BSSC transition leader meets with transition staff in each 7-10 college at key stages in Terms 2 and 3 A Parent Information Evening is conducted at each school in July.

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Monitor subject change data to determine if there has been a reduction in subject changes overall and specifically in key subjects like Biology and Physical Education.	☑ Assistant principal ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1	$0.00

			to: Term 2	
BSSC staff conduct briefings for all 7-10 staff and for those staff responsible for conducting Course Counselling for Year 10 students.	☑ Assistant principal ☑ Leading teacher(s)	☐ PLP Priority	from: Term 2 to: Term 3	$0.00
Continued support provided to key staff in Year 7-10 schools regarding changes to VCE subjects and program offerings	☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 3	$0.00
Offer the Parent Information Evenings in July at each 7-10 college as well as BSSC.	☑ Assistant principal	☐ PLP Priority	from: Term 3 to: Term 3	$0.00
Explore opportunities for showcasing various subject areas to Year 10 students prior to subject selection	☑ Assistant principal	☐ PLP Priority	from: Term 2 to: Term 3	$0.00

Goal 4	Strengthen wellbeing capabilities and outcomes for all students.
12-month target 4.1 target	35%
12-month target 4.2 target	Perseverance 60% Sense of connectedness 60% Student voice and agency 50% Emotional awareness and regulation 65% Managing bullying 60%
12-month target 4.3 target	Student connectedness 85% Confidence and resiliency skills 85%

	Student motivation and support 70% Student agency and voice 80%
KIS 4.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Further develop a shared sense of wellbeing support.
Actions	Develop and embed shared responsibility for the wellbeing of students
Outcomes	Leaders will be able to build staff understanding of FISO 2.0 Teachers will support both student learning and wellbeing as core components of their role Students will see their teachers as not just as leaders of learning but as enablers of student wellbeing
Success Indicators	Student absences Student attitudes to school survey responses Parent opinion survey responses

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Document responsibilities for Classroom Teachers/Advisors, SECs, ICS staff and Wellbeing Team and provide professional learning concerning professional boundaries, tiered responses and referral pathways	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used
Embed the professional learning from BSEM into our classrooms	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

Design and deliver whole school proactive wellbeing program that includes presentations and follow up activities within advisor to support all students' wellbeing	☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 4.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a whole school approach to knowing and understanding the wellbeing needs of all students.			
Actions	Develop an understanding of the wellbeing needs of every student Strengthen the sense of inclusion and cultural safety of our college			
Outcomes	Leaders will demonstrate cultural inclusion as a core value of the college Teachers will know their students as individuals and understand and support their aspirations Teachers will use culturally appropriate language and behaviours Students will feel safe and included The community will recognise the college as a safe and welcoming place			
Success Indicators	Student absences Student attitudes to school survey responses Parent opinion survey responses			

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Support every student to create a 'Ready to Learn' plan with a focus on visible goals that optimise learning and wellbeing.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 1	$0.00

Advisors regularly use information from 'Ready to Learn' plans in their planning and teaching	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00	
Provide Cultural Understanding and Safety Training (CUST) for all staff	☑ Leadership team	☑ PLP Priority	from: Term 4 to: Term 4	$10,000.00 ☑ Equity funding will be used	
Increase visibility of culturally inclusive signage and symbols	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 3	$50,000.00 ☑ Equity funding will be used	
Conduct an audit of inclusive practices at the college, including college events	☑ Leadership team	☐ PLP Priority	from: Term 2 to: Term 3	$0.00	

KIS 4.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a whole school approach to student agency in learning and wellbeing.
Actions	Build shared understanding among staff of how to foster student agency in learning and wellbeing
Outcomes	Leaders will research and understand positive education models Teachers will know how to develop student wellbeing capacity Students will be aware of where obtain wellbeing support and what they can do to manage their own wellbeing

Success Indicators	Student absences Student attitudes to school survey responses Parent opinion survey responses			
Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Audit learning tasks that allow for and encourage student choice across various modalities	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Build an understanding of the role self efficacy plays in wellbeing	☑ Leadership team ☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Consolidate a common vocabulary and understanding around wellbeing	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Plan and deliver a program for students that identifies and promotes wellbeing activities and events	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Build on professional learning options of positive education	☑ Assistant principal	☑ PLP Priority	from: Term 1	$2,000.00

			to: Term 3	☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$690,602.88	$690,602.88	$0.00
Disability Inclusion Tier 2 Funding	$590,823.25	$590,823.25	$0.00
Schools Mental Health Fund and Menu	$178,245.84	$178,245.84	$0.00
Total	**$1,459,671.97**	**$1,459,671.97**	**$0.00**

Activities and milestones – Total Budget

Activities and milestones	Budget
Fully train up to 3 new staff per year.	$3,000.00
Document responsibilities for Classroom Teachers/Advisors, SECs, ICS staff and Wellbeing Team and provide professional learning concerning professional boundaries, tiered responses and referral pathways	$10,000.00
Provide Cultural Understanding and Safety Training (CUST) for all staff	$10,000.00
Increase visibility of culturally inclusive signage and symbols	$50,000.00
Plan and deliver a program for students that identifies and promotes wellbeing activities and events	$20,000.00
Build on professional learning options of positive education	$2,000.00

Totals		$95,000.00	

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Document responsibilities for Classroom Teachers/Advisors, SECs, ICS staff and Wellbeing Team and provide professional learning concerning professional boundaries, tiered responses and referral pathways	from: Term 1 to: Term 4	$10,000.00	☑ School-based staffing
Provide Cultural Understanding and Safety Training (CUST) for all staff	from: Term 4 to: Term 4	$10,000.00	☑ Support services
Increase visibility of culturally inclusive signage and symbols	from: Term 1 to: Term 3	$60,602.88	☑ Other First Nations artwork and signage
Totals		$80,602.88	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Fully train up to 3 new staff per year.	from: Term 1 to: Term 4	$3,000.00	☑ Berry Street Education Model (BSEM)
Plan and deliver a program for students that identifies and promotes wellbeing activities and events	from: Term 1 to: Term 4	$20,000.00	☑ Employ allied health professional to provide Tier 1 tailored support for students **This activity will use Mental Health Menu staffing** o Assign existing staff member to initiative (eduPay)
Build on professional learning options of positive education	from: Term 1 to: Term 3	$2,000.00	☑ Schoolwide Positive Behaviour Support - Tier 1 focus (free)
Totals		$25,000.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Disability Inclusion implementation	$547,000.00
Careers and Pathways support	$280,000.00
Student Wellbeing Support	$327,245.84
Family engagement and attendance support	$140,000.00

First Nations student support and family engagement	$78,000.00
EAL (Karen) program	$48,000.00
Totals	**$1,420,245.84**

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Disability Inclusion implementation	from: Term 1 to: Term 4		
Careers and Pathways support	from: Term 1 to: Term 3	$170,000.00	☑ School-based staffing
Student Wellbeing Support	from: Term 1 to: Term 4	$174,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Family engagement and attendance support	from: Term 1 to: Term 3	$140,000.00	☑ School-based staffing
First Nations student support and family engagement	from: Term 1 to: Term 4	$78,000.00	☑ School-based staffing
EAL (Karen) program	from: Term 1	$48,000.00	☑ School-based staffing

	to: Term 4		
Totals		$610,000.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Disability Inclusion implementation	from: Term 1 to: Term 4	$547,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Inclusion leader • Learning specialist • Classroom teacher ☑ Other workforces to support students with disability • Occupational therapy • School counsellors (inclusive education related services) ☑ CRT • CRT (to attend Profile meetings)
Careers and Pathways support	from: Term 1 to: Term 3		

Student Wellbeing Support	from: Term 1 to: Term 4	$43,823.25	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education support staff
Family engagement and attendance support	from: Term 1 to: Term 3		
First Nations student support and family engagement	from: Term 1 to: Term 4		
EAL (Karen) program	from: Term 1 to: Term 4		
Totals		$590,823.25	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Disability Inclusion implementation	from: Term 1 to: Term 4		
Careers and Pathways support	from: Term 1 to: Term 3		

Student Wellbeing Support	from: Term 1 to: Term 4	$153,245.84	☑ Employ teaching staff to support Tier 2 initiatives **This activity will use Mental Health Menu programs** o Assign existing staff member to initiative (eduPay)
Family engagement and attendance support	from: Term 1 to: Term 3		
First Nations student support and family engagement	from: Term 1 to: Term 4		
EAL (Karen) program	from: Term 1 to: Term 4		
Totals		**$153,245.84**	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Create abridged presentation that acts as a summary of the BSEM work to be worked through with all new staff.	☑ Assistant principal	from: Term 1 to: Term 4	☑ Preparation	☑ Formal school meeting / internal professional learning sessions ☑ Network professional learning	☑ Leadership partners ☑ School improvement partnerships	☑ On-site
Fully train up to 3 new staff per year.	☑ Assistant principal	from: Term 1 to: Term 4	☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Teaching partners ☑ Leadership partners	☑ Off-site Location depends on where training is available
Develop capabilities of CoP and Collaborative group leaders to use data to define and drive the work	☑ Assistant principal ☑ Principal	from: Term 1 to: Term 2	☑ Planning ☑ Preparation ☑ Collaborative inquiry/action research team	☑ Formal school meeting / internal professional learning sessions ☑ Network professional learning	☑ SEIL ☑ VCAA curriculum specialist ☑ School improvement partnerships ☑ Internal staff	☑ On-site
Undertake regular PLC enquiry cycles throughout the year.	☑ All staff	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions	☑ PLC Initiative ☑ Learning specialist	☑ On-site

Utilising new resources developed by DoE where appropriate, build consistency regarding information sharing, transition opportunities and support for priority cohorts across the 10-11 transition process [BSSC only]	☑ Assistant principal ☑ Leading teacher(s)	from: Term 1 to: Term 3	☑ Collaborative inquiry/action research team	☑ Formal school meeting / internal professional learning sessions ☑ Network professional learning	☑ SEIL ☑ Internal staff	☑ On-site
Upskill leaders/transition staff in use of the Staying in Education (SIE) tool.	☑ Assistant principal	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative inquiry/action research team	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Continued support provided to key staff in Year 7-10 schools regarding changes to VCE subjects and program offerings	☑ Assistant principal	from: Term 1 to: Term 3	☑ Planning	☑ Formal school meeting / internal professional learning sessions ☑ Network professional learning	☑ VCAA curriculum specialist	☑ On-site
Document responsibilities for Classroom Teachers/Advisors, SECs, ICS staff and Wellbeing Team and provide professional learning concerning professional boundaries, tiered responses and referral pathways	☑ Leadership team	from: Term 1 to: Term 4	☑ Planning	☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site

Embed the professional learning from BSEM into our classrooms	☑ All staff	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Design and deliver whole school proactive wellbeing program that includes presentations and follow up activities within advisor to support all students' wellbeing	☑ Assistant principal	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team	☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Provide Cultural Understanding and Safety Training (CUST) for all staff	☑ Leadership team	from: Term 4 to: Term 4	☑ Planning ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ External consultants Djarra enterprises ☑ Departmental resources KESO	☑ On-site
Build an understanding of the role self efficacy plays in wellbeing	☑ Leadership team ☑ Wellbeing team	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative inquiry/action research team ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Build on professional learning options of positive education	☑ Assistant principal	from: Term 1 to: Term 3	☑ Preparation ☑ Collaborative inquiry/action research team	☑ Formal school meeting / internal professional learning sessions	☑ School improvement partnerships ☑ Internal staff	☑ On-site