

# **2024 Annual Implementation Plan**

## **for improving student outcomes**

Fitzroy High School (8742)



Submitted for review by Linda Mitchell (School Principal) on 15 May, 2024 at 02:48 PM  
Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 22 May, 2024 at 02:47 PM  
Endorsed by Moira Finucane (School Council President) on 04 June, 2024 at 09:14 AM

## Self-evaluation summary - 2024

	FISO 2.0 outcomes	Self-evaluation level
<b>Learning</b>	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	

<b>Wellbeing</b>	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
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	FISO 2.0 Dimensions	Self-evaluation level
<b>Leadership</b>	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

<b>Teaching and learning</b>	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	
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<b>Assessment</b>	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

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

<b>Enter your reflective comments</b>	
<b>Considerations for 2024</b>	
<b>Documents that support this plan</b>	NWVR Fitzroy High School - 2023 review report .docx (0.37 MB)

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> 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.</p>	No	Support for the priorities	
Optimise student learning outcomes.	Yes	<p><b>NAPLAN – Proficiency scales</b> By 2027, the percentage of Year 9 students with Exceeding Proficiency will increase or be maintained.</p> <ul style="list-style-type: none"> <li>• Reading will be maintained at 41 percent (2023)</li> <li>• Writing will increase from 18 percent (2023) to 26 percent</li> <li>• Numeracy will increase from 10 per cent (2023) to 18 percent.</li> </ul> <p>*This target may require adjustment once trend data is available</p>	By 2024, the percentage of Year 9 students with Exceeding Proficiency will increase or be maintained. Reading will be maintained at 41 percent (2024) Writing will increase from 18 percent (2023) to 20 percent (2024) Numeracy will increase from 10 per cent (2023) to 12 percent (2024)
		<p><b>Teacher Judgments –?Growth?</b> By 2027, the percentage of Year 7 to 10 students achieving at or exceeding expected growth as measured by teacher judgments (Semester 2 - Semester 2) will?increase:</p> <ul style="list-style-type: none"> <li>• Reading and viewing for above expected growth from 20 percent (2022) to?24?percent?</li> <li>• Writing for?above expected growth from?25?percent (2022) to?29?percent</li> <li>• Number and Algebra for at or above expected growth from?64 per?cent (2022) to 68?percent.</li> </ul>	By 2024, the percentage of Year 7 to 10 students achieving at or exceeding expected growth as measured by teacher judgments (Semester 2 - Semester 2) will increase: Reading and viewing for above expected growth from 20 percent (2022) to 24 percent (2024) Writing for above expected growth from 25 percent (2022) to 27 percent (2024) Number and Algebra for at or above

			expected growth from 64 per cent (2022) to 65 per cent (2024)
		<p><b>VCE - Completion rates</b> By 2027, increase the senior school completion rates:</p> <p><b>VCE</b></p> <ul style="list-style-type: none"> <li>Fitzroy High School 93.2 per cent (2023) to at least 97 percent</li> <li>Wurun 93.05 (2023) to at least 97 percent</li> </ul> <p><b>VCE-VM</b></p> <ul style="list-style-type: none"> <li>Fitzroy High School from <i>(insert benchmark)</i> 2023 to <i>(insert target)</i>.</li> <li>Wurun from <i>(insert benchmark)</i> 2023 to <i>(insert target)</i>.</li> </ul> <p><b>VPC</b></p> <ul style="list-style-type: none"> <li>Collingwood College from <i>(insert benchmark)</i> 2024 to <i>(insert target)</i>.</li> <li>Wurun from <i>(insert benchmark)</i> 2024 to <i>(insert target)</i>.</li> </ul> <p>*Target to be completed once VCE-VM and VPC completion rates are available</p>	By 2024, increase the senior school completion rates as follows for Fitzroy High School and Wurun:VCE and VCE VM: 98% of enrolled students:Exit with a VCE Vocational Major or VCE CertificateExit to a planned pathway (work or further study) prior to completing the VCE/VCE VMExit with a viable destination; including employment and/or tertiary studies VM specific: Transition to a General VCE enrolment prior to completing the VCEVPC: 90% of enrolled students:Exit with a Victorian Pathways CertificateExit to a planned pathway (work or further study) prior to completing the VPCTransition to VCE VM prior to completing the VPC
		<p><b>VCE All Study Score Mean</b> By 2027, increase the VCE all study scores mean:</p> <ul style="list-style-type: none"> <li>Fitzroy High School from 29.92 (2022) to 30</li> <li>Wurun 28.12 (2022) to 28.88.</li> </ul>	VCE All Study Score MeanBy 2024, increase the VCE all study scores mean:Fitzroy High School from 29.92 (2022) to 30 (2024)Wurun 28.12 (2022) to 28.5 (2024)
		<p><b>VCE Study Score 40+</b> By 2027, the percentage for students with at least one study score of 40 or above will increase:</p> <ul style="list-style-type: none"> <li>Fitzroy High School from 12.4 percent (2022) to at least 14.6 percent</li> <li>Wurun from 9.5 percent (2023) to at least 14.6 percent.</li> </ul>	VCE Study Score 40+By 2024, the percentage for students with at least one study score of 40 or above will increase:Fitzroy High School from 12.4 percent (2022) to13 percent (2024)Wurun from 9.5 percent (2023) to 10 percent (2024)
		<p><b>VCE Mean Study Score – English</b> By 2027, increase the VCE mean study score across studies of VCE English</p>	VCE Mean Study Score – English By 2024, increase the VCE mean study score across studies of VCE English Fitzroy High School

		<ul style="list-style-type: none"> <li>• Fitzroy High School English from 27.83 (2022) to 30</li> <li>• Wurun English from 27.46 (2022) to 29.5</li> <li>• Fitzroy High School Literature 35.13 (2022) to 36.</li> </ul>	<p>English from 27.83 (2022) to 28 (2024)Wurun English from 27.46 (2022) to 28 (2024)Fitzroy High School Literature 35.13 (2022) to 35.5 (2024)</p>
		<p><b>VCE Mean Study Score - Maths</b> By 2027, increase the VCE mean study score across studies of VCE Mathematics:</p> <p>General Maths</p> <ul style="list-style-type: none"> <li>• Fitzroy High School from 27.76 (2022) to 31</li> <li>• Wurun from 27.32 (2022) to 30.</li> </ul> <p>Mathematics Methods (CAS)</p> <ul style="list-style-type: none"> <li>• Fitzroy High School from 29.17 (2022) to 31</li> <li>• Wurun from 26.68 (2022) to 28.</li> </ul>	<p>VCE Mean Study Score - Maths By 2024, increase the VCE mean study score across studies of VCE Mathematics:General MathsFitzroy High School from 27.76 (2022) to 28 (2024)Wurun from 27.32 (2022) to 28 (2024).Mathematics Methods (CAS)Fitzroy High School from 29.17 (2022) to 29.5 (2024)Wurun from 26.68 (2022) to 27 (2024)</p>
		<p><b>School Staff Survey (SSS)</b> By 2027, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors:</p> <ul style="list-style-type: none"> <li>• Instructional Leadership from 47 percent (2023) to 55 percent</li> <li>• Academic emphasis from 34 percent (2023) to 42 percent</li> <li>• Collective efficacy from 42 percent (2023) to 54 percent</li> <li>• Understanding formative assessment from 49 percent (2023) to 57 percent.</li> </ul>	<p>School Staff Survey (SSS)By 2024, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors:Instructional Leadership from 47 percent (2023) to 50 percent (2024)Academic emphasis from 34 percent (2023) to 46 percent (2024)Collective efficacy from 42 percent (2023) to 45 percent (2024)Understanding formative assessment from 49 percent (2023) to 51 percent (2024)</p>
		<p><b>Student Attitudes to School Survey (AToSS)</b> By 2027, the positive percentage endorsement rate in the Student Attitudes to School Survey factors will improve.</p> <ul style="list-style-type: none"> <li>• Stimulating learning from 57 percent (2023) to 61 percent</li> <li>• Differentiated learning challenge from 60 percent (2023) to 64 percent</li> <li>• Motivation and interest from 61 percent (2023) to 65 percent</li> </ul>	<p>Student Attitudes to School Survey (AToSS) By 2024, the positive percentage endorsement rate in the Student Attitudes to School Survey factors will improve. Stimulating learning from 57 percent (2023) to 58 percent (2024)Differentiated learning challenge from 60 percent (2023) to 61 percent (2024)Motivation and interest from 61 percent (2023) to 62 percent (2024)</p>

Optimise student capabilities to thrive through learning.	Yes	<p><b>Attendance</b> By 2027, decrease the percentage of students with 20 or more days absent from 37 percent (2022) to 33 percent.</p>	Attendance By 2024, decrease the percentage of students with 20 or more days absent from 37 percent (2022) to 36 percent (2024)
		<p><b>Student Attitudes to School Survey (AToSS)</b> By 2027, the positive percentage endorsement rate in the Student Attitudes to School Survey factors will improve.</p> <ul style="list-style-type: none"> <li>• Normal or high Resilience from 69 percent (2023) to 73 percent</li> <li>• Not experiencing bullying from 88 percent (2023) to 90 percent</li> <li>• Advocate at school from 64 percent (2023) to 70 percent</li> <li>• Respect for diversity from 52 percent (2023) to 56 percent</li> <li>• Sense of connectedness from 54 percent (2023) to 58 percent</li> <li>• Student voice and agency from 49 percent (2023) to 53 percent.</li> </ul>	Student Attitudes to School Survey (AToSS) By 2024, the positive percentage endorsement rate in the Student Attitudes to School Survey factors will improve. Normal or high Resilience from 69 percent (2023) to 70 percent (2024)Not experiencing bullying from 88 percent (2023) to 89 percent (2024)Advocate at school from 64 percent (2023) to 66 percent (2024)Respect for diversity from 52 percent (2023) to 53 percent (2024)Sense of connectedness from 54 percent (2023) to 55 percent (2024)Student voice and agency from 49 percent (2023) to 50 percent (2024)
		<p><b>Parent Opinion Survey (POS)</b> By 2027, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> <li>• Student agency and voice from 69 percent (2023) to 73 percent</li> <li>• Parent participation and involvement from 48 percent (2023) to 56 percent.</li> </ul>	Parent Opinion Survey (POS) By 2024, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors:Student agency and voice from 69 percent (2023) to 70 percent (2024)Parent participation and involvement from 48 percent (2023) to 50 percent (2024)

<b>Goal 2</b>	<b>Optimise student learning outcomes.</b>
<b>12-month target 2.1-month target</b>	<p>By 2024, the percentage of Year 9 students with Exceeding Proficiency will increase or be maintained.</p> <p>Reading will be maintained at 41 percent (2024) Writing will increase from 18 percent (2023) to 20 percent (2024) Numeracy will increase from 10 per cent (2023) to 12 percent (2024)</p>

<p><b>12-month target 2.2-month target</b></p>	<p>By 2024, the percentage of Year 7 to 10 students achieving at or exceeding expected growth as measured by teacher judgments (Semester 2 - Semester 2) will increase:</p> <p>Reading and viewing for above expected growth from 20 percent (2022) to 24 percent (2024)  Writing for above expected growth from 25 percent (2022) to 27 percent (2024)  Number and Algebra for at or above expected growth from 64 per cent (2022) to 65 percent (2024)</p>
<p><b>12-month target 2.3-month target</b></p>	<p>By 2024, increase the senior school completion rates as follows for Fitzroy High School and Wurun:</p> <p>VCE and VCE VM: 98% of enrolled students:</p> <p>Exit with a VCE Vocational Major or VCE Certificate  Exit to a planned pathway (work or further study) prior to completing the VCE/VCE VM  Exit with a viable destination; including employment and/or tertiary studies</p> <p>VM specific: Transition to a General VCE enrolment prior to completing the VCE</p> <p>VPC: 90% of enrolled students:</p> <p>Exit with a Victorian Pathways Certificate  Exit to a planned pathway (work or further study) prior to completing the VPC  Transition to VCE VM prior to completing the VPC</p>
<p><b>12-month target 2.4-month target</b></p>	<p>VCE All Study Score Mean</p> <p>By 2024, increase the VCE all study scores mean:</p> <p>Fitzroy High School from 29.92 (2022) to 30 (2024)  Wurun 28.12 (2022) to 28.5 (2024)</p>
<p><b>12-month target 2.5-month target</b></p>	<p>VCE Study Score 40+</p> <p>By 2024, the percentage for students with at least one study score of 40 or above will increase:</p> <p>Fitzroy High School from 12.4 percent (2022) to 13 percent (2024)  Wurun from 9.5 percent (2023) to 10 percent (2024)</p>



<p><b>12-month target 2.6-month target</b></p>	<p>VCE Mean Study Score – English</p> <p>By 2024, increase the VCE mean study score across studies of VCE English</p> <p>Fitzroy High School English from 27.83 (2022) to 28 (2024)  Wurun English from 27.46 (2022) to 28 (2024)  Fitzroy High School Literature 35.13 (2022) to 35.5 (2024)</p>
<p><b>12-month target 2.7-month target</b></p>	<p>VCE Mean Study Score - Maths</p> <p>By 2024, increase the VCE mean study score across studies of VCE Mathematics:</p> <p>General Maths</p> <p>Fitzroy High School from 27.76 (2022) to 28 (2024)  Wurun from 27.32 (2022) to 28 (2024).</p> <p>Mathematics Methods (CAS)</p> <p>Fitzroy High School from 29.17 (2022) to 29.5 (2024)  Wurun from 26.68 (2022) to 27 (2024)</p>
<p><b>12-month target 2.8-month target</b></p>	<p>School Staff Survey (SSS)</p> <p>By 2024, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors:</p> <p>Instructional Leadership from 47 percent (2023) to 50 percent (2024)  Academic emphasis from 34 percent (2023) to 46 percent (2024)  Collective efficacy from 42 percent (2023) to 45 percent (2024)  Understanding formative assessment from 49 percent (2023) to 51 percent (2024)</p>
<p><b>12-month target 2.9-month target</b></p>	<p>Student Attitudes to School Survey (AToSS)</p> <p>By 2024, the positive percentage endorsement rate in the Student Attitudes to School Survey factors will improve.</p> <p>Stimulating learning from 57 percent (2023) to 58 percent (2024)</p>

	Differentiated learning challenge from 60 percent (2023) to 61 percent (2024) Motivation and interest from 61 percent (2023) to 62 percent (2024)	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Teaching and learning	Further develop and universally implement rigorous and effective teaching and learning that reflects high impact learning and teaching strategies and high impact wellbeing strategies.	Yes
<b>KIS 2.b</b> Teaching and learning	Further develop curriculum documentation, assessment practices and student learning growth within numeracy and mathematics.	No
<b>KIS 2.c</b> Leadership	Further embed the schools vision for learning and teaching to meet the needs of all students.	No
<b>KIS 2.d</b> Leadership	Further implement a culture of collective efficacy, professional responsibility and growth.	Yes
<b>KIS 2.e</b> Teaching and learning	Embed the school vision and values through shared instructional leadership	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>The main intent of this strategic plan is to build a culture of high expectations for learner success in order to promote learning growth and rigour for all students at Fitzroy High School and Wurun Senior Campus. This work requires a strengthening of the partnership with Collingwood College, including capacity building in teachers and leaders; shared instructional leadership and professional learning; and frameworks, systems and processes that enhance that, not just at Wurun but across both secondary schools. In other words, building a community of practice for the two schools that fully embraces the opportunity our our partnership.</p> <p>Therefore the school has decided to focus on KIS 2.a and KIS 2.d. Our first step is to develop and enhance common, rigorous and effective high-impact teaching and learning strategies through embedding the philosophy and vision of the school and the partnership with Collingwood College. Taking the community of practice approach, we will build on shared instructional leadership to strengthen consistency, with a strong narrative of the 'why' to enable excellence. This will further support rigour, consistency and collective efficacy by documenting and delivering the agreed learning and teaching programs. Through common professional learning, student learning outcomes will be further strengthened by focusing on the 'how' of teaching and</p>	

	<p>learning across and within settings.</p> <p>Another initial step is to focus on the link between the HITS (High Impact Teaching Strategies) and the HIWS (High Impact Wellbeing Strategies) so that teachers are using these in conjunction with each other in their classrooms. Approaches and programs will clearly delineate the different tiers of need, and focus on Tier 1 strategies that benefit all students. We will begin addressing the understanding of the key relationship between the HITS and HIWS by working with the middle leaders as part of KIS 2.d. We believe that a staged approach to professional learning is important and that, moreover, the middle leaders from both Fitzroy High School and Collingwood College will benefit from working together, not only for the sake of an aligned approach at the Wurun Senior Campus but also to enhance instructional leadership capacity at both schools.</p> <p>The staff opinion survey data around understanding of HITS, as well as instructional leadership, academic emphasis and collective efficacy is also driving the choice of these two key improvement strategies for this year. The decision is also based on areas for improvement found in the School Review and ensuing discussion around the best sequence of events. The middle leaders and leadership teams of both schools were involved in workshopping the development of the AIP and informing the decision making about what to focus on in 2024, including as a whole school, as a partnership with Collingwood College, and as individual leaders.</p>
<b>Goal 3</b>	<b>Optimise student capabilities to thrive through learning.</b>
<b>12-month target 3.1-month target</b>	<p>Attendance</p> <p>By 2024, decrease the percentage of students with 20 or more days absent from 37 percent (2022) to 36 percent (2024)</p>
<b>12-month target 3.2-month target</b>	<p>Student Attitudes to School Survey (AToSS)</p> <p>By 2024, the positive percentage endorsement rate in the Student Attitudes to School Survey factors will improve.</p> <p>Normal or high Resilience from 69 percent (2023) to 70 percent (2024)  Not experiencing bullying from 88 percent (2023) to 89 percent (2024)  Advocate at school from 64 percent (2023) to 66 percent (2024)  Respect for diversity from 52 percent (2023) to 53 percent (2024)  Sense of connectedness from 54 percent (2023) to 55 percent (2024)  Student voice and agency from 49 percent (2023) to 50 percent (2024)</p>
<b>12-month target 3.3-month target</b>	<p>Parent Opinion Survey (POS)</p> <p>By 2024, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors:</p>

	Student agency and voice from 69 percent (2023) to 70 percent (2024) Parent participation and involvement from 48 percent (2023) to 50 percent (2024)	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Teaching and learning	Further build and embed a tiered approach to wellbeing, focusing on enhancing capabilities to thrive.	Yes
<b>KIS 3.b</b> Teaching and learning	Enable learner agency through intentional learning design.	No
<b>KIS 3.c</b> Teaching and learning	Implement an equity lens throughout all planning and practice, which is fully integrated into the culture of the school.	Yes
<b>KIS 3.d</b> Leadership	Further cultivate parents/carers as partners in building a culture that celebrates learning and positions Fitzroy High School as a school of choice for its community.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>Part of the main intent of this strategic plan is to enhance wellbeing as integral to learning, focusing on Tier 1 strategies to complement the strategies already well embedded for Tier 2 and 3. We have also committed to embedding an equity lens throughout all planning and practice for both learning and wellbeing.</p> <p>Therefore the school has decided to focus on KIS 3.a and KIS 3.c. The decision is also based on areas for improvement found in the School Review and ensuing discussion around the best sequence of events. The decision to focus on KIS 3.c is also based on the requirement to work with the new disability and inclusion policy and the fact that we have employed dedicated staff to work on developing the the Disability Inclusion Profile and surrounding process that is designed to help schools and families identify the strengths, needs, and educational adjustments schools can make for individual students.</p> <p>The student attitudes to school survey and the parent opinion survey data is also driving the choice of these two key improvement strategies for this year. We hope to make an impact on many if not all of the factors in the targets by addressing these two key improvement strategies. The middle leaders and leadership teams of both schools were involved in workshopping the development of the AIP and informing the decision making about what to focus on in 2024, including as a whole school, as a partnership with Collingwood College, and as individual leaders.</p>	



## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	Optimise student learning outcomes.
<b>12-month target 2.1 target</b>	<p>By 2024, the percentage of Year 9 students with Exceeding Proficiency will increase or be maintained.</p> <p>Reading will be maintained at 41 percent (2024)            Writing will increase from 18 percent (2023) to 20 percent (2024)            Numeracy will increase from 10 per cent (2023) to 12 percent (2024)</p>
<b>12-month target 2.2 target</b>	<p>By 2024, the percentage of Year 7 to 10 students achieving at or exceeding expected growth as measured by teacher judgments (Semester 2 - Semester 2) will increase:</p> <p>Reading and viewing for above expected growth from 20 percent (2022) to 24 percent (2024)            Writing for above expected growth from 25 percent (2022) to 27 percent (2024)            Number and Algebra for at or above expected growth from 64 per cent (2022) to 65 percent (2024)</p>
<b>12-month target 2.3 target</b>	<p>By 2024, increase the senior school completion rates as follows for Fitzroy High School and Wurun:</p> <p>VCE and VCE VM: 98% of enrolled students:</p> <p>Exit with a VCE Vocational Major or VCE Certificate            Exit to a planned pathway (work or further study) prior to completing the VCE/VCE VM            Exit with a viable destination; including employment and/or tertiary studies</p> <p>VM specific: Transition to a General VCE enrolment prior to completing the VCE</p> <p>VPC: 90% of enrolled students:</p> <p>Exit with a Victorian Pathways Certificate            Exit to a planned pathway (work or further study) prior to completing the VPC            Transition to VCE VM prior to completing the VPC</p>
<b>12-month target 2.4 target</b>	VCE All Study Score Mean

	<p>By 2024, increase the VCE all study scores mean:</p> <p>Fitzroy High School from 29.92 (2022) to 30 (2024) Wurun 28.12 (2022) to 28.5 (2024)</p>
<b>12-month target 2.5 target</b>	<p>VCE Study Score 40+</p> <p>By 2024, the percentage for students with at least one study score of 40 or above will increase:</p> <p>Fitzroy High School from 12.4 percent (2022) to 13 percent (2024) Wurun from 9.5 percent (2023) to 10 percent (2024)</p>
<b>12-month target 2.6 target</b>	<p>VCE Mean Study Score – English</p> <p>By 2024, increase the VCE mean study score across studies of VCE English</p> <p>Fitzroy High School English from 27.83 (2022) to 28 (2024) Wurun English from 27.46 (2022) to 28 (2024) Fitzroy High School Literature 35.13 (2022) to 35.5 (2024)</p>
<b>12-month target 2.7 target</b>	<p>VCE Mean Study Score - Maths</p> <p>By 2024, increase the VCE mean study score across studies of VCE Mathematics:</p> <p>General Maths</p> <p>Fitzroy High School from 27.76 (2022) to 28 (2024) Wurun from 27.32 (2022) to 28 (2024).</p> <p>Mathematics Methods (CAS)</p> <p>Fitzroy High School from 29.17 (2022) to 29.5 (2024) Wurun from 26.68 (2022) to 27 (2024)</p>
<b>12-month target 2.8 target</b>	<p>School Staff Survey (SSS)</p> <p>By 2024, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors:</p>

	<p>Instructional Leadership from 47 percent (2023) to 50 percent (2024)  Academic emphasis from 34 percent (2023) to 46 percent (2024)  Collective efficacy from 42 percent (2023) to 45 percent (2024)  Understanding formative assessment from 49 percent (2023) to 51 percent (2024)</p>
<b>12-month target 2.9 target</b>	<p>Student Attitudes to School Survey (AToSS)</p> <p>By 2024, the positive percentage endorsement rate in the Student Attitudes to School Survey factors will improve.</p> <p>Stimulating learning from 57 percent (2023) to 58 percent (2024)  Differentiated learning challenge from 60 percent (2023) to 61 percent (2024)  Motivation and interest from 61 percent (2023) to 62 percent (2024)</p>
<b>KIS 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	<p>Further develop and universally implement rigorous and effective teaching and learning that reflects high impact learning and teaching strategies and high impact wellbeing strategies.</p>
<b>Actions</b>	<p>Develop a model within 7-10 teachers to embed the FHS instructional model through the use of high impact teaching strategies.  Develop a model within 7-12 English to use high impact teaching strategies to support literacy learning.  Improve rigour and consistency of delivery and assessment across the VCE VM and VPC.  Support Learning Area Leaders to develop a high level understanding of HITS/HIWS so that they can work with their teams and improve specific identified HITS throughout years 7-12 .  Support middle leaders to develop a high level understanding of HIEWS.  Build capacity of all teachers and educational support staff to support EAL students across all 7-12 contexts, so as to improve inclusion and equity in the classroom for EAL learners.</p>
<b>Outcomes</b>	<p>The FHS instructional model will be further embedded. The high impact teaching and learning strategies will be more rigorously and effectively applied, especially within 7-12 English. VCE VM and VPC will be delivered and assessed more rigorously and consistency between teachers and classes. Teacher and ES will have a better understanding of how to support EAL students from year 7-12. The middle leaders will have developed a high level understanding of HIEWS and are ready to lead their teams to use</p>



	these in their teaching. Learning Area Leaders will have a high level understanding of HITS/HIWS and will have worked with their teams to improve specific identified HITS throughout years 7-12.			
<b>Success Indicators</b>	Curriculum planning documents, meeting/professional learning notes, peer observations and learning walks that show HITS and HIWS being implemented. Model for literacy learning in English and FHS instructional model evident in planning documents, peer observations and learning walks.  Evidence includes teaching and learning data, including achievement and growth; nominated Student Attitudes to School Attitude data; nominated Staff Survey data; VCE, VCE/VM and VPC completion rates improved.			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Discuss, demonstrate, and record for future use, examples of HITS and HIWS through Peer Observations and in Learning Area meetings, including staff instruction and student work samples and relevant reflections on effectiveness.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$30,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Build a focused professional learning model that supports Middle Leaders from FHS, Wurun and CC to engage with HIEWS. Promote HIWS as intervention strategies within PLT groups.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$30,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Create opportunities for Learning Area Leaders to observe and collaborate with peers across 7-12 contexts to recognise effective strategies.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
To work collaboratively across the three-campus to backwards map our English curriculum at Year 10. To build writing stamina by implementing low-stakes and handwritten tasks. in all English classes To better engage students in our set texts by reviewing and	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

updating texts, modelling reading strategies, setting high expectations and gaining insights from our students.					
Measure (qualitatively and/or quantitatively) rigour and consistency. Develop a shared understanding of what applied learning looks and feels like in the classroom (initial focus within VCE VM and VPC teaching teams) in line with the 5 Pillars of Applied Learning model. Develop a well structured, resourced and evidence based VPC offering		<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$13,061.50  <input checked="" type="checkbox"/> Equity funding will be used
Provide Professional Learning for staff to support with understanding EAL learners and embedding effective classroom strategies. Develop a process for supporting our EAL students (including reporting, intervention,) Develop learner profiles of our EAL students. Building a positive relationship with EAL families to support student learning.		<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$25,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Create an inquiry cycle within the FHS Teaching and Learning Leadership team to share and build strategies with a particular focus on the collaboration stage of the instructional model.		<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
<b>KIS 2.d</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Further implement a culture of collective efficacy, professional responsibility and growth.				

<b>Actions</b>	Engage external professional learning facilitator/s to build the capacity of the Middle Leaders to create collaborative learning cultures. Support Middle Leaders to define the structure and role of teams-including PLT, Year levels and Learning Area Teams. Promote HIWS as intervention strategies within PLT groups. Involve middle leaders in SOE and PDP conversations, as well as peer observations and learning walks.			
<b>Outcomes</b>	There will be a stronger devolved instructional leadership structure within the school and across the school with Collingwood College, which will drive improved leaning outcomes. The structure of team and roles will be more defined, promoting the collaborative learning culture, professional responsibility and growth. Middle leaders will feel more connected and supported, and able to lead professional learning in their teams. HIWS will have been identified as intervention strategies within PLT groups, ready for rolling out more explicitly in 2025. SOE and PDP conversations will have involved middle leaders as well as peer observations and learning walks.			
<b>Success Indicators</b>	Curriculum planning documents, meeting/professional learning notes, peer observations and learning walks that show collaboration between middle leaders, as well as their capacity to lead their teams. Team structures and roles have been defined and communicated. HIWS planning has been documented ready for implementation in 2025. Evidence includes teaching and learning data, including achievement and growth; nominated Staff Survey data; interviews with middle leaders including SOE and PDP conversations; peer observation and learning walk data.			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Create and implement a meeting schedule that supports Middle Leaders working together (7-12).	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Create a documented team structure with roles defined, review and communicate with staff from both schools and all campuses.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Create a documented plan as to how HIWS will be rolled out in 2025.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 2	\$5,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Create and implement a plan for SOE and PDP conversations, as well as peer observations and learning walks that includes the middle leaders as reviewers.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
<b>Goal 3</b>	Optimise student capabilities to thrive through learning.			
<b>12-month target 3.1 target</b>	Attendance By 2024, decrease the percentage of students with 20 or more days absent from 37 percent (2022) to 36 percent (2024)			
<b>12-month target 3.2 target</b>	Student Attitudes to School Survey (AToSS) By 2024, the positive percentage endorsement rate in the Student Attitudes to School Survey factors will improve. Normal or high Resilience from 69 percent (2023) to 70 percent (2024) Not experiencing bullying from 88 percent (2023) to 89 percent (2024) Advocate at school from 64 percent (2023) to 66 percent (2024) Respect for diversity from 52 percent (2023) to 53 percent (2024) Sense of connectedness from 54 percent (2023) to 55 percent (2024) Student voice and agency from 49 percent (2023) to 50 percent (2024)			
<b>12-month target 3.3 target</b>	Parent Opinion Survey (POS) By 2024, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors: Student agency and voice from 69 percent (2023) to 70 percent (2024) Parent participation and involvement from 48 percent (2023) to 50 percent (2024)			
<b>KIS 3.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior	Further build and embed a tiered approach to wellbeing, focusing on enhancing capabilities to thrive.			

secondary pathways, incorporating extra-curricula programs	
<b>Actions</b>	<p>Create and communicate a clear strategy to address attendance and lateness to school that includes analysing, planning, supporting, monitoring, and communicating issues of student attendance.</p> <p>Use the Mental Health Fund to implement The Resilience Project and the Nurses in Secondary Schools initiative in order to build more Tier 1 and 2 supports to enhance wellbeing and the capabilities to thrive.</p> <p>Use the Mental Health Fund to employ a school psychologist to support Tier 3 wellbeing needs and free up year level leaders and other members of the wellbeing team to focus on Tier 1 and 2 supports.</p> <p>Further develop, improve and implement the School Wide Positive Behaviour program so that it provides a tiered approach to teaching and responding behaviour.</p>
<b>Outcomes</b>	<p>The school, students and parents will have a better understanding of the reasons for attendance and punctuality issues and will be better able to address these so that student attendance and punctuality improves.</p> <p>The teachers and students are better able to avoid, prepare for and respond to situations covered in the Safe Environments health priority area, such as safe partying, bystander training and consent education.</p> <p>Tier 1, 2 and 3 supports will be more clearly understood, planned for and catered for so that school resources are better utilised.</p>
<b>Success Indicators</b>	<p>Implementation of a clear and well documented process. Review of the effectiveness of the implemented process against attendance results. Evidence of improvement in attendance data collected and progress to reduce percentage of absences. 80% or more of attendance risk students have supports in place or being implemented by end of 2024.</p> <p>The Resilience Project implemented and taught in the Advisory curriculum from years 7-10. The Advisory mapping is adjusted based on feedback from advisors at the end of the year. The Pre- and Post wellbeing surveys completed. The Nurses in Secondary Schools initiative will have delivered and reviewed a range of workshops to students and staff on identified areas in the Safe Environments health priority area, including safe partying, bystander training and consent education.</p> <p>The SWPBS operating procedures are defined and documented in an accessible format for the SWPBS Council. The SWPBS Council is filled with representatives for key elements (administration, teaching, coordination, parent, &amp; student). There is a list of achieved fidelity components and remaining components needed to achieve fidelity. There is a list of goals and foci for SWPBS for 2025 and beyond.</p>

Evidence includes Compass and CASES data; school, student and parent meetings/discussions; records of attendance plans; and Student Attitudes to School Attitude to Attendance improves; the Pre- and Post wellbeing surveys show improvement in a range of factors; SWPBS Council meeting notes and SWPBS documents; the SWPBS program is closer to fidelity using the DE tool.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Create a clear set of roles and responsibilities, including Attendance Officer & Engagement Leader.	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Clarify stepped process for communication of student absences and lateness to parents, including the responsibilities of staff within that process.	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Monitoring, including regular meetings discussing process implementation and effectiveness.	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Support processes in place for 80% of attendance risk students.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Employ a school psychologist and utilise the Secondary schools nursing program. Map the The Resilience Project content into the Advisory curriculum from years 7-10. Introduce the TRP Hub to teachers and support the delivery of the content. Conduct Pre-program Wellbeing survey; review the TRP/Advisory mapping; and conduct Post-program wellbeing survey.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$53,448.03  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Review the framework and scope of the SWPBS for 2024 onwards, including reviewing the resources and processes currently in place in terms of fidelity and compliance with the DE SWPBS program.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$6,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Create a SWPBS Council which includes parents and students. Create an operational plan for 2025-2027.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$12,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Implement an equity lens throughout all planning and practice, which is fully integrated into the culture of the school.			
<b>Actions</b>	Creation and communication of Student Support Profiles that encompass student inclusion needs and supports required that can follow those students from year 6 through to the Wurun Senior Campus and therefore contribute to a wider and more positive culture of inclusion and equity.			
<b>Outcomes</b>	The school, students and parents will have a better understanding of student inclusion needs and supports required. Student Support Profiles will be created and communicated. Individual Learning Plans and Individual Education Plans will be developed, including by year level leaders. There will be improved transition processes between year 6 and year 7 as well as between the 7-10 Campus and the Wurun Senior Campus			

<b>Success Indicators</b>	<p>All new year 7 students, whose parents or primary school teachers expressed that the student has additional needs, has a 'transition plan'.</p> <p>All year 7-12 students with a diagnosed disability will have an ILP which clearly states what classroom adjustments the student requires.</p> <p>All of the above mentioned students will also have a 'Student Support Profile' that supports the transition into the Wurun Senior Campus.</p> <p>Through the development and communication of these plans, there will be a clear process for supporting special provision applications at the Wurun Senior Campus.</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>Professional learning for the Year Level Leaders to upskill them in developing ILPs and Student Support Profiles.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Disability inclusion coordinator</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</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 3 to: Term 4</p>	<p>\$9,737.55</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> </ul>
<p>Continuation of the yr 6-7 transition interviews with parents and primary schools in term 4. Transition plans pinned to Compass for teacher access. Transition meeting with all year 7 teachers prior to the first orientation day, giving them the opportunity to learn more about the new students.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Disability inclusion coordinator</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</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 2 to: Term 4</p>	<p>\$27,583.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> </ul>
<p>Development of ILPs for new year 7 students who have a diagnosis that affect their learning. The ILP to be pinned to student's Compass profile for teachers.access.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Disability inclusion coordinator</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</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 2 to: Term 4</p>	<p>\$45,912.90</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> </ul>



<p>Student Support Profile to be developed for students with a diagnosed disability. This Student Support Profile will serve as a record of diagnosis, classroom adjustments and parent communication. It will then be used as part of the year 10-11 transition to the Wurun Senior Campus and will assist in any possible VCAA special provisions applications.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Disability inclusion coordinator</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</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 4 to: Term 4</p>	<p>\$34,494.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</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	\$121,561.50	\$121,561.50	\$0.00
Disability Inclusion Tier 2 Funding	\$117,727.45	\$117,727.45	\$0.00
Schools Mental Health Fund and Menu	\$53,448.03	\$53,448.03	\$0.00
<b>Total</b>	<b>\$292,736.98</b>	<b>\$292,736.98</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Discuss, demonstrate, and record for future use, examples of HITS and HIWS through Peer Observations and in Learning Area meetings, including staff instruction and student work samples and relevant reflections on effectiveness.	\$30,000.00
Build a focused professional learning model that supports Middle Leaders from FHS, Wurun and CC to engage with HIEWS. Promote HIWS as intervention strategies within PLT groups.	\$30,000.00
Measure (qualitatively and/or quantitatively) rigour and consistency. Develop a shared understanding of what applied learning looks and feels like in the classroom (initial focus within VCE VM and VPC teaching teams) in line with the 5 Pillars of Applied Learning model. Develop a well structured, resourced and evidence based	\$13,061.50

VPC offering	
Provide Professional Learning for staff to support with understanding EAL learners and embedding effective classroom strategies. Develop a process for supporting our EAL students (including reporting, intervention,) Develop learner profiles of our EAL students. Building a positive relationship with EAL families to support student learning.	\$25,000.00
Create a documented plan as to how HIWS will be rolled out in 2025.	\$5,000.00
Employ a school psychologist and utilise the Secondary schools nursing program. Map the The Resilience Project content into the Advisory curriculum from years 7-10. Introduce the TRP Hub to teachers and support the delivery of the content. Conduct Pre-program Wellbeing survey; review the TRP/Advisory mapping; and conduct Post-program wellbeing survey.	\$53,448.03
Review the framework and scope of the SWPBS for 2024 onwards, including reviewing the resources and processes currently in place in terms of fidelity and compliance with the DE SWPBS program.	\$6,500.00
Create a SWPBS Council which includes parents and students. Create an operational plan for 2025-2027.	\$12,000.00
Professional learning for the Year Level Leaders to upskill them in developing ILPs and Student Support Profiles.	\$9,737.55
Continuation of the yr 6-7 transition interviews with parents and primary schools in term 4. Transition plans pinned to Compass for teacher access. Transition meeting with all year 7 teachers prior to the first orientation day, giving them the opportunity to learn more	\$27,583.00

about the new students.	
Development of ILPs for new year 7 students who have a diagnosis that affect their learning. The ILP to be pinned to student's Compass profile for teachers.access.	\$45,912.90
Student Support Profile to be developed for students with a diagnosed disability. This Student Support Profile will serve as a record of diagnosis, classroom adjustments and parent communication. It will then be used as part of the year 10-11 transition to the Wurun Senior Campus and will assist in any possible VCAA special provisions applications.	\$34,494.00
<b>Totals</b>	<b>\$292,736.98</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Discuss, demonstrate, and record for future use, examples of HITS and HIWS through Peer Observations and in Learning Area meetings, including staff instruction and student work samples and relevant reflections on effectiveness.	from: Term 2 to: Term 3	\$30,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Build a focused professional learning model that supports Middle Leaders from FHS, Wurun and CC to engage with HIEWS. Promote HIWS as intervention strategies within PLT groups.	from: Term 2 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

<p>Measure (qualitatively and/or quantitatively) rigour and consistency. Develop a shared understanding of what applied learning looks and feels like in the classroom (initial focus within VCE VM and VPC teaching teams) in line with the 5 Pillars of Applied Learning model. Develop a well structured, resourced and evidence based VPC offering</p>	<p>from: Term 2 to: Term 4</p>	<p>\$13,061.50</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teaching and learning programs and resources</li> <li><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)</li> <li><input checked="" type="checkbox"/> CRT</li> </ul>
<p>Provide Professional Learning for staff to support with understanding EAL learners and embedding effective classroom strategies. Develop a process for supporting our EAL students (including reporting, intervention,) Develop learner profiles of our EAL students. Building a positive relationship with EAL families to support student learning.</p>	<p>from: Term 2 to: Term 4</p>	<p>\$25,000.00</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teaching and learning programs and resources</li> <li><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)</li> <li><input checked="" type="checkbox"/> CRT</li> </ul>
<p>Create a documented plan as to how HIWS will be rolled out in 2025.</p>	<p>from: Term 2 to: Term 4</p>	<p>\$5,000.00</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teaching and learning programs and resources</li> <li><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)</li> <li><input checked="" type="checkbox"/> CRT</li> </ul>
<p>Review the framework and scope of the SWPBS for 2024 onwards, including reviewing the resources and processes currently in place in terms of fidelity and compliance with the DE SWPBS program.</p>	<p>from: Term 2 to: Term 4</p>	<p>\$6,500.00</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> <li><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)</li> <li><input checked="" type="checkbox"/> CRT</li> </ul>

Create a SWPBS Council which includes parents and students. Create an operational plan for 2025-2027.	from: Term 2 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services
<b>Totals</b>		\$121,561.50	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Professional learning for the Year Level Leaders to upskill them in developing ILPs and Student Support Profiles.	from: Term 3 to: Term 4	\$9,737.55	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Whole school</li> </ul> <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Leading teacher</li> </ul> <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li>•</li> </ul>
Continuation of the yr 6-7 transition interviews with parents and primary schools in term 4. Transition plans pinned to Compass for teacher access. Transition meeting with all year 7	from: Term 2 to: Term 4	\$27,583.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Teachers</li> </ul>

<p>teachers prior to the first orientation day, giving them the opportunity to learn more about the new students.</p>			<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>• CRT (to attend school planning)</li> </ul> </li>   <li><input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Disability inclusion coordinator</li> </ul> </li> </ul>
<p>Development of ILPs for new year 7 students who have a diagnosis that affect their learning. The ILP to be pinned to student's Compass profile for teachers.access.</p>	<p>from: Term 2 to: Term 4</p>	<p>\$45,912.90</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Education support</li> </ul> </li>   <li><input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Disability inclusion coordinator</li> </ul> </li>   <li><input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>• CRT (to attend Profile meetings)</li> </ul> </li> </ul>
<p>Student Support Profile to be developed for students with a diagnosed disability. This Student Support Profile will serve as a record of diagnosis, classroom adjustments and parent communication. It will then be used as part of the year 10-11 transition to the Wurun Senior Campus and</p>	<p>from: Term 4 to: Term 4</p>	<p>\$34,494.00</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Whole school</li> </ul> </li>   <li><input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties</li> </ul>

will assist in any possible VCAA special provisions applications.			<ul style="list-style-type: none"> <li>Disability inclusion coordinator</li> </ul> <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>CRT (to attend Profile meetings)</li> </ul>
<b>Totals</b>		\$117,727.45	

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

Activities and milestones	When	Funding allocated (\$)	Category
Employ a school psychologist and utilise the Secondary schools nursing program. Map the The Resilience Project content into the Advisory curriculum from years 7-10. Introduce the TRP Hub to teachers and support the delivery of the content. Conduct Pre-program Wellbeing survey; review the TRP/Advisory mapping; and conduct Post-program wellbeing survey.	from: Term 2 to: Term 4	\$53,448.03	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students
<b>Totals</b>		\$53,448.03	

### Additional funding planner – Total Budget



Activities and milestones	Budget
Professional learning for middle leaders	\$10,000.00
<b>Totals</b>	<b>\$10,000.00</b>

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Professional learning for middle leaders	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		<b>\$0.00</b>	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Professional learning for middle leaders	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		<b>\$0.00</b>	

### Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
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Professional learning for middle leaders	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$0.00	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Discuss, demonstrate, and record for future use, examples of HITS and HIWS through Peer Observations and in Learning Area meetings, including staff instruction and student work samples and relevant reflections on effectiveness.	<ul style="list-style-type: none"> <li>✔ Leadership team</li> <li>✔ Leading teacher(s)</li> <li>✔ Learning specialist(s)</li> </ul>	from: Term 2 to: Term 3	<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>✔ Communities of practice</li> <li>✔ PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li>✔ PLC Initiative</li> <li>✔ Learning specialist</li> <li>✔ High Impact Teaching Strategies (HITS)</li> </ul>	✔ On-site
Build a focused professional learning model that supports Middle Leaders from FHS, Wurun and CC to engage with HIEWS. Promote HIWS as intervention strategies within PLT groups.	<ul style="list-style-type: none"> <li>✔ Assistant principal</li> <li>✔ Leadership team</li> <li>✔ Leading teacher(s)</li> <li>✔ Learning specialist(s)</li> </ul>	from: Term 2 to: Term 4	<ul style="list-style-type: none"> <li>✔ Collaborative inquiry/action research team</li> <li>✔ Formalised PLC/PLTs</li> <li>✔ Individualised reflection</li> </ul>	<ul style="list-style-type: none"> <li>✔ Whole school pupil free day</li> <li>✔ Formal school meeting / internal professional learning sessions</li> <li>✔ Communities of practice</li> </ul>	<ul style="list-style-type: none"> <li>✔ PLC Initiative</li> <li>✔ Learning specialist</li> <li>✔ External consultants</li> </ul> <p>Support for team from external consultant</p>	✔ On-site
Create opportunities for Learning Area Leaders to observe and collaborate with peers across 7-12 contexts to recognise effective strategies.	<ul style="list-style-type: none"> <li>✔ Assistant principal</li> <li>✔ Leadership team</li> </ul>	from: Term 2 to: Term 4	<ul style="list-style-type: none"> <li>✔ Collaborative inquiry/action research team</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>✔ Communities of practice</li> <li>✔ PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li>✔ PLC Initiative</li> <li>✔ Internal staff</li> <li>✔ Learning specialist</li> </ul>	✔ On-site

<p>To work collaboratively across the three-campus to backwards map our English curriculum at Year 10. To build writing stamina by implementing low-stakes and handwritten tasks. in all English classes To better engage students in our set texts by reviewing and updating texts, modelling reading strategies, setting high expectations and gaining insights from our students.</p>	<ul style="list-style-type: none"> <li>✓ Curriculum co-ordinator (s)</li> <li>✓ KLA leader</li> <li>✓ Learning specialist(s)</li> <li>✓ Literacy leader</li> </ul>	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Collaborative inquiry/action research team</li> <li>✓ Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>✓ Whole school pupil free day</li> <li>✓ Formal school meeting / internal professional learning sessions</li> <li>✓ Communities of practice</li> <li>✓ PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ Literacy expertise</li> <li>✓ Learning specialist</li> <li>✓ Literacy leaders</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
<p>Measure (qualitatively and/or quantitatively) rigour and consistency. Develop a shared understanding of what applied learning looks and feels like in the classroom (initial focus within VCE VM and VPC teaching teams) in line with the 5 Pillars of Applied Learning model. Develop a well structured, resourced and evidence based VPC offering</p>	<ul style="list-style-type: none"> <li>✓ Leading teacher(s)</li> <li>✓ Learning specialist(s)</li> </ul>	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <li>✓ Collaborative inquiry/action research team</li> <li>✓ Curriculum development</li> <li>✓ Peer observation including feedback and reflection</li> </ul>	<ul style="list-style-type: none"> <li>✓ Whole school pupil free day</li> <li>✓ Formal school meeting / internal professional learning sessions</li> <li>✓ Timetabled planning day</li> <li>✓ Network professional learning</li> <li>✓ Communities of practice</li> <li>✓ PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ Internal staff</li> <li>✓ Learning specialist</li> <li>✓ High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
<p>Provide Professional Learning for staff to support with understanding EAL learners and embedding effective classroom</p>	<ul style="list-style-type: none"> <li>✓ KLA leader</li> <li>✓ Leadership team</li> </ul>	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <li>✓ Collaborative inquiry/action research team</li> <li>✓ Curriculum development</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>✓ PLC Initiative</li> <li>✓ Learning specialist</li> <li>✓ Literacy leaders</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>

<p>strategies. Develop a process for supporting our EAL students (including reporting, intervention,) Develop learner profiles of our EAL students. Building a positive relationship with EAL families to support student learning.</p>	<input checked="" type="checkbox"/> Learning specialist(s)			<input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting		
<p>Create an inquiry cycle within the FHS Teaching and Learning Leadership team to share and build strategies with a particular focus on the collaboration stage of the instructional model.</p>	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<p>from: Term 2 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
<p>Create and implement a meeting schedule that supports Middle Leaders working together (7-12).</p>	<input checked="" type="checkbox"/> Assistant principal	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Create and implement a plan for SOE and PDP</p>	<input checked="" type="checkbox"/> Assistant principal	<p>from: Term 2</p>	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

conversations, as well as peer observations and learning walks that includes the middle leaders as reviewers.	<input checked="" type="checkbox"/> Principal	to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection  <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions  <input checked="" type="checkbox"/> Timetabled planning day  <input checked="" type="checkbox"/> Communities of practice  <input checked="" type="checkbox"/> PLC/PLT meeting		
Clarify stepped process for communication of student absences and lateness to parents, including the responsibilities of staff within that process.	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team  <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions  <input checked="" type="checkbox"/> Timetabled planning day  <input checked="" type="checkbox"/> Communities of practice  <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Employ a school psychologist and utilise the Secondary schools nursing program. Map the The Resilience Project content into the Advisory curriculum from years 7-10. Introduce the TRP Hub to teachers and support the delivery of the content. Conduct Pre-program Wellbeing survey; review the TRP/Advisory mapping; and conduct Post-program wellbeing survey.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Leading teacher(s)  <input checked="" type="checkbox"/> Teacher(s)  <input checked="" type="checkbox"/> Wellbeing team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team  <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions  <input checked="" type="checkbox"/> Timetabled planning day  <input checked="" type="checkbox"/> Communities of practice  <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants  The Resilience Project	<input checked="" type="checkbox"/> On-site

<p>Professional learning for the Year Level Leaders to upskill them in developing ILPs and Student Support Profiles.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Disability inclusion coordinator</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>	<p>from: Term 3 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Curriculum development</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"/> Timetabled planning day</li> <li><input checked="" type="checkbox"/> Network professional learning</li> <li><input checked="" type="checkbox"/> Communities of practice</li> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Departmental resources</li> </ul> <p>DI resources</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning</li> <li><input checked="" type="checkbox"/> MYLNS initiative professional learning</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Continuation of the yr 6-7 transition interviews with parents and primary schools in term 4. Transition plans pinned to Compass for teacher access. Transition meeting with all year 7 teachers prior to the first orientation day, giving them the opportunity to learn more about the new students.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Disability inclusion coordinator</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</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"/> Timetabled planning day</li> <li><input checked="" type="checkbox"/> Network professional learning</li> <li><input checked="" type="checkbox"/> Communities of practice</li> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Development of ILPs for new year 7 students who have a diagnosis that affect their learning. The ILP to be pinned to student's Compass profile for teachers.access.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Disability inclusion coordinator</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</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"/> Timetabled planning day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Departmental resources</li> </ul> <p>DI resources</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>			<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Network professional learning</li> <li><input checked="" type="checkbox"/> Communities of practice</li> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>		
<p>Student Support Profile to be developed for students with a diagnosed disability. This Student Support Profile will serve as a record of diagnosis, classroom adjustments and parent communication. It will then be used as part of the year 10-11 transition to the Wurun Senior Campus and will assist in any possible VCAA special provisions applications.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Disability inclusion coordinator</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>	<p>from: Term 4 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</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"/> Timetabled planning day</li> <li><input checked="" type="checkbox"/> Network professional learning</li> <li><input checked="" type="checkbox"/> Communities of practice</li> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Departmental resources</li> </ul> <p>DI resources</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>