

2024 Annual Implementation Plan

for improving student outcomes

Sunshine Heights Primary School (4744)



Submitted for review by David Cocks (School Principal) on 19 December, 2023 at 11:00 AM
Endorsed by Charles Branciforte (Senior Education Improvement Leader) on 19 December, 2023 at 01:29 PM
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	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	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	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Future planning	The progress towards our 4 year goals has been steady and in certain areas considerable. Our goals relating to improved literacy and numeracy outcomes have been addressed with vigour and the change to assessment and instructional practice especially in reading has been significant and empowers all our students to have a strong foundational literacy base. The creation of numeracy learning specialist leadership role has started the process of bringing systematic explicit skill development into our maths classrooms. The reading rope is to become the basis for our tracking progress against the Vic Curriculum standards. Responsive teaching and formative assessment work has allowed us to tune in to student learning more effectively and these practices are being embedded more consistently across the school.
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	<p>The goal around students being active participants in the learning has made some progress and work has begun on a framework for student voice and agency. The need to embed practices that actively enhance agency and engage student input in this process is the next phase.</p> <p>Students engagement and identity as it relates to wellbeing and social and emotional learning has made major gains through targeted community based incursions and excursions that enhance student engagement and prioritise the sense of belonging through positive wellbeing role models. The ATOSS and other data such as Resilient Youth Survey gives us signposts for where student engagement and wellbeing need further development.</p>
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
<p>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.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
To improve learning outcomes for every student in Literacy and Numeracy.	Yes	<p>BY 2025, increase the percentage of students achieving in the top two NAPLAN bands in:</p> <p>Reading</p> <ul style="list-style-type: none"> • Year 3 from 40 per cent (2021) to 57 per cent (2025) • Year 5 from 30 per cent (2021) to 38 per cent (2025) <p>Writing</p> <ul style="list-style-type: none"> • Year 3 from 50 per cent (2021) to 58 per cent (2025) • Year 5 from 23 per cent (2021) to 30 per cent (2025) <p>Numeracy</p> <ul style="list-style-type: none"> • Year 3 from 37 per cent (2021) to 45 per cent (2025) • Year 5 from 17 per cent (2021) to 25 per cent (2025) 	<p>Reading:64% in Strong or Exceeding Grade 3 NAPLAN proficiency bands74% Strong or Exceeding Grade 5 NAPLAN proficiency bandsWriting:84% Strong or Exceeding Year 374% Strong or Exceeding Year 5Numeracy:58% Strong or Exceeding Year 368% Strong or Exceeding Year 5</p>
		<p>By 2025, the percentage of Year 5 students assessed as meeting above benchmark growth in NAPLAN to increase from:</p> <ul style="list-style-type: none"> • Reading from 79 per cent in 2021 to 87 per cent in 2025 • Writing from 69 per cent in 2021 to 77 per cent in 2025 • Numeracy from 68 per cent in 2021 to 76 per cent in 2025 	Benchmark growth is not able to be calculated into 2024 due to NAPLAN Changes.

		<p>By 2025, increase Teacher Judgements across F–6 Victorian Curriculum making at and above expected level:</p> <ul style="list-style-type: none"> • Reading from 89 per cent in 2021 to 95 per cent in 2025 • Writing from 87 per cent in 2021 to 93 per cent in 2025 • Number and Algebra from 89 per cent in 2021 to 95 per cent in 2025 	<p>Reading 84%Writing 89%Number and Algebra 91%</p>
To empower every student as active partners in their learning.	Yes	<p>To improve the positive endorsement from AtoSS in the following factors:</p> <ul style="list-style-type: none"> • Student Voice and Agency from 81 per cent in 2019 to 90 per cent in 2025 • Sense of Confidence from 88 per cent in 2019 to 92 per cent in 2025 • Stimulated Learning from 89 per cent in 2019 to 93 per cent in 2025 	<p>Student Voice and Agency 83%Sense of Confidence 90%Stimulated Learning 91%</p>
		<p>By 2025, increase the percentage of positive endorsement from POS in the following factor:</p> <ul style="list-style-type: none"> • Student Agency and Voice from 86 per cent in 2019 to 90 per cent in 2025 	<p>Student Voice and Agency 83%</p>
		<p>By 2025, increase the percentage of positive endorsement from SSS in the following factors:</p> <ul style="list-style-type: none"> • Academic Emphasis from 88 per cent in 2019 to 92 per cent in 2025 • Teacher Collaboration from 84 per cent in 2019 to 90 per cent in 2025 • Trust in students and parents from 88 per cent in 2019 to 92 per cent in 2025 	<p>Academic Emphasis to 90%Teacher Collaboration to 86%Trust in students and parents to 90%</p>
To strengthen student identity, engagement and wellbeing.	Yes	<p>To improve the positive endorsement from AtoSS in the following factors:</p> <ul style="list-style-type: none"> • Student Voice and Agency from 81 per cent in 2019 to 90 per cent in 2025 	<p>Student Voice and Agency 83%Sense of Confidence 90%Stimulated Learning 91%</p>

		<ul style="list-style-type: none"> • Sense of Confidence from 88 per cent in 2019 to 92 per cent in 2025 • Stimulated Learning from 89 per cent in 2019 to 93 per cent in 2025 	
		<p>By 2025, increase the percentage of positive endorsement from POS in the following factor:</p> <ul style="list-style-type: none"> • Student Agency and Voice from 86 per cent in 2019 to 90 per cent in 2025 	Student Voice and Agency 83%
		<p>By 2025, increase the percentage of positive endorsement from SSS in the following factors:</p> <ul style="list-style-type: none"> • Collective Efficacy from 85 per cent in 2019 to 90 per cent in 2025 • Trust in students and parents from 88 per cent in 2019 to 92 per cent in 2025 	Collective Efficacy to 87% Trust in students and parents to 90%

Goal 2	To improve learning outcomes for every student in Literacy and Numeracy.
12-month target 2.1-month target	<p>Reading: 64% in Strong or Exceeding Grade 3 NAPLAN proficiency bands 74% Strong or Exceeding Grade 5 NAPLAN proficiency bands</p> <p>Writing: 84% Strong or Exceeding Year 3 74% Strong or Exceeding Year 5</p> <p>Numeracy: 58% Strong or Exceeding Year 3 68% Strong or Exceeding Year 5</p>
12-month target 2.2-month target	Benchmark growth is not able to be calculated into 2024 due to NAPLAN Changes.

12-month target 2.3-month target	Reading 84% Writing 89% Number and Algebra 91%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Deepen the capacity of all teaching staff to use evidence and data informed practice, to improve student learning outcomes in all learning areas	Yes
KIS 2.b Excellence in teaching and learning	Develop and embed holistic assessment practices to accurately understand the individual learning needs of each student in order to plan the next steps in learning and monitor progress and growth over time.	Yes
KIS 2.c Professional leadership	Develop the capacity of leaders to facilitate high level professional learning, practice and the effective use of data to differentiate learning for all students.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Literacy and Numeracy links to both national priorities and the most important improvement changes for our students.	
Goal 3	To empower every student as active partners in their learning.	
12-month target 3.1-month target	Student Voice and Agency 83% Sense of Confidence 90% Stimulated Learning 91%	
12-month target 3.2-month target	Student Voice and Agency 83%	
12-month target 3.3-month target	Academic Emphasis to 90% Teacher Collaboration to 86% Trust in students and parents to 90%	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Excellence in teaching and learning	Develop a whole school focused approach for learning and teaching that connects diverse areas and capabilities in order to empower curiosity in students.	Yes
KIS 3.b Excellence in teaching and learning	Design and align whole school learning progressions and authentic co–designed assessments.	Yes
KIS 3.c Positive climate for learning	Co–design a comprehensive student agency strategy with a whole school language of dispositions and capabilities, to foster all students as active participants in their own learning.	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.	This has been highlighted as an essential area for improving our diverse curricula and is a SSP Priority	
Goal 4	To strengthen student identity, engagement and wellbeing.	
12-month target 4.1-month target	Student Voice and Agency 83% Sense of Confidence 90% Stimulated Learning 91%	
12-month target 4.2-month target	Student Voice and Agency 83%	
12-month target 4.3-month target	Collective Efficacy to 87% Trust in students and parents to 90%	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 4.a Community engagement in learning	Strengthen opportunities for students to connect and enrich learning through community partnerships	Yes
KIS 4.b Positive climate for learning	Empower students to collaborate with adults and peers to create a safe and purposeful community	Yes
KIS 4.c Positive climate for learning	Build teacher capacity to consistently understand and enhance student identity, social and emotional literacy, 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.	Given the exceptional needs of our students post-covid, and supporting the implementation of the Mental Health Workers in Primary Schools and the Disability Inclusion Model is an area-wide priority.	

Define actions, outcomes, success indicators and activities

Goal 2	To improve learning outcomes for every student in Literacy and Numeracy.
12-month target 2.1 target	Reading: 64% in Strong or Exceeding Grade 3 NAPLAN proficiency bands 74% Strong or Exceeding Grade 5 NAPLAN proficiency bands Writing: 84% Strong or Exceeding Year 3 74% Strong or Exceeding Year 5 Numeracy: 58% Strong or Exceeding Year 3 68% Strong or Exceeding Year 5
12-month target 2.2 target	Benchmark growth is not able to be calculated into 2024 due to NAPLAN Changes.
12-month target 2.3 target	Reading 84% Writing 89% Number and Algebra 91%
KIS 2.a Building practice excellence	Deepen the capacity of all teaching staff to use evidence and data informed practice, to improve student learning outcomes in all learning areas
Actions	<ul style="list-style-type: none"> - Embed the new scopes and sequences within Reading and Numeracy, and begin to work on scopes against the writing curriculum. - Embed the new assessments and use these for consistent goal generation for students (YARC, No More Marking, PAT R) - Refine and review instructional models for literacy and numeracy ensuring focus on Science of Learning principles
Outcomes	<p>Teachers operate with consistency, using the new scopes and sequences collaboratively, consistent data practices demonstrate accuracy between different assessments.</p> <p>Students use wider range of vocabulary, effective Reading Comprehension strategies that are shown by research to make a difference.</p> <p>Parent access to student achievement information is improved through parent engagement with new assessments</p>
Success Indicators	PAT R YARC No More Marking

	Scopes and Sequences PLT meeting minutes Compass reports			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Complete, publish and review scopes and sequences for Oral Language and Fluency, Vocabulary and Background Knowledge, Verbal Reasoning and Literacy Knowledge, Word Recognition.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide Professional development for Numeracy Learning Specialist	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide professional learning in YARC, No More Marking, PAT, in order to better triangulate and generate potential student goals	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Engage with Professional Learning in Science of Learning with Nathaniel Swain, Jeanette Breen, Ollie Lovell, Bronwyn Ryrrie-Jones	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,500.00
KIS 2.b Curriculum planning and assessment	Develop and embed holistic assessment practices to accurately understand the individual learning needs of each student in order to plan the next steps in learning and monitor progress and growth over time.			
Actions	<ul style="list-style-type: none"> - Develop scopes and aligned goals within literacy - Explore progress reports in terms 1 and 3, in order to accurately map and provide information to parents about progress 			

Outcomes	<p>Teachers operate with consistency, using the new scopes and sequences collaboratively, consistent data practices demonstrate accuracy between different assessments.</p> <p>Students use wider range of vocabulary, effective Reading Comprehension strategies that are shown by research to make a difference.</p> <p>Parent access to student achievement information is improved through parent engagement with new assessments</p>				
Success Indicators	<p>PAT R</p> <p>YARC</p> <p>No More Marking</p> <p>Scopes and Sequences</p> <p>PLT meeting minutes</p> <p>Compass reports</p>				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
Regular Data Meetings are reviewed and enhanced through Tiers of Intervention documentation, IEPs, and explore tracking for students at Exceeding/Beyond the level	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00	
Develop Progress Report Template for end of term 1 and 3 to share with parents	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00	
Assess against all areas of the Reading Rope including Vocabulary, Comprehension, Fluency, Word Recognition (Phonemic and Phonological awareness)	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$3,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>	
KIS 2.c Instructional and shared leadership	Develop the capacity of leaders to facilitate high level professional learning, practice and the effective use of data to differentiate learning for all students.				

Actions	<ul style="list-style-type: none"> - Engage leaders in cycle of inquiry around data, developing their team and implementing agreed practices - Review and reflect on leadership charter and set meaningful professional learning leadership goals - Create opportunities aligned with PDP processes for all staff to work with consultants, leaders and to take on board leadership opportunities 			
Outcomes	<p>Leaders demonstrate a wider range of leadership behaviours, including the use of data literacy to lead others Teachers operate with consistency, using the new scopes and sequences collaboratively, consistent data practices demonstrate accuracy between different assessments. Students use wider range of vocabulary, effective Reading Comprehension strategies that are shown by research to make a difference. Parent access to student achievement information is improved through parent engagement with new assessments</p>			
Success Indicators	PLT Minutes Leadership Team Minutes PDP Goals and monitoring			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review and reflect on Leadership Charter as a Leadership Team	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
PDP Goals set against the Highly Accomplished and Lead Teacher range for Team Leaders	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Leadership Team Inquiry Cycles focus on unpacking and use of data to monitor progress and inform instruction	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00
Goal 3	To empower every student as active partners in their learning.			

12-month target 3.1 target	Student Voice and Agency 83% Sense of Confidence 90% Stimulated Learning 91%			
12-month target 3.2 target	Student Voice and Agency 83%			
12-month target 3.3 target	Academic Emphasis to 90% Teacher Collaboration to 86% Trust in students and parents to 90%			
KIS 3.a Curriculum planning and assessment	Develop a whole school focused approach for learning and teaching that connects diverse areas and capabilities in order to empower curiosity in students.			
Actions	- redevelop units of work to increase student voice, oral language and presentation skills - provide termly opportunities to connect with the community through whole school celebrations of learning, connecting the units of work to the pedagogical model (5 Es)			
Outcomes	Leaders connect the units of work with student voice opportunities and embed school values and co-design principles in the design and implementation of community events. Teachers develop learning experiences with a view to expanding opportunities around oral language, presentations and curiosity by connecting to the 5Es model. Inquiry units have purposeful activities that empower students as citizens. Students are more empowered to make meaningful change in our community Parents engage more deeply with learning experiences and connect our school to the wider community			
Success Indicators	Units of Work AtoSS SSS POS Staff evaluation of units/school events			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop feedback tools for students, teachers and families about whole school events and learning experiences	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

			to: Term 4	
Redevelop Units of work including assessments and monitoring or oral language presentations to be delivered during the Evaluate phase	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Co-design whole school principles for learning experiences	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 3.b Curriculum planning and assessment	Design and align whole school learning progressions and authentic co-designed assessments.			
Actions	- redevelop units of work with assessments for oral language, and align units of work against our literature map, our vocabulary and background knowledge acquisition			
Outcomes	Leaders connect the units of work with student voice opportunities and embed school values and co-design principles in the design and implementation of community events. Teachers develop learning experiences with a view to expanding opportunities around oral language, presentations and curiosity by connecting to the 5Es model. Inquiry units have purposeful activities that empower students as citizens. Students are more empowered to make meaningful change in our community Parents engage more deeply with learning experiences and connect our school to the wider community			
Success Indicators	Units of Work Assessments AtoSS SSS			

	POS Staff evaluation of units/school events			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop literature map against the units of work	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
Develop assessments for units of work	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Utilise speaking and listening, Creative and Critical thinking rubrics to reflect on oral language and presentation skill development	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 4	To strengthen student identity, engagement and wellbeing.			
12-month target 4.1 target	Student Voice and Agency 83% Sense of Confidence 90% Stimulated Learning 91%			
12-month target 4.2 target	Student Voice and Agency 83%			
12-month target 4.3 target	Collective Efficacy to 87% Trust in students and parents to 90%			

KIS 4.a Building communities	Strengthen opportunities for students to connect and enrich learning through community partnerships			
Actions	<ul style="list-style-type: none"> - Engagement of the RESP Program by Centre for Multicultural Youth to work with students to develop a pilot project, with support and collaboration from community organisations, to support students from diverse backgrounds - Engagement of Brimbank Youth Services to work with students to co-design targeted programs - Work with Together for Humanity, a NFP that works with developing intercultural awareness, to develop a project that empowers students and parents to collaborate and address social needs of our diverse communities, enriching learning and creating positive impact 			
Outcomes	<p>Students connect with community services to develop community partnerships, collaborate and co-design projects that have a positive impact on our school community; assisting students to see themselves as members of a community who can create change. The development of projects and subsequent experiences that address a need within our community</p> <p>Teachers engage in Professional Development through the community organisations to enhance their capacity to build community partnerships and projects that enhance student learning</p> <p>Students are more empowered to make meaningful change in our community and develop important leadership and learning skills</p> <p>Diverse parent groups engage more deeply with learning experiences and connect our school to the wider community</p> <p>Students see themselves as learning designers</p>			
Success Indicators	AtoSS Student evaluation of projects, participation, and outcomes Resilient Youth Survey Data Whole school evaluation of initiatives Co-design framework and planning Professional Learning Schedule			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop, implement and evaluate action plans for community partnerships and projects that drive process and outcomes	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Other funding will be used

Provision of ongoing PL for students and staff, delivered by community organisations, to develop skillsets, mindsets and toolsets to achieve project outcomes, empower students and enrich learning	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Develop evaluation tools to measure the impact of community partnerships on student engagement and learning	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Professional Learning and Development of Mental Health in Primary School Staff Members	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$32,920.09
KIS 4.b Empowering students and building school pride	Empower students to collaborate with adults and peers to create a safe and purposeful community			
Actions	<ul style="list-style-type: none"> - Engagement of Brimbank Youth Services (BYS) to work with students to unpack Resilient Youth Survey data and co-design responsive initiatives to improve student wellbeing outcomes and for BYS to train students to deliver and evaluate the 2024 Resilient Youth Survey to peers - Continuation of the 'Be You' project, with core group, leading a whole school inquiry into creating a culture and community that fosters true belonging, analysing data collected from whole school and designing initiatives that enable students across the school to feel connected, seen and heard 			
Outcomes	<p>Enhancement of student voice and agency across the whole school</p> <p>The development of student-led initiatives</p> <p>Students build strong connections and relationships with peers, adults and communities</p> <p>Students understand how to use data to drive meaningful change</p> <p>Students develop and demonstrate meaningful leadership skills to impact community</p>			

Success Indicators	AtoSS SSS Resilient Youth Survey Data Student evaluation of projects and initiatives Co-design framework and planning			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Brimbank Youth Services workshops to train students in leading resilient youth survey delivery and data analysis	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Form co-design team of students and adults to work on 'Brimbank Youth Service Resilient Youth Survey' and 'Be You' projects	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop, implement, and evaluate initiatives that respond to data and improve students safety, purpose and connection	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Employ Occupational Therapist to begin a tier 2 response program at SHPS	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$125,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
KIS 4.c Setting expectations and promoting inclusion	Build teacher capacity to consistently understand and enhance student identity, social and emotional literacy, and wellbeing			

Actions	<ul style="list-style-type: none"> - Continue work on the implementation and embedding of Respectful Relationships Program and subsequent professional learning for staff - Implementation of the Inclusion Works Project - a whole-school teacher professional learning and coaching program that involves multiple components and aims to enhance inclusion - Development and/or refinement of whole school wellbeing processes, frameworks, documentation and data collection to support teachers to understand and enhance student identity, social and emotional literacy and wellbeing - Staff to engage in Berry Street Education Model training 			
Outcomes	<p>Teachers operate with consistency in understanding and enhancing student identity, social and emotional literacy and wellbeing, and feel empowered by new skillsets, toolsets and mindsets.</p> <p>Students feel more connected to school and have stronger relationships.</p> <p>Teachers develop and deliver learning experiences with a view to enhancing student identity and wellbeing outcomes.</p> <p>Teachers have a strong understanding of whole school wellbeing and inclusion processes, frameworks and documentation – and their effective use - to drive better student wellbeing outcomes.</p> <p>Teachers have an increased confidence to collect wellbeing and inclusion data and respond to student needs.</p> <p>Students demonstrate increased social and emotional literacy.</p>			
Success Indicators	<p>AtoSS</p> <p>SSS</p> <p>Resilient Youth Survey Data</p> <p>Professional Learning Schedule</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Development and implementation of a professional learning schedule for Respectful Relationships PL, Inclusion Works, Berry Street Education Model and core wellbeing foci	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,068.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Use of whole school staff meetings to design, review and evaluate wellbeing and inclusion processes, frameworks, and documentation	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
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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	\$202,175.49	\$28,000.00	\$174,175.49
Disability Inclusion Tier 2 Funding	\$195,760.91	\$125,000.00	\$70,760.91
Schools Mental Health Fund and Menu	\$44,988.09	\$44,988.09	\$0.00
Total	\$442,924.49	\$197,988.09	\$244,936.40

Activities and milestones – Total Budget

Activities and milestones	Budget
Assess against all areas of the Reading Rope including Vocabulary, Comprehension, Fluency, Word Recognition (Phonemic and Phonological awareness)	\$3,000.00
Redevelop Units of work including assessments and monitoring or oral language presentations to be delivered during the Evaluate phase	\$10,000.00
Co-design whole school principles for learning experiences	\$0.00
Develop literature map against the units of work	\$15,000.00
Employ Occupational Therapist to begin a tier 2 response program at SHPS	\$125,000.00
Development and implementation of a professional learning schedule for Respectful Relationships PL, Inclusion Works, Berry Street Education Model and core wellbeing foci	\$12,068.00
Totals	\$165,068.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Assess against all areas of the Reading Rope including Vocabulary, Comprehension, Fluency, Word Recognition (Phonemic and Phonological awareness)	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Redevelop Units of work including assessments and monitoring or oral language presentations to be delivered during the Evaluate phase	from: Term 1 to: Term 4	\$10,000.00	<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)
Develop literature map against the units of work	from: Term 1 to: Term 4	\$15,000.00	<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
Totals		\$28,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employ Occupational Therapist to begin a tier 2 response program at SHPS	from: Term 1	\$125,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties

	to: Term 4		<ul style="list-style-type: none"> • Other OT
Totals		\$125,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Co-design whole school principles for learning experiences	from: Term 1 to: Term 4	\$32,920.09	<input checked="" type="checkbox"/> Body Kind Education (Butterfly Foundation) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Employ CRT to release staff member ○ Employ Mental Health Staff in school (eduPay or non-teaching staff) ○ Build staff capacity (conference, course, seminar)
Development and implementation of a professional learning schedule for Respectful Relationships PL, Inclusion Works, Berry Street Education Model and core wellbeing foci	from: Term 1 to: Term 4	\$12,068.00	<input checked="" type="checkbox"/> Resilience, Rights and Respectful Relationships teaching resources (free)
Totals		\$44,988.09	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Complete, publish and review scopes and sequences for Oral Language and Fluency, Vocabulary and Background Knowledge, Verbal Reasoning and Literacy Knowledge, Word Recognition.	✔ Leadership team	from: Term 1 to: Term 4	✔ Curriculum development	✔ Formal school meeting / internal professional learning sessions	✔ Internal staff	✔ On-site
Provide Professional development for Numeracy Learning Specialist	✔ Assistant principal	from: Term 1 to: Term 4	✔ Planning ✔ Design of formative assessments	✔ Timetabled planning day	✔ Internal staff	✔ On-site
Provide professional learning in YARC, No More Marking, PAT, in order to better triangulate and generate potential student goals	✔ Leadership team	from: Term 1 to: Term 4	✔ Curriculum development	✔ Formal school meeting / internal professional learning sessions	✔ External consultants La Trobe Uni Staff at SOLAR Lab	✔ On-site
Engage with Professional Learning in Science of Learning with Nathaniel Swain, Jeanette Breen, Ollie Lovell, Bronwyn Ryrie-Jones	✔ Leadership team	from: Term 1 to: Term 4	✔ Collaborative inquiry/action research team	✔ Whole school pupil free day ✔ Formal school meeting / internal professional learning sessions	✔ External consultants See to the left	✔ On-site
Regular Data Meetings are reviewed and enhanced through Tiers of Intervention documentation, IEPs, and	✔ Leadership team	from: Term 1 to: Term 4	✔ Formalised PLC/PLTs	✔ Formal school meeting / internal professional learning sessions	✔ Literacy leaders	✔ On-site

explore tracking for students at Exceeding/Beyond the level						
Develop Progress Report Template for end of term 1 and 3 to share with parents	✔ Assistant principal	from: Term 1 to: Term 3	✔ Collaborative inquiry/action research team	✔ PLC/PLT meeting	✔ Internal staff	✔ On-site
Assess against all areas of the Reading Rope including Vocabulary, Comprehension, Fluency, Word Recognition (Phonemic and Phonological awareness)	✔ Learning specialist(s)	from: Term 1 to: Term 4	✔ Design of formative assessments ✔ Collaborative inquiry/action research team ✔ Curriculum development	✔ Whole school pupil free day ✔ Professional practice day	✔ Internal staff ✔ External consultants Nathaniel Swain	✔ On-site
Review and reflect on Leadership Charter as a Leadership Team	✔ Leadership team	from: Term 1 to: Term 2	✔ Collaborative inquiry/action research team ✔ Individualised reflection	✔ PLC/PLT meeting	✔ Internal staff	✔ On-site
Develop feedback tools for students, teachers and families about whole school events and learning experiences	✔ Assistant principal	from: Term 1 to: Term 4	✔ Design of formative assessments ✔ Peer observation including feedback and reflection ✔ Formalised PLC/PLTs	✔ Timetabled planning day	✔ Internal staff	✔ On-site
Develop literature map against the units of work	✔ Learning specialist(s)	from: Term 1 to: Term 4	✔ Collaborative inquiry/action research team	✔ Formal school meeting / internal professional learning sessions	✔ Internal staff	✔ On-site

Brimbank Youth Services workshops to train students in leading resilient youth survey delivery and data analysis	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> External consultants Brimbank Youth	<input checked="" type="checkbox"/> On-site
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