# 2024 Annual Implementation Plan

## for improving student outcomes

Sherbrooke Community School (6252)



Submitted for review by Sue Holmes (School Principal) on 14 December, 2023 at 12:30 PM
Endorsed by Scott Crawford (Senior Education Improvement Leader) on 14 December, 2023 at 01:02 PM
Awaiting endorsement by School Council President

# Self-evaluation summary - 2024

| | FISO 2.0 dimensions | Self-evaluation level |
|---|---|---|
| **Leadership** | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core | |
| | | |

| | | |
|---|---|---|
| **Teaching and learning** | 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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | |
|---|---|---|
| | | |

| Engagement | Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | |
|---|---|---|
| | | |

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

| **Enter your reflective comments** | |
|---|---|
| **Considerations for 2024** | |
| **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<br><br>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
| --- | --- | --- | --- |
| **Priorities goal**<br>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. | Yes | Support for the priorities | Numeracy domain from 83% (2022) to 77 % by 2024Teacher concern factor in the Teacher-student relations domain from 37% (2022) to 43% (2024).High expectations for success factor in the Teacher-student relations domain from 69% (2022) to 70% (2024).Advocate at School factor in the school safety domain from 66% (2022) to 68% (2024). |
| To improve the learning growth, engagement and achievement for every student. | Yes | VCE<br>By 2027, maintain the VCE All Studies mean score at 30 (4-year average, 2024-27).<br> By 2027, increase the percentage of studies VASS (Report 10) above or equal to zero from xx% to 100% (4-year average, 2024-2027).<br>By 2027, the percentage of Year 12 students with a positive post–school destination (University, TAFE, Apprenticeship/Traineeship, or full–time employment) will be maintained at 100% (2022).<br>By 2027, increase the percentage of VM Units completed from XX% in 2023 to XX%. | Maintain the VCE All Studies mean score at 30 for 2024The percentage of Year 12 students with a positive post–school destination (University, TAFE, Apprenticeship/Traineeship, or full–time employment) will be maintained at 100% (2024). |
| | | NAPLAN proficiency levels: To replace NAPLAN learning growth targets (over a period of time targets) - NAPLAN target for student learning growth by 2027 to be confirmed.<br>For reference: (Need to be mindful of small cohort sizes) | Reading domain from 69% (2022) to 64% |

| | | | |
|---|---|---|---|
| | | Decrease the percentage of Year 9 students in the NAPLAN Developing and Needs additional support proficiency levels in the <ul><li>Numeracy domain from 83% (2023) to 60 % by 2027</li><li>Grammar and Punctuation domain from 46% (2023) to 40%</li><li>Reading domain from 69% (2023) to 50%</li></ul>By 2027, comparative proficiency growth between Year 7 and Year 9 increased by 40% in all domains.<br>By 2027, improve the mean scaled scores for Year 9 Numeracy, Reading, Grammar and Punctuation, and Writing to be within 10% of the state scaled mean score (4-year average, 2024-27).<br>By 2027. improve the mean scaled scores for Year 5 and Year 7 Numeracy, Reading, Grammar and Punctuation, and Writing to be within 10% of the state scaled mean score (4-year average, 2024-27). | |
| | | By 2027, increase the Collective efficacy factor in the School climate module in the School Staff Survey from 30% to 60%. | Increase the Collective Efficacy factor in the School Climate module in the School Staff Survey from 30% to 38% in 2024 |
| | | By 2027, increase the percentage of positive responses on the Attitudes to School Survey for: <ul><li>Stimulating learning factor in the Effective teaching practice for cognitive engagement domain from 47% (2022) to 56%.</li><li>Effective classroom behaviour factor in the Effective teaching practice for cognitive engagement domain from 49% (2022) to 60%.</li><li>Differentiated learning from factor in the Effective teaching practice for cognitive engagement domain from 63% (2022) to 75%.</li></ul> | Stimulating learning factor in the Effective teaching practice for cognitive engagement domain from 47% (2022) to 50% (2024)Effective classroom behaviour factor in the Effective teaching practice for cognitive engagement domain from 49% (2022) to 52%.Differentiated learning from factor in the Effective teaching practice for cognitive engagement domain from 63% (2022) to 66% (2024). |
| Develop students who are engaged and connected in learning (and whose voices are heard). | Yes | By 2027, increase the percentage of positive responses on the Attitudes to School Survey for: <ul><li>Self-regulation and goal-setting factor in the Learner characteristics and disposition domain from 40% (2022) to 65%.</li><li>Student voice and agency factor in the Social engagement domain from 41% (2022) to 65%.</li></ul> | Self-regulation and goal-setting factor in the Learner characteristics and disposition domain from 40% (2023) to 47% (2024).Student voice and agency factor in the Social engagement domain from 41% (2022) to 47% (2024).Sense of confidence factor in the |

| | | | |
|---|---|---|---|
| | | • Sense of confidence factor in the Learner characteristics and disposition domain from 42% (2022) to 65%.<br>• Attitudes to attendance factor in the Learner characteristics and disposition domain from 58% (2022) to 70%. | Learner characteristics and disposition domain from 42% (2022) to 48% (2024)Attitudes to attendance factor in the Learner characteristics and disposition domain from 58% (2022) to 61% (2024) |
| | | By 2027, increase the percentage of positive responses on the Parent Opinion Survey for:<br>• Student agency and voice factor in the Student development module from 67% (2022) to 75%.<br>• Teacher communication factor in the Parent community engagement module from 58% (2022) to 75%. | Student agency and voice factor in the Student development module from 67% (2022) to 69% (2024).Teacher communication factor in the Parent community engagement module from 58% (2022) to 61% (2024). |
| | | By 2027, increase the percentage of positive responses on the School Staff Survey for:<br>• Academic emphasis factor in the School climate module from 26% (2022) to 60%.<br>• Teacher collaboration factor in the School climate module from 51% (2022) to 65%.<br>• Use data for curriculum planning in the Teaching and learning-planning module from 62% (2022) to 75%.<br>• Collaborate to plan curriculum in the Teaching and learning-planning module from 54% (2022) to 70%. | Academic emphasis factor in the School climate module from 26% (2022) to 35% (2024)Teacher collaboration factor in the School climate module from 51% (2022) to 55% (2024).Use data for curriculum planning in the Teaching and learning-planning module from 62% (2022) to 66% (2024).Collaborate to plan curriculum in the Teaching and learning-planning module from 54% (2022) to 58% (2024). |
| Improve student wellbeing. | No | By 2027, increase the percentage of positive responses on the Attitudes to School Survey for:<br>• Teacher concern factor in the Teacher-student relations domain from 37% (2022) to 60%.<br>• High expectations for success factor in the Teacher-student relations domain  from 69% (2022) to 75%.<br>• Advocate at school factor in the School safety domain from 66% (2022) to 75%. | |

| | | By 2027, increase the percentage of positive responses on the Staff Survey for: <br> • Parent and community involvement factor in the School climate module from 43% (2022) to 60%. <br> • Cultural leadership factor in the School leadership module from 40% (2022) to 60%. <br> • Leading change factor in the School leadership module from 44% (2022) to 60 %. | |
| | | By 2027, increase the percentage of positive responses on the Parent Opinion Survey for: <br> • School pride and confidence factor in the school ethos and environment module from 67% (2022) to 75%. <br> • Parent community engagement factor group from 56% (2022) to 75%. <br> • School ethos and environment factor group from 63 (2022) to 75%. | |

| Goal 1 | Priorities goal <br> **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.** | |
|---|---|---|
| **12-month target 1.1-month target** | Numeracy domain from 83% (2022) to 77 % by 2024 <br> Teacher concern factor in the Teacher-student relations domain from 37% (2022) to 43% (2024). <br> High expectations for success factor in the Teacher-student relations domain from 69% (2022) to 70% (2024). <br> Advocate at School factor in the school safety domain from 66% (2022) to 68% (2024). | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1.a** | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | No |

| KIS 1.b | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | 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. | | |

| Goal 2 | To improve the learning growth, engagement and achievement for every student. |
|---|---|
| 12-month target 2.1-month target | Maintain the VCE All Studies mean score at 30 for 2024<br>The percentage of Year 12 students with a positive post–school destination (University, TAFE, Apprenticeship/Traineeship, or full–time employment) will be maintained at 100% (2024). |
| 12-month target 2.2-month target | Reading domain from 69% (2022) to 64% |
| 12-month target 2.3-month target | Increase the Collective Efficacy factor in the School Climate module in the School Staff Survey from 30% to 38% in 2024 |
| 12-month target 2.4-month target | Stimulating learning factor in the Effective teaching practice for cognitive engagement domain from 47% (2022) to 50% (2024)<br>Effective classroom behaviour factor in the Effective teaching practice for cognitive engagement domain from 49% (2022) to 52%.<br>Differentiated learning from factor in the Effective teaching practice for cognitive engagement domain from 63% (2022) to 66% (2024). |

| Key Improvement Strategies | | Is this KIS selected for focus this year? |
|---|---|---|
| KIS 2.a<br>Teaching and learning | Review and embed the school's instructional model across all classes for consistency of teaching, the modelling of effective practice, and feedback in all curriculum areas. | Yes |
| KIS 2.b<br>Teaching and learning | Develop, implement and embed processes to build capacity and consistency to deliver a rigorous curriculum against the school's instructional framework. | No |

| KIS 2.c<br>Teaching and learning | Build staff capability to implement a culturally responsive and inclusive curriculum that engages all learners and takes into account collective efficacy on high expectations of every student in every lesson every day. | 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 KIS has been selected to build the capacity of new and existing staff to use the school instructional model and model effective practice so that KIS 2b and 2c have the foundations that they build upon to be successful. | |

| Goal 3 | Develop students who are engaged and connected in learning (and whose voices are heard). |
|---|---|
| 12-month target 3.1-month target | Self-regulation and goal-setting factor in the Learner characteristics and disposition domain from 40% (2023) to 47% (2024).<br>Student voice and agency factor in the Social engagement domain from 41% (2022) to 47% (2024).<br>Sense of confidence factor in the Learner characteristics and disposition domain from 42% (2022) to 48% (2024)<br>Attitudes to attendance factor in the Learner characteristics and disposition domain from 58% (2022) to 61% (2024) |
| 12-month target 3.2-month target | Student agency and voice factor in the Student development module from 67% (2022) to 69% (2024).<br>Teacher communication factor in the Parent community engagement module from 58% (2022) to 61% (2024). |
| 12-month target 3.3-month target | Academic emphasis factor in the School climate module from 26% (2022) to 35% (2024)<br>Teacher collaboration factor in the School climate module from 51% (2022) to 55% (2024).<br>Use data for curriculum planning in the Teaching and learning-planning module from 62% (2022) to 66% (2024).<br>Collaborate to plan curriculum in the Teaching and learning-planning module from 54% (2022) to 58% (2024). |

| Key Improvement Strategies | | Is this KIS selected for focus this year? |
|---|---|---|
| KIS 3.a<br>Teaching and learning | Build staff capacity to facilitate the codesign of learning tasks with students. | No |
| KIS 3.b<br>Teaching and learning | Embed opportunities for student choice, voice and agency across curriculum areas and learning tasks. | Yes |

| KIS 3.c<br>Leadership | Develop a whole school approach to involving parents and carers in learning. | No |
|---|---|---|
| KIS 3.d<br>Teaching and learning | Establish a school wide approach to student voice, with a focus on student input to school planning. | No |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | This KIS has been selected to broaden staff and student awareness of effective opportunities for voice, choice and agency across the school. | |

# Define actions, outcomes, success indicators and activities

| Goal 1 | **Priorities goal**<br>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. |
| --- | --- |
| **12-month target 1.1 target** | Numeracy domain from 83% (2022) to 77 % by 2024<br>Teacher concern factor in the Teacher-student relations domain from 37% (2022) to 43% (2024).<br>High expectations for success factor in the Teacher-student relations domain from 69% (2022) to 70% (2024).<br>Advocate at School factor in the school safety domain from 66% (2022) to 68% (2024). |
| **KIS 1.b**<br>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 | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable |
| **Actions** | All staff and students to complete the Youth Mental Health Training.<br>Year 7 students to complete BBBA training to improve resilience and appropriate social interactions. (Building Better Brains).<br>Run Year 7-10 program on cyber safety.<br>Employ new mobile phone policy and resources to increase student safety and mental wellbeing.<br>Incursions for year 10-12 to support engagement, mental wellbeing and pathway preparation.<br>All staff to complete SWPBS UPA training. |
| **Outcomes** | Students will have higher expectations and goals for their own learning.<br>Students will recognise when they require mental health intervention and where to access it.<br>Students will be able to use mobile devices safely and appropriately for their education.<br>Students in Year 7 will be able to interact better with their peers.<br>Teachers will be able to recognise students requiring Mental Health intervention.<br>Well-Being team will be able to monitor, review and refine well being processes from the school data.<br>All staff to be UPA trained. |

| Success Indicators | SWPBS Bronze award will be achieved.<br>Achieve 12 month targets as outlined above.<br>Reduction in number of cyber safety incidents reported to the well-being team.<br>Earlier identification of students requiring mental health intervention.<br>Reduced use of mobile devices in school time. |
|---|---|

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
|---|---|---|---|---|
| Youth Mental Health Training for all staff and students | ☑ All staff | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $10,000.00<br><br>☑ Schools Mental Health Menu items will be used which may include DET funded or free items |
| School purchase of mobile phone pouches for storage of devices during the school day. | ☑ Principal | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $4,750.00<br><br>☑ Disability Inclusion Tier 2 Funding will be used |
| Primary students access smiling minds programs and year 7-10 Art therapy to build positive mental health and social interactions between peers | ☑ Student(s) | ☐ PLP Priority | from:<br>Term 2<br>to:<br>Term 2 | $4,200.00<br><br>☑ Schools Mental Health Menu items will be used which may include DET funded or free items |
| All students to participate in cyber safety program | ☑ Student(s) | ☐ PLP Priority | from:<br>Term 3 | $3,000.00 |

| | | | to:<br>Term 3 | ☑ Schools Mental Health Menu items will be used which may include DET funded or free items |
|---|---|---|---|---|
| Incursions to address year 10-12 student engagement, mental well-being and pathway preparation. | ☑ Student(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $6,770.00<br><br>☑ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Professional learning for staff surrounding student wellbeing and improvement. | ☑ All staff | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $10,000.00<br><br>☑ Equity funding will be used |
| Purchase and Utilise educational resources to ensure all students have the necessary resources for learning | ☑ Assistant principal<br>☑ Principal<br>☑ Wellbeing team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $10,000.00<br><br>☑ Equity funding will be used |

| **Goal 2** | To improve the learning growth, engagement and achievement for every student. |
|---|---|
| **12-month target 2.1 target** | Maintain the VCE All Studies mean score at 30 for 2024<br>The percentage of Year 12 students with a positive post–school destination (University, TAFE, Apprenticeship/Traineeship, or full–time employment) will be maintained at 100% (2024). |
| **12-month target 2.2 target** | Reading domain from 69% (2022) to 64% |

| 12-month target 2.3 target | Increase the Collective Efficacy factor in the School Climate module in the School Staff Survey from 30% to 38% in 2024 |
|---|---|
| 12-month target 2.4 target | Stimulating learning factor in the Effective teaching practice for cognitive engagement domain from 47% (2022) to 50% (2024) Effective classroom behaviour factor in the Effective teaching practice for cognitive engagement domain from 49% (2022) to 52%. Differentiated learning from factor in the Effective teaching practice for cognitive engagement domain from 63% (2022) to 66% (2024). |
| KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Review and embed the school's instructional model across all classes for consistency of teaching, the modelling of effective practice, and feedback in all curriculum areas. |
| Actions | Provide regular PL for all school staff on effective use of the school's instructional model. Monitor through regular walk-throughs and peer observations and reviewing planning documents. Review and refine the use of the school's instructional model using planning documents and data walls/assessment schedule. |
| Outcomes | Leaders will carry out regular walk-throughs, review planning documents, analyse data to monitor effectiveness and provide feedback to teachers. Principal Class will monitor staff progress using the school based PDP process. Teachers will participate in peer observations. Teachers will reflect on their own use of the instructional model reflecting on each element of the instructional model. Teachers will provide effective and explicit feedback to students on their progress. Students will use COMPASS to regularly access teacher feedback and complete set learning tasks in a timely manner. |
| Success Indicators | Achieve 12 month targets as outlined above. In addition, evidence of walk-through data and feedback to staff. |

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
|---|---|---|---|---|
| Provide Professional learning for all staff including ES on the school's instructional model. | ☑ Leadership team | ☑ PLP Priority | from: Term 1 | $1,000.00 |

| | | | | to:<br>Term 4 | ☑ Other funding will be used |
|---|---|---|---|---|---|
| Design and embed leadership walk-through processes. | ☑ Leadership team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00 | |
| Develop and implement school peer observation process. | ☑ All staff | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00 | |
| Provide instruction and resources to all students on how to access and utilise feedback and progress on learning tasks and assessment. | ☑ All staff | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $15,000.00<br><br>☑ Equity funding will be used | |
| Establish a high achievers program for enhancing student opportunities | ☑ School improvement team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $2,366.99<br><br>☑ Equity funding will be used | |
| Provide cultural connections for students to indigenous cultures in line with the curriculum connections | ☑ All staff | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $10,000.00<br><br>☑ Equity funding will be used | |

| Goal 3 | Develop students who are engaged and connected in learning (and whose voices are heard). |
|---|---|
| **12-month target 3.1 target** | Self-regulation and goal-setting factor in the Learner characteristics and disposition domain from 40% (2023) to 47% (2024).<br>Student voice and agency factor in the Social engagement domain from 41% (2022) to 47% (2024). |

| | Sense of confidence factor in the Learner characteristics and disposition domain from 42% (2022) to 48% (2024)<br>Attitudes to attendance factor in the Learner characteristics and disposition domain from 58% (2022) to 61% (2024) |
|---|---|
| **12-month target 3.2 target** | Student agency and voice factor in the Student development module from 67% (2022) to 69% (2024).<br>Teacher communication factor in the Parent community engagement module from 58% (2022) to 61% (2024). |
| **12-month target 3.3 target** | Academic emphasis factor in the School climate module from 26% (2022) to 35% (2024)<br>Teacher collaboration factor in the School climate module from 51% (2022) to 55% (2024).<br>Use data for curriculum planning in the Teaching and learning-planning module from 62% (2022) to 66% (2024).<br>Collaborate to plan curriculum in the Teaching and learning-planning module from 54% (2022) to 58% (2024). |
| **KIS 3.b**<br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Embed opportunities for student choice, voice and agency across curriculum areas and learning tasks. |
| **Actions** | Provide Professional Learning for one staff member and student leaders through YLAA.<br>Provide professional Learning for staff on how to recognise and build opportunities on student voice, choice and agency in the classroom.The knowledge, skills and attitudes required to build authentic student voice are incorporated into planning documents and teacher practice. |
| **Outcomes** | Collaborative classrooms using student voice, choice and agency to develop learning tasks.<br>Use leadership walk-throughs to monitor use in classrooms.<br>Teacher to participate in peer observations of effective use of student voice, choice and agency in the classroom. |
| **Success Indicators** | Achieve 12 month targets as listed above.<br>In addition, re assess progress on the FISO continua for school improvement - Positive Climate for Learning |

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

| | | | | |
|---|---|---|---|---|
| Provide YLAA training for students and one staff member on Youth Leadership | ☑ Student leadership coordinator<br>☑ Student(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 1 | $449.00<br><br>☑ Equity funding will be used |
| Completion of FISO continua for school improvement ,positive climate for learning at year start and end. | ☑ All staff | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00 |
| Collect student feedback on use of student voice, choice and agency in the classroom. | ☑ Assistant principal<br>☑ Principal | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00 |

# Funding planner

## Summary of budget and allocated funding

| Summary of budget | School's total funding ($) | Funding allocated in activities ($) | Still available/shortfall |
|---|---|---|---|
| Equity Funding | $57,815.99 | $57,815.99 | $0.00 |
| Disability Inclusion Tier 2 Funding | $65,122.10 | $65,122.10 | $0.00 |
| Schools Mental Health Fund and Menu | $27,957.50 | $27,957.50 | $0.00 |
| **Total** | $150,895.59 | $150,895.59 | $0.00 |

## Activities and milestones – Total Budget

| Activities and milestones | Budget |
|---|---|
| Youth Mental Health Training for all staff and students | $10,000.00 |
| School purchase of mobile phone pouches for storage of devices during the school day. | $4,750.00 |
| Primary students access smiling minds programs and year 7-10 Art therapy to build positive mental health and social interactions between peers | $4,200.00 |
| All students to participate in cyber safety program | $3,000.00 |
| Incursions to address year 10-12 student engagement, mental well-being and pathway preparation. | $6,770.00 |
| Professional learning for staff surrounding student wellbeing and improvement. | $10,000.00 |
| Purchase and Utilise educational resources to ensure all students have the necessary resources for learning | $10,000.00 |

| | | |
|---|---|---|
| Provide instruction and resources to all students on how to access and utilise feedback and progress on learning tasks and assessment. | | $15,000.00 |
| Establish a high achievers program for enhancing student opportunities | | $2,366.99 |
| Provide cultural connections for students to indigenous cultures in line with the curriculum connections | | $10,000.00 |
| Provide YLAA training for students and one staff member on Youth Leadership | | $449.00 |
| **Totals** | | **$76,535.99** |

## Activities and milestones - Equity Funding

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Professional learning for staff surrounding student wellbeing and improvement. | from: Term 1 to: Term 4 | $10,000.00 | ☑ Professional development (excluding CRT costs and new FTE) |
| Purchase and Utilise educational resources to ensure all students have the necessary resources for learning | from: Term 1 to: Term 4 | $10,000.00 | ☑ Support services<br>☑ Assets |
| Provide instruction and resources to all students on how to access and utilise feedback and progress on learning tasks and assessment. | from: Term 1 to: Term 4 | $15,000.00 | ☑ Assets |
| Establish a high achievers program for enhancing student opportunities | from: Term 1 | $2,366.99 | ☑ Teaching and learning programs and resources |

| | to:<br>Term 4 | | |
|---|---|---|---|
| Provide cultural connections for students to indigenous cultures in line with the curriculum connections | from:<br>Term 1<br>to:<br>Term 4 | $10,000.00 | ☑ Teaching and learning programs and resources<br>☑ Professional development (excluding CRT costs and new FTE) |
| Provide YLAA training for students and one staff member on Youth Leadership | from:<br>Term 1<br>to:<br>Term 1 | $449.00 | ☑ Teaching and learning programs and resources |
| **Totals** | | $47,815.99 | |

## Activities and milestones - Disability Inclusion Funding

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| School purchase of mobile phone pouches for storage of devices during the school day. | from:<br>Term 1<br>to:<br>Term 4 | $4,750.00 | ☑ Equipment, adaptive technology, devices, or materials to support learning<br><br>• |
| **Totals** | | $4,750.00 | |

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

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Youth Mental Health Training for all staff and students | from:<br>Term 1 | $10,000.00 | ☑ Teen Mental Health First Aid Program (Mental Health First Aid Australia) |

| | | | |
|---|---|---|---|
| | to:<br>Term 4 | | |
| Primary students access smiling minds programs and year 7-10 Art therapy to build positive mental health and social interactions between peers | from:<br>Term 2<br>to:<br>Term 2 | $4,200.00 | ☑ Smiling Mind Primary Schools Program |
| All students to participate in cyber safety program | from:<br>Term 3<br>to:<br>Term 3 | $3,000.00 | ☑ eSmart schools (free) |
| Incursions to address year 10-12 student engagement, mental well-being and pathway preparation. | from:<br>Term 1<br>to:<br>Term 4 | $6,770.00 | ☑ Study without Stress (Macquarie University) |
| **Totals** | | $23,970.00 | |

## Additional funding planner – Total Budget

| Activities and milestones | Budget |
|---|---|
| Program for year 5-12 to develop a positive body image | $3,987.50 |
| additional support personnel to assist with disability inclusion | $38,872.10 |
| Resources and assets to support tier 2 funded student learning | $11,000.00 |
| Assessing the progress of students in their learning using Literatu and Essential Assessment | $6,500.00 |
| Provide professional learning on the curriculum Key 3. | $1,000.00 |

| | |
|---|---|
| Appoint a staff member to set up higher level testing for senior students to test their responses to both short and extended answer questions | $5,000.00 |
| Purchase Edrolo package for disadvantaged students | $4,000.00 |
| re engagement programs for equity funded students | $4,000.00 |
| **Totals** | **$74,359.60** |

## Additional funding planner – Equity Funding

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Program for year 5-12 to develop a positive body image | from: Term 1 to: Term 4 | $0.00 | |
| additional support personnel to assist with disability inclusion | from: Term 1 to: Term 4 | $0.00 | |
| Resources and assets to support tier 2 funded student learning | from: Term 1 to: Term 4 | $0.00 | |
| Assessing the progress of students in their learning using Literatu and Essential Assessment | from: Term 1 to: Term 4 | $0.00 | |
| Provide professional learning on the curriculum Key 3. | from: Term 1 | $1,000.00 | ☑ Professional development (excluding CRT costs and new FTE) |

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| | to:<br>Term 4 | | |
| Appoint a staff member to set up higher level testing for senior students to test their responses to both short and extended answer questions | from:<br>Term 1<br>to:<br>Term 4 | $5,000.00 | ☑ School-based staffing |
| Purchase Edrolo package for disadvantaged students | from:<br>Term 1<br>to:<br>Term 4 | $0.00 | |
| re engagement programs for equity funded students | from:<br>Term 1<br>to:<br>Term 2 | $4,000.00 | ☑ Teaching and learning programs and resources |
| **Totals** | | **$10,000.00** | |

## Additional funding planner – Disability Inclusion Funding

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Program for year 5-12 to develop a positive body image | from:<br>Term 1<br>to:<br>Term 4 | $0.00 | |
| additional support personnel to assist with disability inclusion | from:<br>Term 1<br>to:<br>Term 4 | $38,872.10 | ☑ Education workforces and/or assigning existing school staff to inclusive education duties<br><br>• |
| Resources and assets to support tier 2 funded student learning | from:<br>Term 1 | $11,000.00 | ☑ Equipment, adaptive technology, devices, or materials to support learning |

| | | | • Portable amplification equipment<br>• Inclusive recreation equipment and resources<br><br>☑ Professional learning for school-based staff<br><br>• Teachers<br>• Education support |
|---|---|---|---|
| Assessing the progress of students in their learning using Literatu and Essential Assessment | from:<br>Term 1<br>to:<br>Term 4 | $6,500.00 | ☑ Teaching and learning programs and resources<br><br>• |
| Provide professional learning on the curriculum Key 3. | from:<br>Term 1<br>to:<br>Term 4 | $0.00 | |
| Appoint a staff member to set up higher level testing for senior students to test their responses to both short and extended answer questions | from:<br>Term 1<br>to:<br>Term 4 | $0.00 | |
| Purchase Edrolo package for disadvantaged students | from:<br>Term 1<br>to:<br>Term 4 | $4,000.00 | ☑ Equipment, adaptive technology, devices, or materials to support learning<br><br>• |
| re engagement programs for equity funded students | from:<br>Term 1<br>to:<br>Term 2 | $0.00 | |
| **Totals** | | **$60,372.10** | |

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

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Program for year 5-12 to develop a positive body image | from:<br>Term 1<br>to:<br>Term 4 | $3,987.50 | ☑ Body Kind Education (Butterfly Foundation) |
| additional support personnel to assist with disability inclusion | from:<br>Term 1<br>to:<br>Term 4 | $0.00 | |
| Resources and assets to support tier 2 funded student learning | from:<br>Term 1<br>to:<br>Term 4 | $0.00 | |
| Assessing the progress of students in their learning using Literatu and Essential Assessment | from:<br>Term 1<br>to:<br>Term 4 | $0.00 | |
| Provide professional learning on the curriculum Key 3. | from:<br>Term 1<br>to:<br>Term 4 | $0.00 | |
| Appoint a staff member to set up higher level testing for senior students to test their responses to both short and extended answer questions | from:<br>Term 1<br>to:<br>Term 4 | $0.00 | |
| Purchase Edrolo package for disadvantaged students | from:<br>Term 1 | $0.00 | |

| | to:<br>Term 4 | | |
|---|---|---|---|
| re engagement programs for equity funded students | from:<br>Term 1<br>to:<br>Term 2 | | |
| **Totals** | | $3,987.50 | |

# Professional learning plan

| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
|---|---|---|---|---|---|---|
| Youth Mental Health Training for all staff and students | ☑ All staff | from: Term 1 to: Term 4 | ☑ Planning ☑ Individualised reflection | ☑ Network professional learning | ☑ External consultants LSVictoria | ☑ Off-site LS Victoria training site |
| Professional learning for staff surrounding student wellbeing and improvement. | ☑ All staff | from: Term 1 to: Term 4 | ☑ Planning ☑ Individualised reflection | ☑ Formal school meeting / internal professional learning sessions | ☑ Teaching partners | ☑ On-site |
| Provide Professional learning for all staff including ES on the school's instructional model. | ☑ Leadership team | from: Term 1 to: Term 4 | ☑ Planning ☑ Design of formative assessments ☑ Student voice, including input and feedback | ☑ Formal school meeting / internal professional learning sessions | ☑ Learning specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) | ☑ On-site |
| Develop and implement school peer observation process. | ☑ All staff | from: Term 1 to: Term 4 | ☑ Planning ☑ Preparation | ☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions | ☑ Learning specialist ☑ High Impact Teaching Strategies (HITS) | ☑ On-site |