**2024** **Annual Implementation Plan**

**for improving student outcomes**

Shelford Primary School (0379)



**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 |  |
| 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 |  |
| --- | --- | --- |
| 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. |  |
| --- | --- | --- |
| 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 |  |
| --- | --- | --- |
| 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 |  |
| --- | --- | --- |
| 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 targetThe 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
| --- | --- | --- | --- |
| **Priorities goal** In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy. | Yes | Support for the priorities | NAPLAN:Maintain the percentage of students in ‘excelling’ or ‘strong’ proficiency levels of NAPLAN:- Yr 3 Writing 100%- Yr 5 Reading 100% - Yr 5 Writing 100%Teacher Judgement:Increase the percentage of students assessed against the Victorian Curriculum (VC) levels F-10 as being 'at or above' age expected levels:Reading from 100% in 2023 to 100% Writing from 70% in 2023 to 80% Number and Algebra from 90% in 2023 to 95% PAT:Increase student growth in the PAT assessments as measured through achievement bands: - PAT Maths: 38% of students have progressed one achievement band from Feb 2023 to Nov 2024- PAT Reading: 15% of students have progressed one achievement band from Feb 2023 to Nov 2024 |
| Maximise the learning growth of every student in Literacy and Numeracy. | No | NAPLAN Benchmark Growth:  By 2026, the percentage of Year 5 students assessed as meeting or above NAPLAN benchmark growth for:   * Reading to increase from 0% in 2022 to 50% * Writing to increase from 0% in 2022 to 50% * Numeracy to increase from 0% in 2022 to 50% |  |
| NAPLAN Top Two Bands:  By 2026, the percentage of Year 3 students assessed in the top two bands of NAPLAN will increase in:   * Writing from 0% in 2022 to 50%   By 2025, the percentage of Year 5 students assessed in the top two NAPLAN bands will increase in:   * Reading from 50% in 2022 to 60%\* (average over 2022-26 SSP) * Writing from 50% in 2022 to 60%\* (average over 2022-26 SSP)   \*The panel agreed that due to the small numbers at each level it was prudent to use the average. |  |
| Teacher Judgement:  By 2026, the percentage of F-6 students assessed against the Victorian Curriculum (VC) levels F-10 as being at or above age expected levels will increase in:   * Reading from 82% in 2022 to 90% \* (average over 2022-26 SSP) * Writing from 82% in 2022 to 90% \* (average over 2022-26 SSP) * Number and Algebra from 82% in 2022 to 90% \* (average over 2022-26 SSP)   \*The panel agreed that due to the small numbers at each level it was prudent to use the average. |  |
| Empower students in their learning and wellbeing. | Yes | Student Attitudes to School Survey  By 2026, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measures will increase:   * In the Learner Characteristics and Disposition domain   + Sense of confidence from 86% in 2022 to 90% * In the Social Engagement domain   + Student voice and agency from 75% in 2022 to 80%. * In the teacher- student relations domain   + Effort from 81% in 2022 to 85% | By 2025, the percentage of students with a positive response in the Learner Characteristics and Disposition domain 'sense of confidence', will increase from 75% in 2023 to 80% By 2025, the percentage of students with a positive response in the Social Engagement domain 'student voice and agency', will increase from 42% in 2023 to 55%.By 2025, the percentage of students with a positive response in the Teacher- Student relations domain 'effort' will increase from 67% in 2023 to 75% |
| By 2026, the percentage of students (P-6) with 10.0-19.5 days absent will decrease from 31% in 2021 to 25%. | By 2025, the percentage of students (P-6) with 10.0-19.5 days absent will decrease from 31% in 2021 to 27.5% By 2025, the percentage of students (P-6) with 30+ days absent will decrease from 20% in 2023 to 10% |

| **Goal 1** | **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.** | |
| --- | --- | --- |
| 12-month target 1.1-month target | NAPLAN:  Maintain the percentage of students in ‘excelling’ or ‘strong’ proficiency levels of NAPLAN: - Yr 3 Writing 100% - Yr 5 Reading 100%  - Yr 5 Writing 100%  Teacher Judgement: Increase the percentage of students assessed against the Victorian Curriculum (VC) levels F-10 as being 'at or above' age expected levels:  Reading from 100% in 2023 to 100%  Writing from 70% in 2023 to 80%  Number and Algebra from 90% in 2023 to 95%   PAT: Increase student growth in the PAT assessments as measured through achievement bands:  - PAT Maths: 38% of students have progressed one achievement band from Feb 2023 to Nov 2024 - PAT Reading: 15% of students have progressed one achievement band from Feb 2023 to Nov 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 | Yes |
| **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 3** | **Empower students in their learning and wellbeing.** | |
| 12-month target 3.1-month target | By 2025, the percentage of students with a positive response in the Learner Characteristics and Disposition domain 'sense of confidence', will increase from 75% in 2023 to 80%   By 2025, the percentage of students with a positive response in the Social Engagement domain 'student voice and agency', will increase from 42% in 2023 to 55%.  By 2025, the percentage of students with a positive response in the Teacher- Student relations domain 'effort' will increase from 67% in 2023 to 75% | |
| 12-month target 3.2-month target | By 2025, the percentage of students (P-6) with 10.0-19.5 days absent will decrease from 31% in 2021 to 27.5%  By 2025, the percentage of students (P-6) with 30+ days absent will decrease from 20% in 2023 to 10% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 3.a**  Engagement | Develop staff capacity to activate student agency in classroom learning experiences. | Yes |
| **KIS 3.b**  Support and resources | Strengthen and broaden relationships with parents, carers and the wider 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. | This Key Improvement Strategy has been selected this year due significant changes in staffing for 2024 and a decline in our Attitudes to School Survey in the key areas of ‘student voice and agency’ and ‘stimulated learning’. This aligns with our self-evaluation against the FISO Continua which identifies us as ‘evolving’ in the core element of Engagement. | |

**Define actions, outcomes, success indicators and activities**

| **Goal 1** | **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. | | | | |
| --- | --- | --- | --- | --- | --- |
| 12-month target 1.1 target | NAPLAN:  Maintain the percentage of students in ‘excelling’ or ‘strong’ proficiency levels of NAPLAN: - Yr 3 Writing 100% - Yr 5 Reading 100%  - Yr 5 Writing 100%  Teacher Judgement: Increase the percentage of students assessed against the Victorian Curriculum (VC) levels F-10 as being 'at or above' age expected levels:  Reading from 100% in 2023 to 100%  Writing from 70% in 2023 to 80%  Number and Algebra from 90% in 2023 to 95%   PAT: Increase student growth in the PAT assessments as measured through achievement bands:  - PAT Maths: 38% of students have progressed one achievement band from Feb 2023 to Nov 2024 - PAT Reading: 15% of students have progressed one achievement band from Feb 2023 to Nov 2024 | | | | |
| KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | | | | |
| **Actions** | Establish school wide approach to student goal setting. Review and refine our school wide approach to Literacy and Numeracy | | | | |
| **Outcomes** | Staff will develop an agreed approach to student goal setting Teachers will meet to engage in reflective practice and evaluate and plan curriculum and assessments  Staff will collaborate to develop, document and review agreed approaches to teaching and learning Teachers will consistently implement the agreed assessment schedule and Instructional Model  Students in need of targeted academic support or intervention will be identified and supported | | | | |
| **Success Indicators** | Early Indicators: All staff will use the school wide approach to set, document and monitor individual student goals Staff planning documents stored on Google Drive, will demonstrate implementation of SPS Instructional Model Evidence of teachers inputting data into tracker and using this to inform teaching Data used to identify students for tailored supports  All staff to follow our Literacy Scope and Sequence  Review and refinement of Numeracy Scope and Sequence  Late Indicators: PAT assessment results Semester 2 teacher judgements | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Review Scope and Sequence for Numeracy | | 🗹 All staff | 🗹 PLP Priority | from: Term 1  to: Term 2 | $2,250.00  🗹 Equity funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Review Scope and Sequence for Literacy | | 🗹 All staff | 🗹 PLP Priority | from: Term 3  to: Term 4 | $2,250.00  🗹 Equity funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Create school wide approach to student goal setting | | 🗹 All staff | 🗹 PLP Priority | from: Term 2  to: Term 4 | $2,250.00  🗹 Equity funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Review the professional learning calendar to prioritise identified areas of need, collaboration and reflection as a team | | 🗹 Principal | ◻ PLP Priority | from: Term 1  to: Term 4 | $500.00  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 1.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 | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | | |
| **Actions** | Build staff capacity to develop and embed a teaching and learning program that reflects the needs of individual students Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development | | | | |
| **Outcomes** | Students will have strong relationships with peers and staff Teachers will incorporate trauma informed practices in classes based on the Berry Street Education model (BSEM) Teachers will incorporate weekly Smiling Mind lessons and practise meditations Students will have a clear understanding of the strategies they can use to assist emotional regulation Teachers will implement RRRR lessons Staff will undertake professional learning to support students wellbeing and mental health Students will have a range of spaces they can use to enhance their learning and help regulate their emotions | | | | |
| **Success Indicators** | Early Indicators: Students positive engagement in wellbeing programs Documented and displayed wellbeing strategies for individual students  Internal and external professional learning including shared readings are incorporated into staff meetings Designated internal 'calm' spaces Creation of outdoor learning spaces Documentation of referrals and communications are on shared Google drive Identification and discussion of students at risk are incorporated into each staff meeting  Late Indicators: Student attendance data AtoSS results Smiling Mind survey | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Strengthen in-class relationships through peer and group learning activities | | 🗹 All staff | ◻ PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Implement agreed wellbeing strategies eg Ready to Learn Scale, Meditation, brain breaks, mindfulness activities etc | | 🗹 All staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,250.00  🗹 Equity funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Implement the Resilience, Rights and Respectful Relationships curriculum | | 🗹 All staff | ◻ PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Create designated internal 'calm' spaces | | 🗹 All staff | 🗹 PLP Priority | from: Term 1  to: Term 2 | $4,000.00  🗹 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Create an outdoor learning space | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 2 | $4,093.40  🗹 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Implement activities from Smiling Mind Education program | | 🗹 All staff | ◻ PLP Priority | from: Term 1  to: Term 2 | $5,000.00  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Organise professional learning to develop the knowledge and skills to implement the Berry Street Education Model. | | 🗹 All staff | ◻ PLP Priority | from: Term 1  to: Term 2 | $5,000.00  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| **Goal 3** | Empower students in their learning and wellbeing. | | | | |
| 12-month target 3.1 target | By 2025, the percentage of students with a positive response in the Learner Characteristics and Disposition domain 'sense of confidence', will increase from 75% in 2023 to 80%   By 2025, the percentage of students with a positive response in the Social Engagement domain 'student voice and agency', will increase from 42% in 2023 to 55%.  By 2025, the percentage of students with a positive response in the Teacher- Student relations domain 'effort' will increase from 67% in 2023 to 75% | | | | |
| 12-month target 3.2 target | By 2025, the percentage of students (P-6) with 10.0-19.5 days absent will decrease from 31% in 2021 to 27.5%  By 2025, the percentage of students (P-6) with 30+ days absent will decrease from 20% in 2023 to 10% | | | | |
| KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Develop staff capacity to activate student agency in classroom learning experiences. | | | | |
| **Actions** | Build staff capacity to develop and embed a teaching and learning program that activates student voice and agency Establish a school wide approach to student leadership | | | | |
| **Outcomes** | Staff will undertake professional learning to support students to have increased ownership of their learning Students will demonstrate an increased awareness of opportunities for voice and agency within their learning Staff will engage with exemplar schools to develop an approach that empowers students in their learning Students will understand and embrace leadership opportunities at the school Students will demonstrate their leadership skills within the wider school community | | | | |
| **Success Indicators** | Early indicators: Staff will work collaboratively to develop and document a school wide approach to student leadership Student leadership positions will sought after by students Students will positively engage in opportunities to increase their voice and agency Staff will work collaboratively to create a documented school wide approach to empowering students in their learning Staff will have an increased knowledge of how to empower students in their learning Students will feel more connected to their school Student attendance data will improve  Late indicators: Student attendance data AtoSS results | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Create a school wide approach to student leadership | | 🗹 All staff | ◻ PLP Priority | from: Term 3  to: Term 4 | $2,500.00  🗹 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Create a school wide approach to increase student voice and agency | | 🗹 All staff | 🗹 PLP Priority | from: Term 3  to: Term 4 | $2,500.00  🗹 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Organise professional learning to develop staff capacity to activate student voice and agency | | 🗹 All staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Create a school wide approach to support students to attend school | | 🗹 All staff | ◻ PLP Priority | from: Term 2  to: Term 3 | $3,253.25  🗹 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |

**Funding planner**

Summary of budget and allocated funding

| **Summary of budget** | **School’s total funding ($)** | **Funding allocated in activities ($)** | **Still available/shortfall** |
| --- | --- | --- | --- |
| Equity Funding | $5,000.00 | $5,000.00 | $0.00 |
| Disability Inclusion Tier 2 Funding | $11,093.40 | $11,093.40 | $0.00 |
| Schools Mental Health Fund and Menu | $30,753.25 | $30,753.25 | $0.00 |
| **Total** | $46,846.65 | $46,846.65 | $0.00 |

Activities and milestones – Total Budget

| **Activities and milestones** | **Budget** |
| --- | --- |
| Review Scope and Sequence for Numeracy | $2,250.00 |
| Review Scope and Sequence for Literacy | $2,250.00 |
| Create school wide approach to student goal setting | $2,250.00 |
| Review the professional learning calendar to prioritise identified areas of need, collaboration and reflection as a team | $500.00 |
| Strengthen in-class relationships through peer and group learning activities | $1,000.00 |
| Implement agreed wellbeing strategies eg Ready to Learn Scale, Meditation, brain breaks, mindfulness activities etc | $2,250.00 |
| Implement the Resilience, Rights and Respectful Relationships curriculum | $5,000.00 |
| Create designated internal 'calm' spaces | $4,000.00 |
| Create an outdoor learning space | $4,093.40 |
| Implement activities from Smiling Mind Education program | $5,000.00 |
| Organise professional learning to develop the knowledge and skills to implement the Berry Street Education Model. | $5,000.00 |
| Create a school wide approach to student leadership | $2,500.00 |
| Create a school wide approach to increase student voice and agency | $2,500.00 |
| Organise professional learning to develop staff capacity to activate student voice and agency | $5,000.00 |
| Create a school wide approach to support students to attend school | $3,253.25 |
| **Totals** | $46,846.65 |

Activities and milestones - Equity Funding

| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| --- | --- | --- | --- |
| Review Scope and Sequence for Numeracy | from: Term 1  to: Term 2 | $1,250.00 | 🗹 CRT |
| Review Scope and Sequence for Literacy | from: Term 3  to: Term 4 | $1,250.00 | 🗹 CRT |
| Create school wide approach to student goal setting | from: Term 2  to: Term 4 | $1,250.00 | 🗹 CRT |
| Implement agreed wellbeing strategies eg Ready to Learn Scale, Meditation, brain breaks, mindfulness activities etc | from: Term 1  to: Term 4 | $1,250.00 | 🗹 CRT |
| **Totals** |  | $5,000.00 |  |

Activities and milestones - Disability Inclusion Funding

| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| --- | --- | --- | --- |
| Create designated internal 'calm' spaces | from: Term 1  to: Term 2 | $2,000.00 | 🗹 Minor building or internal environmental modifications under $5,000 (GST inclusive) |
| Create an outdoor learning space | from: Term 1  to: Term 2 | $2,093.40 | 🗹 Minor building or internal environmental modifications under $5,000 (GST inclusive) |
| Create a school wide approach to student leadership | from: Term 3  to: Term 4 | $1,500.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| Create a school wide approach to increase student voice and agency | from: Term 3  to: Term 4 | $1,500.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| Organise professional learning to develop staff capacity to activate student voice and agency | from: Term 1  to: Term 4 | $2,500.00 | 🗹 Professional learning for school-based staff |
| Create a school wide approach to support students to attend school | from: Term 2  to: Term 3 | $1,500.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| **Totals** |  | $11,093.40 |  |

Activities and milestones - Schools Mental Health Fund and Menu

| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| --- | --- | --- | --- |
| Review Scope and Sequence for Numeracy | from: Term 1  to: Term 2 | $1,000.00 | 🗹 Employ staff to support Tier 1 activities  **This activity will use Mental Health Menu staffing**   * + Build staff capacity (conference, course, seminar)   + Employ CRT to release staff member |
| Review Scope and Sequence for Literacy | from: Term 3  to: Term 4 | $1,000.00 | 🗹 Employ staff to support Tier 1 activities  **This activity will use Mental Health Menu staffing**   * + Employ CRT to release staff member   + Build staff capacity (conference, course, seminar) |
| Create school wide approach to student goal setting | from: Term 2  to: Term 4 | $1,000.00 | 🗹 Employ staff to support Tier 1 activities  **This activity will use Mental Health Menu staffing**   * + Build staff capacity (conference, course, seminar)   + Employ CRT to release staff member |
| Review the professional learning calendar to prioritise identified areas of need, collaboration and reflection as a team | from: Term 1  to: Term 4 | $500.00 | 🗹 Employ staff to support Tier 1 activities  **This activity will use Mental Health Menu staffing**   * + Employ CRT to release staff member |
| Strengthen in-class relationships through peer and group learning activities | from: Term 1  to: Term 4 | $1,000.00 | 🗹 Employ staff to support Tier 1 activities  **This activity will use Mental Health Menu staffing**   * + Build staff capacity (conference, course, seminar)   + Employ CRT to release staff member |
| Implement agreed wellbeing strategies eg Ready to Learn Scale, Meditation, brain breaks, mindfulness activities etc | from: Term 1  to: Term 4 | $1,000.00 | 🗹 Employ staff to support Tier 1 activities  **This activity will use Mental Health Menu staffing**   * + Build staff capacity (conference, course, seminar)   + Employ CRT to release staff member |
| Implement the Resilience, Rights and Respectful Relationships curriculum | from: Term 1  to: Term 4 | $5,000.00 | 🗹 Resilience, Rights and Respectful Relationships teaching resources (free) |
| Create designated internal 'calm' spaces | from: Term 1  to: Term 2 | $2,000.00 | 🗹 Employ staff to support Tier 1 activities  **This activity will use Mental Health Menu staffing**   * + Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)   + Employ CRT to release staff member |
| Create an outdoor learning space | from: Term 1  to: Term 2 | $2,000.00 | 🗹 Employ staff to support Tier 1 activities  **This activity will use Mental Health Menu staffing**   * + Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)   + Employ CRT to release staff member |
| Implement activities from Smiling Mind Education program | from: Term 1  to: Term 2 | $5,000.00 | 🗹 Smiling Mind Primary Schools Program |
| Organise professional learning to develop the knowledge and skills to implement the Berry Street Education Model. | from: Term 1  to: Term 2 | $5,000.00 | 🗹 Berry Street Education Model (BSEM)  **This activity will use Mental Health Menu staffing**   * + Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)   + Build staff capacity (conference, course, seminar)   + Employ CRT to release staff member |
| Create a school wide approach to student leadership | from: Term 3  to: Term 4 | $1,000.00 | 🗹 Employ staff to support Tier 1 activities  **This activity will use Mental Health Menu staffing**   * + Employ CRT to release staff member   + Build staff capacity (conference, course, seminar) |
| Create a school wide approach to increase student voice and agency | from: Term 3  to: Term 4 | $1,000.00 | 🗹 Employ staff to support Tier 1 activities  **This activity will use Mental Health Menu staffing**   * + Employ CRT to release staff member   + Build staff capacity (conference, course, seminar) |
| Organise professional learning to develop staff capacity to activate student voice and agency | from: Term 1  to: Term 4 | $2,500.00 | 🗹 Employ staff to support Tier 1 activities  **This activity will use Mental Health Menu staffing**   * + Employ CRT to release staff member |
| Create a school wide approach to support students to attend school | from: Term 2  to: Term 3 | $1,753.25 | 🗹 Employ staff to support Tier 1 activities  **This activity will use Mental Health Menu staffing**   * + Employ CRT to release staff member |
| **Totals** |  | $30,753.25 |  |

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 |
| --- | --- | --- | --- | --- | --- | --- |
| Review Scope and Sequence for Numeracy | 🗹 All staff | from: Term 1  to: Term 2 | 🗹 Curriculum development | 🗹 Whole school pupil free day | 🗹 Internal staff | 🗹 On-site |
| Review Scope and Sequence for Literacy | 🗹 All staff | from: Term 3  to: Term 4 | 🗹 Curriculum development | 🗹 Whole school pupil free day | 🗹 Internal staff | 🗹 On-site |
| Create school wide approach to student goal setting | 🗹 All staff | from: Term 2  to: Term 4 | 🗹 Collaborative inquiry/action research team  🗹 Individualised reflection | 🗹 Whole school pupil free day  🗹 Professional practice day  🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Implement agreed wellbeing strategies eg Ready to Learn Scale, Meditation, brain breaks, mindfulness activities etc | 🗹 All staff | from: Term 1  to: Term 4 | 🗹 Curriculum development  🗹 Student voice, including input and feedback  🗹 Demonstration lessons | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff  🗹 External consultants  Smiling MIndBSEM | 🗹 On-site |
| Create designated internal 'calm' spaces | 🗹 All staff | from: Term 1  to: Term 2 | 🗹 Preparation | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| Create an outdoor learning space | 🗹 Principal | from: Term 1  to: Term 2 | 🗹 Student voice, including input and feedback | 🗹 Professional practice day  🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| Create a school wide approach to increase student voice and agency | 🗹 All staff | from: Term 3  to: Term 4 | 🗹 Planning  🗹 Collaborative inquiry/action research team  🗹 Student voice, including input and feedback | 🗹 Whole school pupil free day | 🗹 Internal staff  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Organise professional learning to develop staff capacity to activate student voice and agency | 🗹 All staff | from: Term 1  to: Term 4 | 🗹 Collaborative inquiry/action research team  🗹 Student voice, including input and feedback | 🗹 Whole school pupil free day | 🗹 Internal staff  🗹 Academy program/course  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |