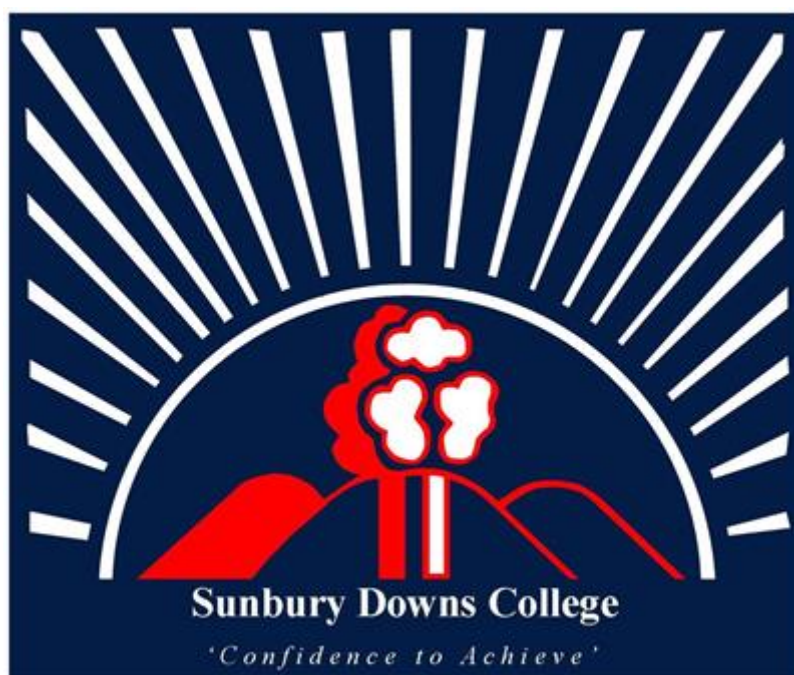


2024 Annual Implementation Plan

for improving student outcomes

Sunbury Downs Secondary College (8723)



Submitted for review by Warwick Beynon (School Principal) on 14 October, 2024 at 09:51 AM
Endorsed by Jason Coningsby (Senior Education Improvement Leader) on 14 October, 2024 at 09:05 PM
Endorsed by Neil Christie (School Council President) on 15 October, 2024 at 01:17 PM

Self-evaluation summary - 2024

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

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
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	FISO 2.0 Dimensions	Self-evaluation level
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	
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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
			The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	No	Support for the priorities	
Maximise learning growth for all students.	Yes	NAPLAN By 2027, increase the percentage of Year 9 students in the exceeding and strong proficiency levels of achievement in NAPLAN in: • Reading from 52% (2023) to 56% • Writing from 57% (2023) to 58% • Numeracy from 52% (2023) to 58%. To be confirmed	Reading from 52% to 53% Writing from 57% to 58 % Numeracy from 52% to 54%.
		NAPLAN Growth Target - To be confirmed	Reading from 52% to 53% Writing from 57% to 58 % Numeracy from 52% to 54%.
		Teacher judgement growth By 2027, increase the percentage mean of students in Years 7 to 10 achieving at or above expected growth as measured by teacher judgements in: • Reading and viewing from 75% (2021 to 2022) to 78% (2025 to 2026)	Reading and viewing from 75% to 76% Writing from 80% to 81% Number and algebra from 60% to 65%

		• Writing from 80% (2021 to 2022) to 82% (2025 to 2026) • Number and algebra from 60% (2021 to 2022) to 75% (2025 to 2026).	
		Victorian Certificate of Education (VCE) By 2027, increase the percentage of students' successful completion of VCE from 91% (2022) to 95%.	Successful completion of VCE from 91% to 93%.
		School Staff Survey By 2027, increase the percentage positive endorsement for the following factors: • Academic emphasis from 25% (2022) to 40% • Collective efficacy from 29% (2023) to 50% • Guaranteed and viable curriculum from 53% (2022) to 60%	Academic emphasis from 25% to 30% Collective efficacy from 29% to 35% Guaranteed and viable curriculum from 53% to 56%
		Student Attitudes to School Survey By 2027, increase the percentage positive endorsement for the following factors: • Differentiated learning challenge from 47% (2022) to 55% • Stimulated learning from 42% (2022) to 50%.	Differentiated learning challenge from 47% to 50% Stimulated learning from 42% to 46%.
Enhance student engagement and wellbeing.	Yes	Student Attitudes to School Survey By 2027, increase the percentage positive endorsement for the following factors: • Student voice and agency from 33% (2023) to 40% • Sense Connectedness from 36% (2023) to 44% • Motivation and interest from 41% to 52%	Student voice and agency from 33% to 36% Sense Connectedness from 36% to 40% Motivation and interest from 41% to 46%
		School Staff Survey By 2027, increase the percentage positive endorsement for the following factors: • Shielding and buffering from 28% (2023) to 40%	Shielding and buffering from 28% to 32% Trust in students and parents from 29% to 34%

		Trust in students and parents from 29% (2023) to 40%	
		Student attendance By 2027, the percentage of students with 20 or more absences will decrease from 58% (2022) to 45%.	The percentage of students with 20 or more absences will decrease from 58% to 53%.

Goal 2	Maximise learning growth for all students.		
12-month target 2.1-month target	Reading from 52% to 53% Writing from 57% to 58 % Numeracy from 52% to 54%.		
12-month target 2.2-month target	Reading from 52% to 53% Writing from 57% to 58 % Numeracy from 52% to 54%.		
12-month target 2.3-month target	Reading and viewing from 75% to 76% Writing from 80% to 81% Number and algebra from 60% to 65%		
12-month target 2.4-month target	Successful completion of VCE from 91% to 93%.		
12-month target 2.5-month target	Academic emphasis from 25% to 30% Collective efficacy from 29% to 35% Guaranteed and viable curriculum from 53% to 56%		
12-month target 2.6-month target	Differentiated learning challenge from 47% to 50% Stimulated learning from 42% to 46%.		
Key Improvement Strategies			Is this KIS selected for focus this year?

KIS 2.a Leadership	Enhance collaborative practice to deepen the use of High Impact Teaching Strategies within the school's instructional model.	Yes
KIS 2.b Assessment	Build staff capability to effectively use data and evidence to inform planning for teaching and assessment of a differentiated curriculum.	No
KIS 2.c Leadership	Implement and embed observation, feedback, and coaching to improve teacher practice.	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.	During the school review process it was concluded that Sunbury Downs College outcomes over the previous strategic planning period showed solid VCE English and Year 9 NAPLAN writing results in 2023. Review panel observations and focus group discussions during the review found that the school had begun implementing an instructional model and professional learning communities. These initiatives were in the early stages of implementation and lacked fidelity and consistency. The use of student data and high impact teaching strategies by staff was not consistent. The review panel agreed that a continuing focus on improving learning achievement and growth should be a priority in the next school strategic plan.	
Goal 3	Enhance student engagement and wellbeing.	
12-month target 3.1-month target	Student voice and agency from 33% to 36% Sense Connectedness from 36% to 40% Motivation and interest from 41% to 46%	
12-month target 3.2-month target	Shielding and buffering from 28% to 32% Trust in students and parents from 29% to 34%	
12-month target 3.3-month target	The percentage of students with 20 or more absences will decrease from 58% to 53%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Engagement	Embed a consistent whole-school approach to school wide positive behaviour support and trauma informed practice.	Yes

KIS 3.b Engagement	Develop and implement common language, understanding and practices for student voice and agency.	No
KIS 3.c Support and resources	Develop policies and processes to implement inclusive practices for identified 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.	The Strategic Plan review panel concluded that Sunbury Downs College had strengthened its staff capabilities to support student wellbeing over the previous strategic plan with focused professional development. The school provided a safe, healthy and inclusive learning environment for all students. After fieldwork and panel focus group discussions, it was agreed that the continued implementation of trauma informed practice, inclusion and student management processes would strengthen the climate for learning and wellbeing. The review panel noted the school was changing to a sub school structure and believed this was an opportunity to resource and strengthen processes related to inclusive practices and support for identified students at risk. The review panels observations found that the school had a well-supported and embedded student leadership framework for students and students were passionate about their roles. In 2024 the College will plan for the implementation of the Disability and Inclusion reform program which will occur in 2025. This will further strengthen supports and resourcing to cater for the learning needs of identified students. The intention is to improve the review panel observation that there is limited student voice and agency in classrooms. The panel recommended developing greater student voice and agency in classrooms. By addressing these actions we will further enhance student engagement and wellbeing.	

Define actions, outcomes, success indicators and activities

Goal 2	Maximise learning growth for all students.
12-month target 2.1 target	Reading from 52% to 53% Writing from 57% to 58 % Numeracy from 52% to 54%.
12-month target 2.2 target	Reading from 52% to 53% Writing from 57% to 58 % Numeracy from 52% to 54%.
12-month target 2.3 target	Reading and viewing from 75% to 76% Writing from 80% to 81% Number and algebra from 60% to 65%
12-month target 2.4 target	Successful completion of VCE from 91% to 93%.
12-month target 2.5 target	Academic emphasis from 25% to 30% Collective efficacy from 29% to 35% Guaranteed and viable curriculum from 53% to 56%
12-month target 2.6 target	Differentiated learning challenge from 47% to 50% Stimulated learning from 42% to 46%.
KIS 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Enhance collaborative practice to deepen the use of High Impact Teaching Strategies within the school's instructional model.
Actions	A school review was conducted in Term 4 2023. Review panel observations and focus group discussions during the review found that the school had begun implementing an

	instructional model and professional learning communities. These initiatives were in the early stages of implementation and lacked fidelity and consistency. The investigation of an Instructional model in 2022 and implementation in 2023 complimented the school review recommendation from 2023. This work was undertaken by the Teaching and Learning Implementation Committee (TLIC) - working party formed and LEMAR Instructional Model was agreed, developed and trialled by staff. It is ready for embedding in 2024. Staff professional development opportunities surrounding HITS is required to further embed and develop consistency with staff. Ongoing professional learning supporting high quality instruction in classrooms is required. The College will review DET Initiatives, Portals and Toolkits to identify appropriate High Impact Teaching Strategies and resources that can be used to develop the schools instructional model. Identify relevant student data sets available to staff which contribute to collaborative practice to inform curriculum planning and improving the schools instructional model. Update key policies in teaching and learning and professional learning Learning Specialists of Literacy and Numeracy will lead a significant element of this work, in conjunction with the Teaching and Learning Implementation team members Build the capacity of Professional Learning Community (PLC) Instructional leaders with training and resources Ensure that PLC meetings are planned and included on the whole school meeting schedule.
Outcomes	Leaders will - Analyse the data (NAPLAN, PAT-R, PAT-M, VCE results) to determine gaps and trends with student learning - Liaise with Student Services and the Inclusion Co-ordinator to develop and identify priority High Impact Teaching Strategies which support numeracy and literacy progression for identified funded and non-funded students. - Provide support (professional development, in class resources) for teaching staff to build and develop their capacity, in collaboration with curriculum teams. Appropriate Professional Learning support will be provided as part of the College Whole School Professional Learning Plan Support PLC Instructional leaders with appropriate training and access to resources. - Listen to and provide feedback to PLC Instructional leaders and staff regarding the PLC process. - Develop and model coaching practices for SDC. Participate in PLCs within Domains. - Implement DET initiatives, including High Impact teaching Strategies to support capacity building of staff to address point of need instruction for students. - Continue to work with staff to map learning to more accurately match achievements to Vic Curriculum levels. Provide staff professional development surrounding HITS, implemented by relevant staff. - Provide access to professional development sessions to support high quality instruction in classrooms. - Model the use of HITS in their own classrooms.

	Teachers will - Collate and understand the student data from their own classes and cohort in general. - Work collaboratively with other staff in activities designed to improve their understanding of High Impact Teaching Strategies which increase student Literacy and Numeracy growth. - Engage in Professional Learning to develop a range of High Impact Teaching strategies to support all students. - Include High Impact Teaching strategies as goals in student IEPs - Support students in the development of Literacy and Numeracy through explicit teaching, modelling and the presentation of learning contexts that highlight multiple exposures to literacy and numeracy content. - Use data to identify students' current Literacy and Numeracy levels and provide a point of need reference for discussion of targeted improvement strategies. - Design curriculum which accommodates point of need student instruction and references the continuum of learning as outlined in Victorian Curriculum documentation. - Work with Domain PLC Teams to understand strategies that will support the implementation and use of the SDC Instructional Model to improve quality teaching. Students will - Take part in assessments related to Literacy and Numeracy. - Participate in Student Voice meetings discussing the instructional model and provide feedback for its implementation. - Provide feedback for teachers regarding the delivery of their instruction to build on high quality instruction. - Experience explicit teaching of identified High Impact Teaching strategies. - Experience high quality instruction to meet point of need learning developed via Domain PLC meetings. - Engage in the process of developing IEP goals including Literacy and Numeracy targets. - Achieve learning growth in every subject.
Success Indicators	Leaders will - Lead a team to investigate a range of HITS and prioritise those that are deemed most appropriate for SDC in 2024. - Coach and mentor staff in delivering high quality instruction. - Coach and mentor staff in the use of High Impact Teaching Strategies with the SDC Instructional Model and implement them into classrooms. - Conduct peer observations and provide feedback. - Support PLC Instructional Leaders through Professional Development sessions and resource provision. Teachers will - Be able to recognise the benefits and use of high quality instruction within a classroom. - Implement appropriate HIT strategies within their own classrooms. - Be working towards a consistent approach with their teaching practice across domains. - Participate and implement the SDC Instructional model.

	Participate and engage in professional learning focused on implementation of the Instructional model. Co learn in PLCs via Domains and focus on the implementation of High Impact Teaching Strategies Students will - Experience high quality instruction in their classes. - Experience improved levels of relative growth in reading and numeracy. - Participate in and complete differentiated learning activities set by teachers as part of the teaching and learning program. - Year 9 students will have an improved percentage of students in the top 2 NAPLAN bands for reading and numeracy. - Year 9 students will have a reduced percentage of students in the bottom 2 NAPLAN bands for reading and numeracy. - Provide timely feedback to staff during learning walks and provide teacher feedback using surveys.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Instructional Model is presented to staff with Professional Learning highlighting the inclusion of High Impact teaching strategy use.	✓ Assistant principal ✓ Leading teacher(s) ✓ Learning specialist(s) ✓ Teacher(s)	✓ PLP Priority	from: Term 1 to: Term 4	\$4,038.32 ✓ Disability Inclusion Tier 2 Funding will be used
Domain Time is allocated to the review and updating of Curriculum documentation to ensure a consistent approach across the subject, year level, school.	✓ Assistant principal ✓ KLA leader ✓ Leadership team ✓ Principal ✓ Teacher(s)	✓ PLP Priority	from: Term 1 to: Term 4	\$8,000.00 ✓ Equity funding will be used
A school improvement team is identified from within the Teaching and Learning Implementation team to identify and provide Professional Learning on the HITS which best support implementation of the SDC Instructional Model	✓ Assistant principal ✓ Curriculum co-ordinator (s) ✓ Leadership team	✓ PLP Priority	from: Term 1 to: Term 4	\$20,000.00

	☒ Learning specialist(s) ☒ Student(s) ☒ Teacher(s)			☒ Disability Inclusion Tier 2 Funding will be used
Regular Professional Learning is developed, presented and participated in for Domain Instructional Leaders	☒ Assistant principal ☒ KLA leader ☒ Leadership team	☒ PLP Priority	from: Term 1 to: Term 4	\$15,000.00 ☒ Disability Inclusion Tier 2 Funding will be used
Develop SDC Peer Observation and Coaching Protocols	☒ Assistant principal ☒ Leadership team ☒ Learning specialist(s) ☒ Principal ☒ Teacher(s) ☒ Wellbeing team	☒ PLP Priority	from: Term 2 to: Term 4	\$20,000.00 ☒ Equity funding will be used
Goal 3	Enhance student engagement and wellbeing.			
12-month target 3.1 target	Student voice and agency from 33% to 36% Sense Connectedness from 36% to 40% Motivation and interest from 41% to 46%			
12-month target 3.2 target	Shielding and buffering from 28% to 32% Trust in students and parents from 29% to 34%			
12-month target 3.3 target	The percentage of students with 20 or more absences will decrease from 58% to 53%.			
KIS 3.a Activation of student voice and agency, including in leadership	Embed a consistent whole-school approach to school wide positive behaviour support and trauma informed practice.			

and learning, to strengthen students' participation and engagement in school	
Actions	A school review was conducted in Term 4 2023. The review identified that the College had strengthened its staff capabilities to support student wellbeing during the previous strategic plan with focused professional development. The school provided a safe, healthy and inclusive learning environment for all students. Continued implementation of trauma informed practice, inclusion and student management processes aim to strengthen the climate for learning and wellbeing. The school is changing its sub school structure in preparation for 2024 and this will be an opportunity to resource and strengthen processes related to inclusive practices and support for identified students at risk. The review identified that the school had a well-supported and embedded student leadership framework for students and students were passionate about their roles, however there is limited student voice and agency in classrooms. The panel recommended developing greater student voice and agency in classrooms.
Outcomes	STUDENTS WILL Understand and be familiar with the School Wide Positive Behaviours values system. Demonstrate classroom "ready to learn" characteristics and follow classroom behaviour expectations. Be presented/awarded College Values Bookmarks in recognition of learning and behavioural achievements. Identify and follow classroom, in school yard and community expectations. TEACHERS WILL Implement the SWPBS system in a consistent manner and reward student behaviour. Demonstrate, role model and implement an understanding of Tier 1 - Tier 3 student behaviours and how they influence the teaching and learning environment. Establish a prevention mindset which includes acknowledgement and recognition of trauma and how this impacts on student learning and behaviour. Ensure "restorative practices" are used to resolve inappropriate / challenging student behaviour. Understand and implement the action, strategies and consequences matrix. Participate in SWPBS and trauma informed practices professional learning. LEADERS WILL Participate in the implementation team Lead staff group workshops in staff meetings and professional learning Model practice and communicate expectations

Success Indicators	A follow up SWPB survey will be completed at the end of this year with staff to gauge progress with implementation of the Positive Behaviours program. SWPBS student cohort data recorded on Compass by teaching staff will be reviewed termly and then at the end of Term 4 2024 to determine trends and areas for future specific cohort work. The implementation of the matrix and collective understanding by staff and students of the consequences diagram / Tier 1 - Tier 3 behaviours model will be a measurement of the success. The consistent use of trauma informed practices principles, including the use of language by staff, will be a determinant of success. In 2024 the percent positive scores in the AToSS will be at or above: Student voice and agency from 33% to 36% Sense Connectedness from 36% to 40% Motivation and interest from 41% to 46% The 2024 School Staff Survey scores will be at or above: Shielding and buffering from 28% to 32% Trust in students and parents from 29% to 34% In 2024 the percentage of students with 20 or more absences will decrease from 58% to 53%			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
A SWPBS school improvement team will be established to lead the implementation of this initiative and conduct whole school professional learning for staff	☒ All staff	☒ PLP Priority	from: Term 1 to: Term 4	\$60,000.00 ☒ Disability Inclusion Tier 2 Funding will be used
Positions of responsibility for SWPBs and Trauma Informed Practices leadership is created to support the leadership structure.	☒ Administration team ☒ Assistant principal ☒ Principal	☐ PLP Priority	from: Term 1 to: Term 4	\$90,000.00 ☒ Equity funding will be used
Professional Learning on Trauma Informed Practices is scheduled for all staff on Curriculum Days and Staff Meetings.	☒ All staff	☒ PLP Priority	from: Term 1	\$60,000.00

	☒ Principal		to: Term 4	☒ Equity funding will be used
School Wide Positive Behaviour student recognition / celebration is scheduled for students via year level Assemblies	☒ Assistant principal ☒ Leading teacher(s) ☒ Wellbeing team ☒ Year level co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$10,000.00 ☒ Disability Inclusion Tier 2 Funding will be used
School Wide Positive behaviour Team training and school visits are scheduled to observe / develop best practice	☒ Assistant principal ☒ Team leader(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$10,000.00 ☒ Disability Inclusion Tier 2 Funding will be used
KIS 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop policies and processes to implement inclusive practices for identified students.			
Actions	A school review was conducted in Term 4 2023. The review identified that the College had strengthened its staff capabilities to support student wellbeing during the previous strategic plan with focused professional development. The school provided a safe, healthy and inclusive learning environment for all students. Continued implementation of trauma informed practice, inclusion and student management processes aim to strengthen the climate for learning and wellbeing. The school is changing its sub school structure in preparation for 2024 and this will be an opportunity to resource and strengthen processes related to inclusive practices and support for identified students at risk. The implementation of a sub school structure will create a Junior (Year 7&8), Middle (Year 9&10) and Senior (year 11 & 12) structure to oversee and support student management teams in 2024.			

	A Teaching and Learning Disability and Inclusion Leading Teacher position will be advertised in preparation for the beginning of 2024. The successful applicant will lead the planning and implementation of this initiative in 2024 - 2025. The review identified that the school had a well-supported and embedded student leadership framework for students and students were passionate about their roles, however there is limited student voice and agency in classrooms. The panel recommended developing greater student voice and agency in classrooms.
Outcomes	Leaders will: - Provide information and resources to inform the community about the implementation of a sub-school structure to support student Engagement and Wellbeing. - Lead and develop policies and processes to support the implementation of Inclusive Practices by classroom teachers to improve student learning. Students will: - Experience high quality instruction in their classes. - Experience improved levels of engagement and wellbeing - "sense of belonging" - Develop greater understanding of learning content. - Participate in and complete differentiated learning activities set by teachers as part of the teaching and learning program. Staff will: - Be able to recognise the benefits and use inclusive practices as part of their high level practice within a classroom. - Implement appropriate Inclusive teaching strategies within their own classrooms. - Be working towards a consistent approach with their teaching practice across domains for identified students. - Participate and implement disability and inclusion professional learnings. - Participate and engage in professional learning focused on disability and inclusion. - Co learn in PLCs via Domains and focus on the implementation of disability and inclusion strategies for identified students. - Develop positive professional relationships with students and parents of identified students.
Success Indicators	The following evidence and data sets will be used to provide evidence on progress towards this goal: - Increased allocation of human resources to further support student engagement and wellbeing needs. - Learning Support

	Student Services Student management teams. Increased implementation of proactive intervention wellbeing programs by the wellbeing team(s). Implementation of modified / adjusted teaching and learning practices in the classroom by subject teachers. Documentation of the curriculum content, teaching and learning adjustments and interventions being used to accomodate point of need student learning. Strengthened polices and processes for inclusion and student wellbeing to better support students. Annual school survey data - AToSS , School Staff Survey, Parent opinion , NAPLAN, Teacher judgements			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Disability and Inclusion Professional Learning for all staff will be planned and coordinated via Staff Meetings and Whole School Curriculum Day activities	☒ All staff ☒ Assistant principal ☒ Leadership team ☒ Leading teacher(s) ☒ Principal	☒ PLP Priority	from: Term 1 to: Term 4	\$89,111.43 ☒ Equity funding will be used
Region and Network Professional Learning for School Leadership about Disability and Inclusion	☒ Assistant principal ☒ Leading teacher(s) ☒ Principal	☒ PLP Priority	from: Term 1 to: Term 4	\$5,000.00 ☒ Disability Inclusion Tier 2 Funding will be used
Meeting structure amended to provide professional learning	☒ Leading teacher(s) ☒ Principal	☒ PLP Priority	from: Term 1 to: Term 4	\$5,000.00

Inclusion Outreach Coach	☒ Principal	☒ PLP Priority	from: Term 2 to: Term 4	\$40,000.00 ☒ Other funding will be used
Disability and Inclusive practices framework / policy development	☒ Assistant principal ☒ Leading teacher(s)	☒ PLP Priority	from: Term 1 to: Term 3	\$10,000.00 ☒ Other funding will be used
Human Resource procurement - Learning Support reclassification. Student Services additional team member.	☒ Administration team ☒ Principal	☐ PLP Priority	from: Term 1 to: Term 4	\$72,147.57 ☒ 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	\$267,111.43	\$267,111.43	\$0.00
Disability Inclusion Tier 2 Funding	\$124,038.32	\$124,038.32	\$0.00
Schools Mental Health Fund and Menu	\$72,147.57	\$72,147.57	\$0.00
Total	\$463,297.32	\$463,297.32	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Instructional Model is presented to staff with Professional Learning highlighting the inclusion of High Impact teaching strategy use.	\$4,038.32
Domain Time is allocated to the review and updating of Curriculum documentation to ensure a consistent approach across the subject, year level, school.	\$8,000.00
A school improvement team is identified from within the Teaching and Learning Implementation team to identify and provide Professional Learning on the HITS which best support implementation of the SDC Instructional Model	\$20,000.00
Regular Professional Learning is developed, presented and participated in for Domain Instructional Leaders	\$15,000.00
Develop SDC Peer Observation and Coaching Protocols	\$20,000.00
A SWPBS school improvement team will be established to lead the implementation of this initiative and conduct whole school professional learning for staff	\$60,000.00

Positions of responsibility for SWPBs and Trauma Informed Practices leadership is created to support the leadership structure.	\$90,000.00
Professional Learning on Trauma Informed Practices is scheduled for all staff on Curriculum Days and Staff Meetings.	\$60,000.00
School Wide Positive Behaviour student recognition / celebration is scheduled for students via year level Assemblies	\$10,000.00
School Wide Positive behaviour Team training and school visits are scheduled to observe / develop best practice	\$10,000.00
Disability and Inclusion Professional Learning for all staff will be planned and coordinated via Staff Meetings and Whole School Curriculum Day activities	\$89,111.43
Region and Network Professional Learning for School Leadership about Disability and Inclusion	\$5,000.00
Human Resource procurement - Learning Support reclassification. Student Services additional team member.	\$72,147.57
Totals	\$463,297.32

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Domain Time is allocated to the review and updating of Curriculum documentation to ensure a consistent approach across the subject, year level, school.	from: Term 1 to: Term 4	\$8,000.00	☒ School-based staffing ☒ Teaching and learning programs and resources
Develop SDC Peer Observation and Coaching Protocols	from: Term 2	\$20,000.00	☒ Teaching and learning programs and resources

	to: Term 4		☑ Professional development (excluding CRT costs and new FTE)
Positions of responsibility for SWPBs and Trauma Informed Practices leadership is created to support the leadership structure.	from: Term 1 to: Term 4	\$90,000.00	☑ School-based staffing
Professional Learning on Trauma Informed Practices is scheduled for all staff on Curriculum Days and Staff Meetings.	from: Term 1 to: Term 4	\$60,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
Disability and Inclusion Professional Learning for all staff will be planned and coordinated via Staff Meetings and Whole School Curriculum Day activities	from: Term 1 to: Term 4	\$89,111.43	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
Totals		\$267,111.43	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Instructional Model is presented to staff with Professional Learning highlighting the inclusion of High Impact teaching strategy use.	from: Term 1 to: Term 4	\$4,038.32	☑ Professional learning for school-based staff •
A school improvement team is identified from within the Teaching and Learning Implementation team to identify and provide Professional Learning on the HITS which best	from: Term 1 to: Term 4	\$20,000.00	☑ Teaching and learning programs and resources •

support implementation of the SDC Instructional Model			
Regular Professional Learning is developed, presented and participated in for Domain Instructional Leaders	from: Term 1 to: Term 4	\$15,000.00	☒ Professional learning for school-based staff •
A SWPBS school improvement team will be established to lead the implementation of this initiative and conduct whole school professional learning for staff	from: Term 1 to: Term 4	\$60,000.00	☒ Professional learning for school-based staff •
School Wide Positive Behaviour student recognition / celebration is scheduled for students via year level Assemblies	from: Term 1 to: Term 4	\$10,000.00	☒ Teaching and learning programs and resources •
School Wide Positive behaviour Team training and school visits are scheduled to observe / develop best practice	from: Term 1 to: Term 4	\$10,000.00	☒ Professional learning for school-based staff • ☒ CRT •
Region and Network Professional Learning for School Leadership about Disability and Inclusion	from: Term 1 to: Term 4	\$5,000.00	☒ Professional learning for school-based staff •
Totals		\$124,038.32	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Human Resource procurement - Learning Support reclassification. Student Services additional team member.	from: Term 1 to: Term 4	\$72,147.57	☒ Employ allied health professional to provide Tier 2 tailored support for students
Totals		\$72,147.57	

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
Instructional Model is presented to staff with Professional Learning highlighting the inclusion of High Impact teaching strategy use.	☒ Assistant principal ☒ Leading teacher(s) ☒ Learning specialist(s) ☒ Teacher(s)	from: Term 1 to: Term 4	☒ Planning ☒ Curriculum development ☒ Individualised reflection	☒ Whole school pupil free day ☒ Formal school meeting / internal professional learning sessions	☒ PLC Initiative ☒ Internal staff ☒ High Impact Teaching Strategies (HITS)	☒ On-site
Domain Time is allocated to the review and updating of Curriculum documentation to ensure a consistent approach across the subject, year level, school.	☒ Assistant principal ☒ KLA leader ☒ Leadership team ☒ Principal ☒ Teacher(s)	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Curriculum development	☒ Whole school pupil free day ☒ Formal school meeting / internal professional learning sessions ☒ PLC/PLT meeting	☒ Internal staff ☒ Subject association	☒ On-site
A school improvement team is identified from within the Teaching and Learning Implementation team to identify and provide Professional Learning on the HITS which best support	☒ Assistant principal ☒ Curriculum co-ordinator (s)	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Collaborative inquiry/action research team	☒ Whole school pupil free day ☒ Formal school meeting / internal professional learning sessions	☒ Internal staff ☒ Learning specialist ☒ High Impact Teaching Strategies (HITS)	☒ On-site

implementation of the SDC Instructional Model	☒ Leadership team ☒ Learning specialist(s) ☒ Student(s) ☒ Teacher(s)					
Regular Professional Learning is developed, presented and participated in for Domain Instructional Leaders	☒ Assistant principal ☒ KLA leader ☒ Leadership team	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Collaborative inquiry/action research team	☒ Formal school meeting / internal professional learning sessions ☒ Communities of practice	☒ PLC Initiative ☒ Internal staff ☒ Departmental resources High Impact Teaching strategies	☒ On-site
Develop SDC Peer Observation and Coaching Protocols	☒ Assistant principal ☒ Leadership team ☒ Learning specialist(s) ☒ Principal ☒ Teacher(s) ☒ Wellbeing team	from: Term 2 to: Term 4	☒ Planning ☒ Preparation	☒ Formal school meeting / internal professional learning sessions	☒ Internal staff ☒ Learning specialist	☒ On-site
A SWPBS school improvement team will be	☒ All staff	from: Term 1	☒ Planning	☒ Whole school pupil free day	☒ Internal staff	☒ On-site

established to lead the implementation of this initiative and conduct whole school professional learning for staff		to: Term 4	☒ Preparation ☒ Curriculum development	☒ Formal school meeting / internal professional learning sessions		
Professional Learning on Trauma Informed Practices is scheduled for all staff on Curriculum Days and Staff Meetings.	☒ All staff ☒ Principal	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Collaborative inquiry/action research team	☒ Whole school pupil free day ☒ Formal school meeting / internal professional learning sessions	☒ Leadership partners ☒ Internal staff	☒ On-site
School Wide Positive behaviour Team training and school visits are scheduled to observe / develop best practice	☒ Assistant principal ☒ Team leader(s)	from: Term 1 to: Term 4	☒ Preparation ☒ Collaborative inquiry/action research team ☒ Demonstration lessons	☒ Whole school pupil free day ☒ Formal school meeting / internal professional learning sessions	☒ Leadership partners ☒ Internal staff	☒ On-site
Disability and Inclusion Professional Learning for all staff will be planned and coordinated via Staff Meetings and Whole School Curriculum Day activities	☒ All staff ☒ Assistant principal ☒ Leadership team ☒ Leading teacher(s) ☒ Principal	from: Term 1 to: Term 4	☒ Preparation ☒ Collaborative inquiry/action research team ☒ Curriculum development	☒ Whole school pupil free day ☒ Formal school meeting / internal professional learning sessions ☒ PLC/PLT meeting	☒ SEIL ☒ Leadership partners ☒ Internal staff	☒ On-site
Region and Network Professional Learning for School Leadership about Disability and Inclusion	☒ Assistant principal ☒ Leading teacher(s)	from: Term 1 to: Term 4	☒ Planning ☒ Preparation	☒ Network professional learning	☒ SEIL	☒ Off-site Principal Forums

	✓ Principal					Principal Conference
Meeting structure amended to provide professional learning	✓ Leading teacher(s) ✓ Principal	from: Term 1 to: Term 4	✓ Planning ✓ Preparation	✓ Formal school meeting / internal professional learning sessions	✓ Internal staff	✓ On-site
Inclusion Outreach Coach	✓ Principal	from: Term 2 to: Term 4	✓ Preparation ✓ Collaborative inquiry/action research team	✓ Formal school meeting / internal professional learning sessions	✓ SEIL ✓ School improvement partnerships ✓ Internal staff	✓ On-site
Disability and Inclusive practices framework / policy development	✓ Assistant principal ✓ Leading teacher(s)	from: Term 1 to: Term 3	✓ Planning ✓ Preparation	✓ Formal school meeting / internal professional learning sessions ✓ Area principal forums ✓ Regional leadership conferences	✓ Leadership partners ✓ Internal staff ✓ Departmental resources Disability and Inclusion	✓ On-site