2025 Annual Implementation Plan

for improving student outcomes

Sunbury Heights Primary School (5197)

Submitted for review by Laban Toose (School Principal) on 27 January, 2025 at 09:54 AM
Endorsed by Jason Coningsby (Senior Education Improvement Leader) on 28 January, 2025 at 08:58 AM

Self-evaluation summary

	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.	

	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 2025	
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.
To maximise the learning growth of every student in literacy and numeracy	Yes	NAPLAN target for student learning growth by 2027 to be confirmed	Maintain the % of students with High or Medium relative growth NAPLAN Reading (from Year 3 to 5) at 82%% of students with High or Medium relative growth NAPLAN Numeracy (from Year 3 to 5) from 70% to 71%% of students with At or Above expected growth in Teacher Judgement (Years 1-6) Reading from 82% to 83%% of students with At or Above expected growth in Teacher Judgement (Years 1-6) Numeracy from 73% to 74%
		NAPLAN target for student achievement against proficiency standards by 2027 to be confirmed	* 'Needs additional support' target*Reduce the number of NAS students in reading Year 3 to 5% compared to the number of NAS students 8% in 2024.Reduce the number of NAS students in numeracy in Year 3 to 3% compared to the number of NAS students 3% in 2024.Reduce the number of NAS students in reading Year 5 to 5% compared to the number of NAS students 3% in 2024.Reduce the

			number of NAS students in numeracy in Year 5 to 10% compared to the number of NAS students 7% in 2024.Increase % of students in Strong or Exceeding NAPLAN (Year 3) Reading from 67% to 68%Increase % of students in Strong or Exceeding NAPLAN (Year 5) Reading 73% to 75%Increase % of students in Strong or Exceeding NAPLAN (Year 3) Numeracy 65% to 66%Increase % of students in Strong or Exceeding NAPLAN (Year 5) Numeracy 55% to 60%
		By 2027 the percentage of staff reporting positive endorsement in the following School Staff Survey (SSS) measures will show: • Guaranteed and Viable Curriculum will increase from 81% in 2022 to 85% • Teacher collaboration will increase from 65% in 2022 to 80% • Professional learning through peer observation will increase from 50% in 2022 to 75%.	Guaranteed and Viable Curriculum will be maintained at 90%Teacher collaboration will increase from 77% in 2024 to 80% in 2025Professional learning through peer observation will increase from 36% in 2024 to 50%.
To improve student agency and voice in learning and wellbeing.	Yes	By 2027 the percentage of staff reporting positive endorsement in the School Staff Survey measure; Collective efficacy will increase from 63% in 2022 to 75%	Collective efficacy will increase from 80% in 2024 to 90% in 2025
		By 2027 increase the percentage of Year 4-6 students reporting positive endorsement in the following student Attitudes to School Survey measures: • Sense of confidence from 74% in 2022 to 80.	Maintain Sense of confidence above 80% (2024 = 83%)Self-regulation and goal setting from 84% in 2024 to 85%

		• Self-regulation and goal setting from 81% in 2022 to 85% • Student voice and agency from 67% in 2022 to 75%.	in 2025Student voice and agency from 76% in 2024 to 78% in 2025
To improve student wellbeing outcomes	Yes	By 2027 student attendance will improve from an annual average rate of 90.9% per student in 2022 to 93%	By 2027 student attendance will improve from an annual average rate of 88.3% per student in 2024 to 90% in 2025
		By 2027 the percentage of parents reporting positive endorsement in the following parent opinion survey measures will show: • Parent participation and involvement will increase from 69% in 2022 to 80% • Teacher communication will increase from 65% in 2022 to 75%	Parent participation and involvement will increase from 71% in 2024 to 73%Teacher communication will increase from 63% in 2022 to 65%
		By 2027 increase the percentage of staff reporting positive endorsement in the following School Staff Survey measures: • Parent participation and involvement from 76% in 2022 to 82% • Seeking feedback to improve practice from 54% in 2022 to 72%	Parent participation and involvement maintained at 85% in 2025 (85% in 2024)Seeking feedback to improve practice maintained at 84% in 2025 (84% in 2024)

Goal 1	**To maximise the learning growth of every student in literacy and numeracy**
12-month target 1.1	Maintain the % of students with High or Medium relative growth NAPLAN Reading (from Year 3 to 5) at 82% % of students with High or Medium relative growth NAPLAN Numeracy (from Year 3 to 5) from 70% to 71%

	% of students with At or Above expected growth in Teacher Judgement (Years 1-6) Reading from 82% to 83% % of students with At or Above expected growth in Teacher Judgement (Years 1-6) Numeracy from 73% to 74%
12-month target 1.2	* 'Needs additional support' target* Reduce the number of NAS students in reading Year 3 to 5% compared to the number of NAS students 8% in 2024. Reduce the number of NAS students in numeracy in Year 3 to 3% compared to the number of NAS students 3% in 2024. Reduce the number of NAS students in reading Year 5 to 5% compared to the number of NAS students 3% in 2024. Reduce the number of NAS students in numeracy in Year 5 to 10% compared to the number of NAS students 7% in 2024. Increase % of students in Strong or Exceeding NAPLAN (Year 3) Reading from 67% to 68% Increase % of students in Strong or Exceeding NAPLAN (Year 5) Reading 73% to 75% Increase % of students in Strong or Exceeding NAPLAN (Year 3) Numeracy 65% to 66% Increase % of students in Strong or Exceeding NAPLAN (Year 5) Numeracy 55% to 60%
12-month target 1.3	Guaranteed and Viable Curriculum will be maintained at 90% Teacher collaboration will increase from 77% in 2024 to 80% in 2025 Professional learning through peer observation will increase from 36% in 2024 to 50%.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Embed the improvement cycle in leadership and teacher practice.	Yes

Leadership		
KIS 1.b Assessment	Build staff data literacy and confidence to use diagnostic, formative, and summative assessments purposefully.	No
KIS 1.c Teaching and learning	Develop, document, and embed a guaranteed and viable curriculum.	Yes
KIS 1.d Teaching and learning	Further develop, document and embed whole school collaborative approaches to curriculum planning, assessment, and instruction.	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 goal was chosen because the Department of Education has implemented a change in Phonics instruction which mandates SSP be taught explicitly for Foundation - Year 2. The new Victorian Teaching and Learning Model will also be impletemented in 2025. Peer observations and PLC structure was chosen as a focus for 2025 as data indicated that while staff understood the benefits of peer observations and were provided with opportunities to particiapate, staff were not engaged in the process.	
Goal 2	**To improve student agency and voice in learning and wellbeing.**	
12-month target 2.1	Collective efficacy will increase from 80% in 2024 to 90% in 2025	
12-month target 2.2	Maintain Sense of confidence above 80% (2024 = 83%) Self-regulation and goal setting from 84% in 2024 to 85% in 2025 Student voice and agency from 76% in 2024 to 78% in 2025	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Engagement	Develop procedures, protocols and systems as a tiered response to ensure all students are connected to learning.	Yes

KIS 2.b Leadership	Embed a whole-school approach to student agency in learning and wellbeing.	No
KIS 2.c Engagement	Build student capacity to set challenging learning goals and monitor their own growth.	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.	Sunbury Heights Primary School in 2025 will be in line with all other schools in using the Disability Inclusion funding model to support students with diverse learning needs. We will be using inclusive practices to support students, teachers and families to ensure all students are able to reach their full potential in learning. We will support staff to prepare to run Student Support Group meetings and Disability Inclusion Profile meetings where students meet the requirement for Tier 3 funding support.	
Goal 3	**To improve student wellbeing outcomes**	
12-month target 3.1	By 2027 student attendance will improve from an annual average rate of 88.3% per student in 2024 to 90% in 2025	
12-month target 3.2	Parent participation and involvement will increase from 71% in 2024 to 73% Teacher communication will increase from 63% in 2022 to 65%	
12-month target 3.3	Parent participation and involvement maintained at 85% in 2025 (85% in 2024) Seeking feedback to improve practice maintained at 84% in 2025 (84% in 2024)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Engagement	Develop a whole-school approach to building positive learning dispositions	Yes
KIS 3.b Leadership	Embed a culture of professional learning and collaboration.	No

KIS 3.c Engagement	Embed a whole-school approach to improving attendance rates.	No
KIS 3.d Support and resources	Increase school and family partnerships as a key strategy to improve student learning and wellbeing outcomes.	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.	We have selected KIS 4.a Engagement - Develop a whole-school approach to building positive learning dispositions for our 2025 AIP based upon the following rationale 1. We are in the 3rd year of Implementation of SWPBS and have been successful in obtaining "Bronze" accreditation. In 2025 we have been recommended to apply for "Silver Accreditation and then to work towards "Gold" using the AIP to focus our work. 2. We have completed 2 Domains of "Berry Street Education Model" (BSEM) in 2024 and will be completing modules 3-5 in Semester 1 of 2025. This work will complement the implementation of SWPBS and Disability Inclusion. 3. The BESM focus on Welcome Circles, Ready to Learn scales and Ready to Learn Plans are the first stage of this work	

Define actions, outcomes, success indicators and activities

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12-month target 1.2	* 'Needs additional support' target* Reduce the number of NAS students in reading Year 3 to 5% compared to the number of NAS students 8% in 2024. Reduce the number of NAS students in numeracy in Year 3 to 3% compared to the number of NAS students 3% in 2024. Reduce the number of NAS students in reading Year 5 to 5% compared to the number of NAS students 3% in 2024. Reduce the number of NAS students in numeracy in Year 5 to 10% compared to the number of NAS students 7% in 2024. Increase % of students in Strong or Exceeding NAPLAN (Year 3) Reading from 67% to 68% Increase % of students in Strong or Exceeding NAPLAN (Year 5) Reading 73% to 75% Increase % of students in Strong or Exceeding NAPLAN (Year 3) Numeracy 65% to 66% Increase % of students in Strong or Exceeding NAPLAN (Year 5) Numeracy 55% to 60%
12-month target 1.3	Guaranteed and Viable Curriculum will be maintained at 90% Teacher collaboration will increase from 77% in 2024 to 80% in 2025

	Professional learning through peer observation will increase from 36% in 2024 to 50%.
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	Embed the improvement cycle in leadership and teacher practice.
Actions	1. Embed PLC structures to support teacher collaboration and strengthen teaching practice. 2. Develop and implement a process for Peer Observations to improve teacher professional practice 3. Provide support for new PLC Leaders (e.g. peer observations of PLC meetings and collaboration through PLC Leaders meetings).
Outcomes	Students will 1. be targeted at their point of need through differentiated lessons, including the implementation of small focus group work within English and Maths lessons. Teachers will 1. Participate in regular Peer Observations and reflections to improve teaching practice. 2. Meet in PLCs to engage in reflective practices, evaluate and plan curriculum, assessment, lessons and improvement cycles. 3. Teachers will be active participants in PLC meetings, allowing PLC Leaders to act as the facilitator. Leaders will 1. Implement the agreed process for peer observations and reflection within PLC teams. 2. Embed PLC structures which focus on teacher collaboration and strengthening teacher practice. 3. Lead the facilitation of PLC meetings and work together to maintain a shared focus on the school vision.
Success Indicators	Early Indicators: 1. Team norms are established, and regular reflection and feedback embedded in PLC meetings.

	2. Protocols established to analyse data collaboratively in PLC teams. 3. Documentation of an implementation plan for peer observations 4. Staff have engaged in a peer observation. Late Indicators: 1. PLC Improvement cycles completed, and cycles are documented. 2. Peer observations are regularly participated in and reflected upon with PLC leaders. 3. Staff Professional Development Plans show reflections and improvements in practice based on personal goals. 4. PLC planning documentation shows teacher collaboration, assessment and improvement cycles. 5. PLC Improvement Cycles completed each term. 6. Improvement in collective efficacy and instructional leadership data within staff opinion survey. 7. Evidence of data collection and analysis within PLC Improvement Cycle template. 8. Work programs show implementation of small group focus work within English and Maths lessons.

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Employment of Learning Specialist as Professional Learning Community (PLC) Leaders.	☑ School leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$95,597.05 ☑ Equity funding will be used
School improvement Team (SIT) meeting once a week to plan professional learning and monitor the implementation of the Annual Implementation Plan (AIP)	☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00
PLC Leaders meet once per week in specialist timetable to develop their capacity to lead and monitor the Professional Learning Community (PLC) cycle.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00

Specialist timetable created to align 2 NFFT for ech teacher to enable them to participate in collaborative Planning and PLC meetings	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00
Meeting Schedule established to ensure weekly Whole School Professional Learning Time (1hr) and PLC inquiry cycle time (1 Hr)	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00
Learning Specialists (PLC leaders) allocated additional time in the Specialist timetable to impliment, coordinate, and facilitate Peer Observations	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ Equity funding will be used
PLC leaders participate in Growth Coaching (GCI) throughout the year	☑ PLC leaders	☑ PLP Priority	from: Term 1 to: Term 4	$24,400.00 ☑ Equity funding will be used
Scheduled time for Learning Specialists and Leading Teachers to implement and support student centred coaching.	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$50,000.00
PLC centre established in BER to allow for Data Walls to be established and collaborative planning to be undertaken	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00

KIS 1.c	Develop, document, and embed a guaranteed and viable curriculum.

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Actions	1. Explore VTLM 2.0 elements and the alignment with current pedagogical practices for English and Maths. 2. Develop and implement a school-wide strategy for using a systematic synthetic phonics approach in the F- 2 reading program. 3. Develop and implement a strategic professional learning plan to build teachers' knowledge of the Victorian Curriculum 2.0 (focus on English)
Outcomes	Students will: 1. Participate in a daily classroom Phonics program (Foundation - year 2). 2. Develop and build on their phonemic awareness and oral language skills through creative and hands-on learning opportunities. 3. Know how lessons are structured and how this supports their learning. Teachers will: 1. Implement daily phonics lessons (min 25mins) in all Foundation - 2 classrooms. 2. Grow their capacity to deliver high-quality phonics instruction through PLC cycles and whole School Professional Learning Activities. 3. Implement the Literacy & Numeracy Instructional models supported by the Victorian Teaching and Learning Model (VTML 2.0). Leaders will: 1. Develop a Systematic Synthetic Phonics Scope and Sequence for Foundation-Year 2. 2. Develop and implement a professional learning plan to review and build staff knowledge of the Victorian Teaching and learning Model 2.0
Success Indicators	Early Indicators 1. Systematic Synthetic Phonics scope and sequence F-2 documentation implementated.

	2. Collaborative planning documents and work programs will reflect daily Systematic Synthetic Phonics instruction. 3. Individual work programs will demonstrate differentiated learning tasks and adjustments for student learning needs. 4. Data will be used to inform and support classroom differentiation. 5. Communication to families will highlight GPCs taught in the classroom. 6. Education Support staff will support classroom instruction and differentiated student learning. 7. Tutor Learning Initiative will support classroom instruction for individual/small groups. Late Indicators 1. Assessment data will be compared to show student growth. 2. Teacher judgements will show student learning growth.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop and implement a whole school Professional learning Plan with a focus on VTML 2.0 and Victorian Curriculum 2.0 (English)	☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00
School improvement team to develop a termly Professional Learning (PL) Schedule in collaboration with PLC leadership team to deliver weekly PL to staff on AIP focus	☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00
Schedule and organise professional learning on Systematic Synthetics Phonics for F-2 Teachers to support students with specific learning requirements throughout the year. (PLC cycle)	☑ School leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00
Distribute the department’s Systematic Synthetic Phonics Scope & Sequence / lesson plan resources to relevant learning area leaders (F-2)	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00

All members of staff will develop a SMART goal focused on Developing their knowledge of the VTML 2.0 or Victoria Curriculum 2.0 (focus on English) through the PDP Process	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00
Deliver student-centred coaching to support the implementation of Phonics and VTLM 2.0.	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00
Review the Specialist Timetable and update to prioritise 25 minutes of Litercy Block time to daily Phonics instruction.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00
Review and update the Literacy and Numeracy Instructional Model to ensure it is aligned with the VTML 2.0	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00
Provide professional learning to ES staff to support the implementation of Phonics Tier 2 interventions.	☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00
Finalise and Implement the process for using Compass to progressively report to parents.	☑ School leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00

Goal 2	To improve student agency and voice in learning and wellbeing.
12-month target 2.1	Collective efficacy will increase from 80% in 2024 to 90% in 2025

12-month target 2.2	Maintain Sense of confidence above 80% (2024 = 83%) Self-regulation and goal setting from 84% in 2024 to 85% in 2025 Student voice and agency from 76% in 2024 to 78% in 2025
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop procedures, protocols and systems as a tiered response to ensure all students are connected to learning.
Actions	1. Implement the Disability Inclusion Program to support students with diverse learning needs. 2. Develop staff capacity and knowledge to prepare for and facilitate a Disability Inclusion Profile (DIP) meeting for students with diverse learning needs 3. Provide targeted training to Education Support staff to build capability to provide support to teachers and students
Outcomes	Students will: 1. Have a voice to communicate their strengths, aspirations and needs to support their Individual Learning Goal(s) before Student Support Group and Disability Inclusion Profile meetings. 2. Be able to engage in an inclusive classroom environment. Teachers will: 1. Implement inclusive teaching practices including documentation of the adjustments that supports students with diverse learning needs. 2. Continue to develop their capacity to write high quality Individual Education Plans (IEPs). 3. Use the school's Disability Inclusion referral process to seek support for students with diverse learning needs. 4. Prepare for and facilitate the Disability Inclusion Profile (DiPS) meeting Leaders will: 1. Embed a shared and deep understanding of Disability Inclusion practices across the school. 2. Implement Disability Inclusion with fidelity to support teachers to make appropriate adjustments for students with

	diverse learning needs. 3. Support teachers to participate in the Disability Inclusion Profile (DIP) meeting
Success Indicators	Early Indicators: Use of the Student Voice Tool to support student voice High quality IEPs with SMART goals Evidence to demonstrate how adjustments have supported student learning around individual learning (SMART) goals. Teachers facilitate SSGs/DIP meetings with parents/carers Students engaged in learning (ATOSS DATA) Teachers using the SHPS Referral Process DIP Meetings organised /run for Tier 3 supports. Late Indicators: Student Attitude to School (AtoSS), Staff Opinion, and Parent Perception survey results Attendance data Health and wellbeing dashboards

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review of the SHPS Inclusion Policy - https://www2.education.vic.gov.au/pal/disability-inclusion-funding-support/policy	☑ Disability inclusion coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00
Employment of Disability Inclusion Leading Teacher	☑ School leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$131,664.00
Engage with the Regional Inclusion Outreach Coach to build staff capacity in implementing tiered approaches.	☑ Disability inclusion coordinator	☐ PLP Priority	from: Term 1	$1,000.00

			to: Term 4	
Employment of Occupational Therapist to support Disability Inclusion Process	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$67,192.00
Weekly Wellbeing Team meeting established in Specialist timetable with a Disability Inclusion Teir 3 Case Management focus.	☑ School leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00
SHPS disability Inclusion Portal (Landing Page) established on Staff Intranet to provide centralised access for teachers to Disability Inclusion Support	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00

Goal 3	To improve student wellbeing outcomes
12-month target 3.1	By 2027 student attendance will improve from an annual average rate of 88.3% per student in 2024 to 90% in 2025
12-month target 3.2	Parent participation and involvement will increase from 71% in 2024 to 73% Teacher communication will increase from 63% in 2022 to 65%
12-month target 3.3	Parent participation and involvement maintained at 85% in 2025 (85% in 2024) Seeking feedback to improve practice maintained at 84% in 2025 (84% in 2024)
KIS 3.a Activation of student voice and agency, including in leadership and learning, to	Develop a whole-school approach to building positive learning dispositions

strengthen students' participation and engagement in school	
Actions	1. Implement Vic SWPBS Intensive Intervention/Tier 3 features with fidelity. Begin shift to Intentional, Integrated, Intensive Intervention. 2. Support staff to develop and implement student "Ready to Learn" plans consistently across the school.
Outcomes	Students will: 1. Feel supported and engaged and receive targeted support in a timely manner. 3. Be able to identify when they are dysregulated and how they can self-regulate to be ready to learn 4. Have their own "Ready to Learn" plan, linked to the 5 point "Ready to Learn" scale, that can be accessed by students and teachers at any time. Teacherd will: 1. Understand the school is shifting to a data-driven Tier 3 system to ensure that outcomes for all students who require intensive, individualised intervention are maximised. 2. Know the key features of a "Ready to Learn" plan and implement a 5 point "Ready to Learn" scale in their classroom 3. Have established a daily "Welcome Circle" routine in their classroom. Leadership will: 1. Have led a deliberate Tier 3 redesign with a shift from separate integration of academic and behavioural supports. (e.g., tracking the progress of students receiving Tier 3 supports to show improved behavioural and academic outcomes). 2. Have established a clear timeline for Tier 3 follow-up and communication. 3. Understand basic Function-based Assessment (FBA) and increase their capacity to complete basic FBA. 4. Improve the quality of and implementation of Behaviour Support Plan's BSPs. 5. Have Improved family engagement and partnership.
Success Indicators	Early Indicators: 1. Capacity building: Plan for providing coaching and support to implementers is created. More teachers report they are prepared to deal with behaviour challenges. 2. SWPBS SAS indicates at least 70% of Tier 3 features 'in place.' 3. Tier 3 TFI score of at least 70%

	4. Data plan and decision rules are established to determine effectiveness of intervention that includes: - Student behaviour data - Student academic data - Teacher implementation data 5. "Ready to Learn" scale observable in all classrooms 6. "Welcome Circle" conducted daily in all classrooms Late Indicators: 1. The student outcomes that may be tracked include observable behaviours that are also measurable (frequency, duration, intensity, permanent products, etc.), and thereby, provide quantifiable information about increases in desired behaviours (e.g., academic performance, social skills) and decreases in negative student outcomes (e.g., majors, targeted problem behaviours, suspensions). 2. As part of an integrated tiered support continuum, Tier 3 data-based problem-solving and solution plans and effective implementation, monitoring, and coaching lead to reductions in specific behaviour problems, reduced suspensions, BISMs, and expulsions. 3. All students have a "Ready to Learn" plan that can be accessed by student and teacher.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
SWPBS leader & TLI teachers completes Vic SWPBS Intensive Intervention course	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00
SWPBS Leader and Wellbeing team plans, explains, and teaches Tier 3 systems to relevant staff (PL so all staff understand intensive Intervention systems and practices)	☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00
SWPBS leader and Wellbeing team establish process (Induction program) to support new staff to understand school's SWPBS systems and practices	☑ SWPBS leader/team	☐ PLP Priority	from: Term 1	$1,000.00

			to: Term 4	
SWPBS leader and Wellbeing team to develop a plan to implement agreed Berry Street actions with all staff (e.g, Welcome Circle, 5 point Ready to learn Scale and Ready to learn Plan)	☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00
Wellbeing team analyses student data and implements SEL small group interventions	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00
Curriculum Day in term 2 (22nd April) & term 3 (twilight sessions) to complete Berry Street Training	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School’s total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$371,129.05	$371,129.05	$0.00
Disability Inclusion Tier 2 Funding	$270,946.20	$270,946.20	$0.00
Schools Mental Health Fund and Menu	$51,699.48	$51,699.48	$0.00
Total	$693,774.73	$693,774.73	$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Employment of Learning Specialist as Professional Learning Community (PLC) Leaders.	$95,597.05
Learning Specialists (PLC leaders) allocated additional time in the Specialist timetable to impliment, coordinate, and facilitate Peer Observations	$50,000.00
PLC leaders participate in Growth Coaching (GCI) throughout the year	$24,400.00
Totals	$169,997.05

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category

Employment of Learning Specialist as Professional Learning Community (PLC) Leaders.	from: Term 1 to: Term 4	$0.00	☑ School-based staffing
Learning Specialists (PLC leaders) allocated additional time in the Specialist timetable to impliment, coordinate, and facilitate Peer Observations	from: Term 1 to: Term 4	$119,997.05	☑ School-based staffing
PLC leaders participate in Growth Coaching (GCI) throughout the year	from: Term 1 to: Term 4	$0.00	☑ Professional development (excluding CRT costs and new FTE)
Totals		$119,997.05	

Activities and milestones - Disability Inclusion Funding

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

Activities and milestones - Schools Mental Health Fund and Menu

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

Additional funding planner – Total Budget

Activities and milestones	Budget
Employment of Disability Inclusion Leading Teacher	
Employment of Menta Health & Wellbeing Leader - Leading teacher (Top up on MHiPS Targeted Funding	
Employing Occupational Therapist (0.6 EFT)	
Speech pathology Services (3 days per week)	
CRT to facilitate DIPs	
Berry Street Education training	
Psychs in Schools Service	
Ed Connect Mentors	
CRT costs to release new staff employed for 2025 (who missed initial training in 2024) to attend BSEM training. Including registration costs)	
Purchase of additional Student Laptops to cover additional Class in 2025	
Employment of full time Local ICT technician to support use of digital technologies	
Totals	$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category

Employment of Disability Inclusion Leading Teacher	from: Term 1 to: Term 4		☑ Professional development (excluding CRT costs and new FTE)
Employment of Menta Health & Wellbeing Leader - Leading teacher (Top up on MHiPS Targeted Funding	from: Term 1 to: Term 4		
Employing Occupational Therapist (0.6 EFT)	from: Term 1 to: Term 4		
Speech pathology Services (3 days per week)	from: Term 1 to: Term 4	$114,660.00	☑ Support services
CRT to facilitate DIPs			
Berry Street Education training	from: Term 1 to: Term 2		
Psychs in Schools Service	from: Term 1 to: Term 4		
Ed Connect Mentors			
CRT costs to release new staff employed for 2025 (who missed			

initial training in 2024) to attend BSEM training. Including registration costs)			
Purchase of additional Student Laptops to cover additional Class in 2025	from: Term 1 to: Term 4	$57,189.00	☑ Assets
Employment of full time Local ICT technician to support use of digital technologies	from: Term 1 to: Term 4	$79,283.00	☑ School-based staffing
Totals		$251,132.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Employment of Disability Inclusion Leading Teacher	from: Term 1 to: Term 4	$131,664.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Employment of Menta Health & Wellbeing Leader - Leading teacher (Top up on MHiPS Targeted Funding	from: Term 1 to: Term 4	$27,487.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Employing Occupational Therapist (0.6 EFT)	from: Term 1 to: Term 4	$67,192.00	☑ Other workforces to support students with disability •

Speech pathology Services (3 days per week)	from: Term 1 to: Term 4		
CRT to facilitate DIPs		$44,603.20	☑ Other workforces to support students with disability •
Berry Street Education training	from: Term 1 to: Term 2		
Psychs in Schools Service	from: Term 1 to: Term 4		
Ed Connect Mentors			
CRT costs to release new staff employed for 2025 (who missed initial training in 2024) to attend BSEM training. Including registration costs)			
Purchase of additional Student Laptops to cover additional Class in 2025	from: Term 1 to: Term 4		
Employment of full time Local ICT technician to support use of digital technologies	from: Term 1 to: Term 4		

Totals		$270,946.20	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Employment of Disability Inclusion Leading Teacher	from: Term 1 to: Term 4		
Employment of Menta Health & Wellbeing Leader - Leading teacher (Top up on MHiPS Targeted Funding	from: Term 1 to: Term 4		
Employing Occupational Therapist (0.6 EFT)	from: Term 1 to: Term 4		
Speech pathology Services (3 days per week)	from: Term 1 to: Term 4		
CRT to facilitate DIPs			
Berry Street Education training	from: Term 1 to: Term 2	$20,000.00	☑ Berry Street Education Model (BSEM) **This activity will use Mental Health Menu staffing** ○ Build staff capacity (conference, course, seminar)
Psychs in Schools Service	from: Term 1	$21,669.00	☑ Employ Mental Health Staff to provide Tier 3 support for students

	to: Term 4		**This activity will use Foundation Resources (DET Funded initiatives or other free resources)** ○ Program delivered in school by external service provider
Ed Connect Mentors		$5,500.00	☑ EdConnect Mentors supporting students (EdConnect Australia) **This activity will use Mental Health Menu staffing** ○ Program delivered in school by external service provider
CRT costs to release new staff employed for 2025 (who missed initial training in 2024) to attend BSEM training. Including registration costs)		$4,530.48	☑ Berry Street Education Model (BSEM) **This activity will use Mental Health Menu staffing** ○ Employ CRT to release staff member
Purchase of additional Student Laptops to cover additional Class in 2025	from: Term 1 to: Term 4		
Employment of full time Local ICT technician to support use of digital technologies	from: Term 1 to: Term 4		
Totals		$51,699.48	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Meeting Schedule established to ensure weekly Whole School Professional Learning Time (1hr) and PLC inquiry cycle time (1 Hr)	☑ Leadership team	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Learning Specialists (PLC leaders) allocated additional time in the Specialist timetable to impliment, coordinate, and facilitate Peer Observations	☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist	☑ On-site
PLC leaders participate in Growth Coaching (GCI) throughout the year	☑ PLC leaders	from: Term 1 to: Term 4	☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ External consultants Growth Coaching International (GCI)	☑ Off-site Completed online with coach
Scheduled time for Learning Specialists and Leading Teachers to implement and support student centred coaching.	☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised reflection ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist	☑ On-site

Develop and implement a whole school Professional learning Plan with a focus on VTML 2.0 and Victorian Curriculum 2.0 (English)	☑ School improvement team	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist ☑ Departmental resources ARC ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Schedule and organise professional learning on Systematic Synthetics Phonics for F-2 Teachers to support students with specific learning requirements throughout the year. (PLC cycle)	☑ School leadership team	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist ☑ Departmental resources ARC	☑ On-site
All members of staff will develop a SMART goal focused on Developing their knowledge of the VTML 2.0 or Victoria Curriculum 2.0 (focus on English) through the PDP Process	☑ All staff	from: Term 1 to: Term 4	☑ Individualised reflection	☑ Timetabled planning day	☑ Internal staff ☑ Learning specialist ☑ Departmental resources ARC ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model	☑ On-site

					☑ High Impact Teaching Strategies (HITS)	
Deliver student-centred coaching to support the implementation of Phonics and VTLM 2.0.	☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised reflection ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Learning specialist ☑ Departmental resources ARC ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Provide professional learning to ES staff to support the implementation of Phonics Tier 2 interventions.	☑ Assistant principal	from: Term 1 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 ☑ Departmental resources ARC	☑ On-site
SWPBS leader & TLI teachers completes Vic SWPBS Intensive Intervention course	☑ Leadership team	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist ☑ Departmental resources SWPBS training modules	☑ On-site

SWPBS Leader and Wellbeing team plans, explains, and teaches Tier 3 systems to relevant staff (PL so all staff understand intensive Intervention systems and practices)	☑ SWPBS leader/team	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ Leadership partners ☑ Internal staff ☑ Departmental resources SWPBS training Modules	☑ On-site
SWPBS leader and Wellbeing team to develop a plan to implement agreed Berry Street actions with all staff (e.g, Welcome Circle, 5 point Ready to learn Scale and Ready to learn Plan)	☑ SWPBS leader/team	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist	☑ On-site
Curriculum Day in term 2 (22nd April) & term 3 (twilight sessions) to complete Berry Street Training	☑ Leadership team	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team ☑ Individualised reflection	☑ Whole school pupil free day	☑ External consultants Berry Street Training Consultant	☑ On-site