2024 Annual Implementation Plan

for improving student outcomes

Bimbadeen Heights Primary School (5011)

Submitted for review by Adele Gregson (School Principal) on 08 December, 2023 at 03:06 PM
Endorsed by Deidre Deklijn (Senior Education Improvement Leader) on 20 December, 2023 at 10:00 AM
Endorsed by Kate Hession (School Council President) on 20 December, 2023 at 11:59 AM

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

	FISO 2.0 dimensions	Self-evaluation level
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	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.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment, and wellbeing capabilities	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Future planning	Our Inclusion Leader and Learning Specialists have continued to work with teams to embed the differentiation using student learning data to target learning at the student point of need. This has been prioritised in the timetable for both the Inclusion Leader and Learning Specialists and will be a continued action in 2024.
	Teaching teams will continue to prioritise planning time to collaborate and work through student focused data dialogue. This will include a strong focus on planning for and implementing differentiated teaching and learning tasks to meet individual student needs, including targeted academic support and extension. The SIT will ensure common non-face-to-face teaching

| | time and the provision of some meeting time in the Professional Learning planner to facilitate this collaboration.

Continued professional learning for staff and targeted support for teams by the Inclusion Leader and Learning Specialist will be a priority in 2024 to continue to embed this approach and to deepen and broaden the impact on student learning outcomes. Increased time will be provided for Learning Specialists to collaborate with the PMSS teachers to support collaborative planning and professional learning in mathematics. A focus will also be on developing and embedding a coaching framework, with peer observations and feedback forming a key aspect of this.

We will continue to focus on enhancing the roles and responsibilities for the Indigenous Champions across the school, to strengthen indigenous perspectives and create meaningful connections across all curriculum areas. A continued focus will be embedding and maintaining our SWPBS Gold level, with a focus on classroom systems and peer observations and feedback. We will continue to prioritise time during staff PL sessions to support our work to achieve this goal.

To support student engagement and access to learning teachers and Inclusion Leader work together to identify resources and supports for tier 2 and 3 students (IEPs, documentation for DIPs and classroom adjustments). Our whole school approach to IEPs are documented and embedded practice to ensure learning progress is being made. Classroom teachers implement weekly SWPBS and or RRRR lessons to develop social and emotional learning as well as reflect on the point of need teaching and learning that connect with our school values. Our SWPBS Handbook was updated at the end of the previous year and shared with all staff at the beginning of this year. We have achieved a gold standard for our SWPBS implementation and will maintain the professional learning required to maintain this standard with Classroom Systems. This also links with our AIP Professional Learning Priority of developing and implementing professional learning regarding SWPBS, engagement and wellbeing to equip staff with the tools to support students' mental health and wellbeing. A success has been the whole school staff's professional learning guided by the Berry Street Educational Model team.

Our DET Master of Inclusive Education staff member is on the School Improvement Team to support school improvement initiatives on Disability Inclusion (in collaboration with Inclusion Leader). Meetings are organised when required with the Master of Inclusive Education staff member with our Inclusion Leader and Principal to support their progression through the coursework. We have appointed a full-time Leading Teacher of Inclusion to lead Disability Inclusion across the school with a number of successful DIP applications being completed. We have appointed Education Support Staff to assist the implementation of the school's Disability Inclusion program across the school. The Mental Health Menu has allowed us to appoint a school counsellor (play therapy) to support student wellbeing and engagement here at school. The National School Wellbeing Program has enabled us to appoint a second school counsellor, strengthening our support for students.

For evidence, please see KIS 1b. |
| **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 the learning growth of every student and build the capability of students as learners.	Yes	NAPLAN Benchmark Growth By 2025 increase the percentage of Year 5 students who achieve above benchmark growth in: • reading from 23% (2021) to 28% • writing from 15% (2021) to 20% • numeracy from 26% (2021) to 28%. By 2025 decrease the percentage of Year 5 students who achieve below benchmark growth in: • reading from 21% (2021) to 18% • writing from 27% (2021) to 20% • numeracy from 28% (2021) to 20%.	NAPLAN Benchmark Growth. These data targets are based on Relative Growth (interim) due to the new NAPLAN scaling:By 2024 increase the percentage of Year 5 students who achieve high relative growth in:- reading from 23% (2023) to 28%- numeracy from 16% (2023) to 23%.By 2024 decrease the percentage of Year 5 students who achieve low relative growth in:- reading from 21% (2023) to 16%- numeracy from 29% (2023) to 22%.Note: No interim writing data available.Data targets to reflect the new NAPLAN scaling are identified below:By 2024 increase the percentage of Year 3 students rated Exceeding in NAPLAN in Numeracy from 11% (2023) to 16%By 2024 increase the percentage of Year 3 students rated Exceeding and Strong in NAPLAN in Numeracy from 65% (2023) to 80%By 2024

				increase the percentage of Year 3 students rated Exceeding in NAPLAN in Writing from 4% (2023) to 14%By 2024 increase the percentage of Year 3 students rated Exceeding and Strong in NAPLAN in Writing from 74% (2023) to 83%By 2024 increase the percentage of Year 5 students rated Exceeding and Strong in NAPLAN in Numeracy from 63% (2023) to 82%By 2024 increase the percentage of Year 5 students rated Exceeding and Strong in NAPLAN in Writing from 67% (2023) to 78%By 2024 increase the percentage of Year 5 students rated Exceeding in NAPLAN in Writing from 4% (2023) to 6%By 2024 decrease the percentage of Year 5 students rated Needs Additional Support (NAS) in Numeracy from 10% (2023) to 8%By 2024 decrease the percentage of Year 5 students rated Needs Additional Support (NAS) in Reading from 9% (2023) to 7%By 2024 decrease the percentage of Year 5 students rated Needs Additional Support (NAS) in Writing from 12% (2023) to 9%.
			NAPLAN Top two bands Year 7 transition By 2025, increase the percentage of students in Year 7 who achieve in the top 2 bands: • reading from 21% (2021) to 28% • writing from 10% (2021) to 18% • spelling (from Language Conventions) from 19% (2021) to 28%.	NAPLAN - Top two proficiency levels (Year 7 transition). This data target is unable to be set due to the new NAPLAN scaling. Data targets to reflect the new NAPLAN scaling are identified below: By 2024, increase the percentage of students in Year 7 rated Exceeding and Strong in NAPLAN in:- reading from 38% (2022) to 40%- writing from 15% (2022) to 18%- spelling (from Language Conventions) from 27% (2022) to 29%.

		Teacher Judgements By 2025 increase the percentage of students in Years 1-6 achieving at or above expected growth in: • reading and viewing from 76% (2020 to 2021) to 80% (2024 to 2025) • writing from 72% (2020 to 2021) to 80% (2024 to 2025) • number and algebra from 71% (2020 to 2021) to 80% (2024 to 2025).	By the end of 2024 increase the percentage of students in Years 1-6 achieving at or above expected growth in:- reading and viewing from 85% (2022) to 87% - writing from 77% (2022) to 80% - number and algebra from 82% (2022) to 84%
		AtoSS By 2025, increase the percentage of positive student responses to the following factors: • Differentiated learning challenge from 82% (2021) to 90% • Stimulated learning from 72% (2021) to 80% • Sense of confidence from 72% (2021) to 80%.	By 2024, increase the percentage of positive student responses to the following factors:- Differentiated learning challenge from 82% (2023) to 86%- Stimulated learning from 77% (2023) to 80%- Sense of confidence from 68% (2023) to 74%
Empower students to be active agents in their learning.	Yes	**AtoSS** By 2025, increase the percentages of positive student responses to the following factors: • Student voice and agency from 57% (2021) to 67% • Motivation and interest from 73% (2021) to 82% • Perseverance from 73% (2021) to 78%.	By 2024, increase the percentages of positive student responses to the following factors:- Student voice and agency from 59% (2023) to 63%- Motivation and interest from 72% (2023) to 77%- Perseverance from 63% (2023) to 73%.
		School Staff Survey (SOS) Modules *Teaching and Learning Evaluation:* By 2025, increase the percentages of positive staff responses to the following factor: • Use student feedback to improve practice from 55% (2021) to 70%. *Teaching and Learning Implementation:* By 2025, increase the percentages of positive staff responses to the following factor: • Promote student ownership of learning goals from 86% (2021) to 87%	By 2024, increase the percentages of positive staff responses to the following factor:- Use student feedback to improve practice from 53% (2023) to 62%.By 2024, increase the percentages of positive staff responses to the following factors:- Promote student ownership of learning goals from 60% (2023) to 74%- Support growth and learning of whole student from 77% (2023) to 85%.

		• Support growth and learning of whole student from 90% (2021) to 92%.	
		Parent Survey (POS) By 2025, increase the percentages of positive parent responses to the following factors: • Student agency and voice from 88% (2021) to 90% • Student motivation and support from 88% (2021) to 90% • Stimulating learning environment from 88% (2021) to 90% • Effective teaching from 87% (2021) to 90%.	By 2024, increase the percentages of positive parent responses to the following factors:- Student agency and voice from 74% (2023) to 82%- Student motivation and support from 72% (2023) to 81%- Stimulating learning environment from 76% (2023) to 83%- Effective teaching from 73% (2023) to 82%
Strengthen the engagement and wellbeing of all students.	Yes	**AtoSS** By 2025, increase the percentages of positive student responses to the following factors: • Sense of confidence from 72% (2021) to 78% • Sense of inclusion from 87% (2021) to 90% • Managing bullying from 80% (2021) to 82% • Teacher concern from 68% (2021) to 75% • Respect for diversity from 78% (2021) to 82%.	By 2024, increase the percentages of positive student responses to the following factors:- Sense of confidence from 68% (2023) to 73%- Sense of inclusion from 84% (2023) to 87%- Managing bullying from 72% (2023) to 77%- Teacher concern from 64% (2023) to 70%- Respect for diversity from 77% (2023) to 80%
		POS By 2025, increase the percentages of positive parent responses to the following factors: • Non-experiencing bullying from 73% (2021) to 75% • School connectedness from 94% (2021) to 95% • General satisfaction from 89% (2021) to 91%.	By 2024, increase the percentages of positive parent responses to the following factors:- Non-experiencing bullying from 76% (2022) to 78%- School connectedness from 88% (2022) to 92%- General school satisfaction from 81% (2022) to 86% (New POS measure from 2022 onward - School ethos and environment)
		SSS Modules *School Climate* By 2025, increase the percentages of positive staff responses to the following factor: • Parent and community involvement from 81% (2021) to 85% *Teaching and Learning Implementation*	By 2025, increase the percentages of positive staff responses to the following factors:- Parent and community involvement from 82% (2023) to 85%- Support growth and learning of the whole student from 77% (2023) to 85%

		By 2025, increase the percentages of positive staff responses to the following factor: • Support growth and learning of the whole student from 90% (2021) to 93%.	

Goal 2	Maximise the learning growth of every student and build the capability of students as learners.
12-month target 2.1-month target	NAPLAN Benchmark Growth. These data targets are based on Relative Growth (interim) due to the new NAPLAN scaling: By 2024 increase the percentage of Year 5 students who achieve high relative growth in: - reading from 23% (2023) to 28% - numeracy from 16% (2023) to 23%. By 2024 decrease the percentage of Year 5 students who achieve low relative growth in: - reading from 21% (2023) to 16% - numeracy from 29% (2023) to 22%. Note: No interim writing data available. Data targets to reflect the new NAPLAN scaling are identified below: By 2024 increase the percentage of Year 3 students rated Exceeding in NAPLAN in Numeracy from 11% (2023) to 16% By 2024 increase the percentage of Year 3 students rated Exceeding and Strong in NAPLAN in Numeracy from 65% (2023) to 80% By 2024 increase the percentage of Year 3 students rated Exceeding in NAPLAN in Writing from 4% (2023) to 14% By 2024 increase the percentage of Year 3 students rated Exceeding and Strong in NAPLAN in Writing from 74% (2023) to 83% By 2024 increase the percentage of Year 5 students rated Exceeding and Strong in NAPLAN in Numeracy from 63% (2023) to 82%

	By 2024 increase the percentage of Year 5 students rated Exceeding and Strong in NAPLAN in Writing from 67% (2023) to 78% By 2024 increase the percentage of Year 5 students rated Exceeding in NAPLAN in Writing from 4% (2023) to 6% By 2024 decrease the percentage of Year 5 students rated Needs Additional Support (NAS) in Numeracy from 10% (2023) to 8% By 2024 decrease the percentage of Year 5 students rated Needs Additional Support (NAS) in Reading from 9% (2023) to 7% By 2024 decrease the percentage of Year 5 students rated Needs Additional Support (NAS) in Writing from 12% (2023) to 9%.
12-month target 2.2-month target	NAPLAN - Top two proficiency levels (Year 7 transition). This data target is unable to be set due to the new NAPLAN scaling. Data targets to reflect the new NAPLAN scaling are identified below: By 2024, increase the percentage of students in Year 7 rated Exceeding and Strong in NAPLAN in: - reading from 38% (2022) to 40% - writing from 15% (2022) to 18% - spelling (from Language Conventions) from 27% (2022) to 29%.
12-month target 2.3-month target	By the end of 2024 increase the percentage of students in Years 1-6 achieving at or above expected growth in: - reading and viewing from 85% (2022) to 87% - writing from 77% (2022) to 80% - number and algebra from 82% (2022) to 84%
12-month target 2.4-month target	By 2024, increase the percentage of positive student responses to the following factors: - Differentiated learning challenge from 82% (2023) to 86% - Stimulated learning from 77% (2023) to 80% - Sense of confidence from 68% (2023) to 74%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Assessment	Embed a whole-school approach to assessment of learning.	Yes

KIS 2.b Teaching and learning	Build teacher capability to evaluate and plan for differentiated, adaptive, student-centred learning.	Yes
KIS 2.c Leadership	Embed agreed processes for feedback, coaching and observations that challenge staff to regularly reflect and improve on their practice.	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.	Our self-evaluation against the FISO 2.0 Continua noted that we have significant work to do in the area of whole school assessment of learning, building teacher capabilities around differentiated and student-centered teaching and learning. This finding was consistent with our Attitude to School Survey results reflecting lack of differentiation, stimulated learning, and sense of confidence. Our Panorama NAPLAN comparison to Teacher Judgement data represented a large variation in alignment. Selection of this KIS builds on our previous focus around developing differentiated teaching and learning, refining our assessment framework to provide opportunities moderation and identifying key formative assessment measures.	

Goal 3	Empower students to be active agents in their learning.	
12-month target 3.1-month target	By 2024, increase the percentages of positive student responses to the following factors: - Student voice and agency from 59% (2023) to 63% - Motivation and interest from 72% (2023) to 77% - Perseverance from 63% (2023) to 73%.	
12-month target 3.2-month target	By 2024, increase the percentages of positive staff responses to the following factor: - Use student feedback to improve practice from 53% (2023) to 62%. By 2024, increase the percentages of positive staff responses to the following factors: - Promote student ownership of learning goals from 60% (2023) to 74% - Support growth and learning of whole student from 77% (2023) to 85%.	
12-month target 3.3-month target	By 2024, increase the percentages of positive parent responses to the following factors: - Student agency and voice from 74% (2023) to 82% - Student motivation and support from 72% (2023) to 81% - Stimulating learning environment from 76% (2023) to 83% - Effective teaching from 73% (2023) to 82%	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 3.a Engagement	Develop and implement a strategy to build student agency in their learning by utilising goal setting and feedback.	Yes
KIS 3.b Engagement	Develop and implement a professional learning strategy for teachers to build the capability of students to be active participants in their learning journey, through self-assessment and reflection.	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.	Our self-evaluation against the FISO 2.0 Continua noted that we have significant work to do in the areas of activation of student voice and agency, goal setting and student self-reflection. This finding was consistent with our Attitude to School Survey, Staff Opinion Survey and Parent Opinion Survey - all of which identified low positive endorsement for student goal setting and sense of student voice and agency. Selection of this KIS builds on our focus of incorporating student voice and agency through meaningful and authentic opportunities to co-author student learning goals and to provide and give meaningful and actionable feedback.	
Goal 4	**Strengthen the engagement and wellbeing of all students.**	
12-month target 4.1-month target	By 2024, increase the percentages of positive student responses to the following factors: - Sense of confidence from 68% (2023) to 73% - Sense of inclusion from 84% (2023) to 87% - Managing bullying from 72% (2023) to 77% - Teacher concern from 64% (2023) to 70% - Respect for diversity from 77% (2023) to 80%	
12-month target 4.2-month target	By 2024, increase the percentages of positive parent responses to the following factors: - Non-experiencing bullying from 76% (2022) to 78% - School connectedness from 88% (2022) to 92% - General school satisfaction from 81% (2022) to 86% (New POS measure from 2022 onward - School ethos and environment)	
12-month target 4.3-month target	By 2025, increase the percentages of positive staff responses to the following factors: - Parent and community involvement from 82% (2023) to 85% - Support growth and learning of the whole student from 77% (2023) to 85%	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 4.a Support and resources	Embed a whole school approach to health, wellbeing and inclusion that supports and responds to student need.	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.	Our self-evaluation against the FISO 2.0 Continua noted that we have significant work to do in the areas of student confidence, inclusion, managing bullying, teacher concern and respect for diversity. This finding was consistent with our Attitude to School Survey results. Our School Staff Survey indicated a drop in parent and community involvement to support the strengthening of parent/carer and school partnerships. This builds on our multi-tiered approach to student engagement and wellbeing processes.	

Define actions, outcomes, success indicators and activities

Goal 2	Maximise the learning growth of every student and build the capability of students as learners.
12-month target 2.1 target	NAPLAN Benchmark Growth. These data targets are based on Relative Growth (interim) due to the new NAPLAN scaling: By 2024 increase the percentage of Year 5 students who achieve high relative growth in: - reading from 23% (2023) to 28% - numeracy from 16% (2023) to 23%. By 2024 decrease the percentage of Year 5 students who achieve low relative growth in: - reading from 21% (2023) to 16% - numeracy from 29% (2023) to 22%. Note: No interim writing data available. Data targets to reflect the new NAPLAN scaling are identified below: By 2024 increase the percentage of Year 3 students rated Exceeding in NAPLAN in Numeracy from 11% (2023) to 16% By 2024 increase the percentage of Year 3 students rated Exceeding and Strong in NAPLAN in Numeracy from 65% (2023) to 80% By 2024 increase the percentage of Year 3 students rated Exceeding in NAPLAN in Writing from 4% (2023) to 14% By 2024 increase the percentage of Year 3 students rated Exceeding and Strong in NAPLAN in Writing from 74% (2023) to 83% By 2024 increase the percentage of Year 5 students rated Exceeding and Strong in NAPLAN in Numeracy from 63% (2023) to 82% By 2024 increase the percentage of Year 5 students rated Exceeding and Strong in NAPLAN in Writing from 67% (2023) to 78% By 2024 increase the percentage of Year 5 students rated Exceeding in NAPLAN in Writing from 4% (2023) to 6% By 2024 decrease the percentage of Year 5 students rated Needs Additional Support (NAS) in Numeracy from 10% (2023) to 8% By 2024 decrease the percentage of Year 5 students rated Needs Additional Support (NAS) in Reading from 9% (2023) to 7%

	By 2024 decrease the percentage of Year 5 students rated Needs Additional Support (NAS) in Writing from 12% (2023) to 9%.
12-month target 2.2 target	NAPLAN - Top two proficiency levels (Year 7 transition). This data target is unable to be set due to the new NAPLAN scaling. Data targets to reflect the new NAPLAN scaling are identified below: By 2024, increase the percentage of students in Year 7 rated Exceeding and Strong in NAPLAN in: - reading from 38% (2022) to 40% - writing from 15% (2022) to 18% - spelling (from Language Conventions) from 27% (2022) to 29%.
12-month target 2.3 target	By the end of 2024 increase the percentage of students in Years 1-6 achieving at or above expected growth in: - reading and viewing from 85% (2022) to 87% - writing from 77% (2022) to 80% - number and algebra from 82% (2022) to 84%
12-month target 2.4 target	By 2024, increase the percentage of positive student responses to the following factors: - Differentiated learning challenge from 82% (2023) to 86% - Stimulated learning from 77% (2023) to 80% - Sense of confidence from 68% (2023) to 74%
KIS 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embed a whole-school approach to assessment of learning.
Actions	- Build staff capability to identify appropriate diagnostic assessments to collect student data, with a focus on numeracy and writing. - Build staff capability to design formative and summative assessments to collect student data, with a focus on numeracy and writing. - Embedding continuous reporting protocols and timelines, utilising student voice into the development of formal assessment tasks.
Outcomes	Students will: - Regularly have opportunities to demonstrate and reflect on their learning. - Discuss their assessment data with their teacher to identify strengths and next steps in learning.

	- Be empowered to become active agents in their learning journey through authentic opportunities to co-author assessment rubrics and success criteria. - Identify their next steps through critical reflection of the Continuous Reporting tasks. Teachers will: - Discuss assessment data with their students and support them to identify strengths and next steps in their learning. - Explicitly model the development and use of assessment materials. - Prioritise the inclusion of student voice and agency through collaboration with students when formulating assessment criteria. - Use diagnostic, formative and summative assessment to differentiate teaching and learning, with a focus on stretching highly able students. - Use diagnostic, formative and summative assessment to differentiate teaching and learning, and design IEPs and in-class intervention supports for students working below expected level. - Follow the assessment schedule and continuous reporting processes. - Embed the timelines and processes around Continuous Reporting. - Share student assessment pieces in Reading, Writing and Mathematics to families via Sentral to support the Continuous Reporting process as per the Assessment Schedule. Leaders will: - Support staff through professional learning to establish effective processes when discussing assessment data with students to identify strengths and next steps in learning. - Support staff to improve their assessment practices through prioritising time for professional learning. - Support staff to implement assessment practices in Collaborative Planning meetings. - Lead the revision of the assessment schedule. - Provide exemplar assessment tools and strategies. - Develop an Action Plan, including specific Professional Learning, for the continued implementation of Continuous Reporting including all stakeholders.
Success Indicators	- Student learning goals, including Individual Education Plan achievements, are tracked and updated - Opportunities to reflect on learning progress is demonstrated in collaborative planning documents - Assessment schedules demonstrates a variety of diagnostic, formative and summative assessment - Collaborative planning documents reflect the use of diagnostic, formative and summative assessment techniques - NAPLAN and Teacher Judgement data demonstrates a stronger alignment - Teaching and Planning documents reflect a variety of assessment techniques - Professional Learning Planner demonstrates opportunities for professional learning on assessment practices - Timetable provides designated time to collaboratively plan with the support of Learning Specialists and Leading Teacher - Action Plan demonstrates Continuous Reporting process. - Teachers have shared assessment pieces in Reading, Writing and Mathematics per term to families.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Audit and adjust the school's current Assessment Schedule to include diagnostic, formative, summative and evidenced based assessment practices.	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Research best-practice approaches to formative and summative assessment and connect with experts and DE resources to design professional learning for staff.	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Structure the specialist timetable to facilitate common NFFT enabling the Leading Teacher and Learning Specialists to attend collaborative planning sessions to monitor the implementation of the Assessment Schedule and the inclusion of formative assessment techniques in planning documentation.	☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Team leader(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Refine the individual Continuous Reporting tasks at each year level from F-6 to ensure high quality summative assessment pieces that include strong student voice and provide meaningful timely feedback to parents and carers about student learning.	☑ Leadership team ☑ Teacher(s) ☑ Team leader(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capability to evaluate and plan for differentiated, adaptive, student-centred learning.
Actions	- Build staff capability to utilise data to diagnose the needs of students, with a focus on numeracy and writing, incorporating aspects of student voice and agency, and plan accordingly. - Develop and implement a strategy to incorporate student agency and goal setting - enabling students to become active participants

	in their learning journey. - Strengthen staff capability to plan for differentiation based on student data that reflects their learning progression within the Victorian Curriculum, with a focus on numeracy and writing.
Outcomes	Students will: - Receive support at their point of learning, including relevant adjustments and modified learning tasks. - Reflect on and celebrate IEP achievements. - Work with their teachers and peers to co-author rich assessment opportunities, using agreed criteria to scaffold their learning. Teachers will: - Empower students to become active participants in their learning through authentic opportunities to author and develop assessment tasks and to scaffold their learning. - Gather student input into their needs and wants prior the development of learning sequences. - Regularly use data to plan for learning at the students point of need. - Select and employ appropriate adjustments and modified learning tasks to support students' learning at their point of need. - Document differentiation within their weekly planning documents. - Develop IEP goals and strategies to meet students at their point of need. Leaders will: - Explicitly model the processes of incorporating student voice and agency through the development of learning sequences and co-creation of student assessment tasks. - Model a data-focused mindset and refer to evidence to support their decisions. - Support staff to improve their data literacy and differentiation practices through prioritising time and providing professional learning opportunities. - Monitor the implementation of differentiation through planning documents. - Implement peer-observation processes and protocols to enhance teacher capability to differentiate to student point of need.
Success Indicators	- Evidence of student voice and agency through level planning documents. - Teaching and Planning documents reflect a variety of differentiated learning tasks in alignment with the Victorian Curriculum. - Notes from observation practices show staff are implementing differentiated teaching practices. - Professional Learning Planner demonstrates opportunities for professional learning on differentiated teaching and learning practices. - Improvements in the Attitudes to School Survey data of: Differentiated Learning Challenge, Stimulated Learning and Sense of Confidence.

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

Conduct student focus groups/forums to capture student voice in regards to assessment, teaching and learning.	☑ Leadership team ☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Implement staff professional learning in regard to student voice and agency with a focus on goal setting to support the IEP process with an emphasis on targeted extension and intervention through differentiation.	☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Team leader(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Implement staff professional learning to build staff data literacy capabilities to use student learning data to inform planning for teaching and learning that supports and extends student learning with a focus on numeracy and writing.	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Equity program is timetabled and implemented to provide support and extension to targeted students receiving equity funding. This will include additional tutor support and education staff support.	☑ Leading teacher(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$63,000.00 ☑ Equity funding will be used

KIS 2.c 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 agreed processes for feedback, coaching and observations that challenge staff to regularly reflect and improve on their practice.
Actions	- Develop a whole school approach to peer observations and feedback. - Build staff capability to undertake targeted observations and provide constructive feedback to peers, with a focus on self-reflection and improvement of practice. - Develop coaching and mentoring skills and capabilities of leadership team members. - Develop a formal coaching and mentoring approach to support middle leadership to drive school improvement at a team level.

Outcomes	Students will:
	- Understand that teachers engage in regular and ongoing improvement of their teaching practice.
	- Benefit from improved teacher practice.
	Teachers will:
	- Participate in targeted PL sessions.
	- Collaborate to develop a whole-school processes and procedures document around coaching and mentoring.
	- Actively engage in peer observations, mentoring or coaching.
	- Provide timely and constructive feedback linked to the agreed area of practice.
	- Utilise the LS and LT through targeted coaching and mentoring sessions to improve practice.
	- Participate in sessions of critical self-reflection to further enhance their teaching.
	Leaders will:
	- Lead the staff development of a BHPS protocols, processes and procedures document regarding coaching and mentoring.
	- Explicitly model - through targeted Professional Learning sessions - the processes of peer coaching and mentoring.
	- Provide opportunities for staff to unpack and critically reflect on feedback - post-coaching session.
	- Prioritise time in the PL planner to establish Coaching and Mentoring practices.
Success Indicators	- Clear documented evidence of self-reflection and coaching conversations.
	- Documentation outlining coaching and mentoring timelines and professional learning sessions through the Professional Learning Planner.
	- Increased positive endorsement of Staff Opinion Survey factors in the areas of:
	- Teacher Collaboration.
	- Believe peer feedback improves practice.
	- Seek feedback to improve practice.
	- Professional learning through peer observation.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop a Bimbadeen Heights protocols, processes and procedures document regarding coaching and mentoring (including peer observations).	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

Facilitate coaching and mentoring professional learning for staff including explicit modelling of the key processes, protocols and procedures for peer coaching and mentoring.	☑ Leadership team ☑ Leading teacher(s) ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
All staff engage in observation and feedback processes, including the reflection and identification of next step goals and specific actions to improve practice.	☑ Leadership team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Leading Teacher, Learning Specialists and Team Leaders along with other identified middle leaders engage in coaching and mentoring with a matched member of the school's Leadership Team.	☑ Curriculum co-ordinator (s) ☑ Leadership team ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Team leader(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Goal 3	Empower students to be active agents in their learning.
12-month target 3.1 target	By 2024, increase the percentages of positive student responses to the following factors: - Student voice and agency from 59% (2023) to 63% - Motivation and interest from 72% (2023) to 77% - Perseverance from 63% (2023) to 73%.
12-month target 3.2 target	By 2024, increase the percentages of positive staff responses to the following factor: - Use student feedback to improve practice from 53% (2023) to 62%. By 2024, increase the percentages of positive staff responses to the following factors: - Promote student ownership of learning goals from 60% (2023) to 74% - Support growth and learning of whole student from 77% (2023) to 85%.
12-month target 3.3 target	By 2024, increase the percentages of positive parent responses to the following factors: - Student agency and voice from 74% (2023) to 82% - Student motivation and support from 72% (2023) to 81%

	- Stimulating learning environment from 76% (2023) to 83% - Effective teaching from 73% (2023) to 82%
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a strategy to build student agency in their learning by utilising goal setting and feedback.
Actions	- Develop a school-wide system to incorporate student voice and agency into curriculum and assessment design processes. - Build staff capability to support students through the development of learning goals and provision of timely feedback.
Outcomes	Students will: - Be empowered to become active agents in their learning journey through authentic opportunities to co-author assessment rubrics and success criteria. - Regularly have opportunities to discuss their assessment data with their teacher to identify strengths and next steps in learning. - Utilise co-authored goals and assessment rubrics to scaffold their learning and improve student outcomes. Teachers will: - Actively participate in professional learning sessions around the importance of utilising student voice and agency. - Prioritise the inclusion of student voice and agency through collaboration with students when formulating assessment criteria. - Support students through explicit learning opportunities around gathering of voice data and goal setting. - Document evidence of student voice and agency within planners. - Discuss assessment data with their students and support them to identify strengths and next steps in their learning. - Explicitly model the development and use of assessment materials. Leaders will: - Lead the development of school-wide processes and procedures regarding student voice and agency. - Provide PL sessions to establish student learning protocols with students. - Explicitly model the processes of incorporating student voice and agency through the development of learning sequences and co-creation of student assessment tasks. - Support teaching teams through their development within this area.
Success Indicators	- The completed development of a Student Voice and Agency Document. - Documentation of student voice and agency sessions within team planning minutes. - PL Planner demonstrates opportunities for professional learning and time allocated towards development of goal setting and

	feedback materials.
	- Improved Parent Survey indicators of:
	    - Student Voice and Agency
	    - Student Motivation and Support
	- Improved Staff Opinion indicators of Promote Student Ownership of Learning Goals.
	- Improved positive endorsement through Attitudes to School Survey data of:
	    - Student Voice and Agency in Learning
	    - Stimulated Learning
	    - Sense of Confidence

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Lead professional learning sessions to establish student learning protocols in regard to feedback and goal setting.	☑ Leadership team ☑ Leading teacher(s) ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Develop school-wide processes and procedures regarding student voice and agency.	☑ Leadership team ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Team leader(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Explicit modelling of incorporation of student voice and agency through the development of learning sequences and co-creation of student assessment tasks, including Continuous Reporting.	☑ Leading teacher(s) ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a professional learning strategy for teachers to build the capability of students to be active participants in their learning journey, through self-assessment and reflection.

Actions	- Build the staff capability to provide authentic opportunities for students to engage in critical self-reflection. - Build the staff capability to support students through the development of assessment materials.			
Outcomes	Students will: - Be empowered to become an active contributor towards learning and assessment materials. - Utilise co-created rubrics to reflect on their achievement and develop future learning goals. - Reflect on their learning strengths and weaknesses through targeted learning sessions. Teachers will: - Promote the importance of student self-reflection as a part of a continual improvement cycle. - Provide explicit teaching opportunities around co-creation of student assessment rubrics. - Provide opportunities for students to reflect on their their learning and develop learning goals. - Actively participate in staff professional learning around the development and implementation of student-authored learning tasks/assessments. - Model reflective practices for staff and students in their teams. Leaders will: - Support staff through targeted PL around development and implementation of student learning goals and reflective practices. - Prioritise time in the PL planner for teams to work on development of timelines and protocols around student goal setting and feedback. - LS and TL to model exemplar sessions with teachers and to provide targeted support to teachers.			

Success Indicators	- Documentation of student goals and feedback within planning documents.
	- PL Planner demonstrates opportunities for professional learning and time allocated towards development of goal setting and feedback materials.
	- Improved Parent Survey indicators of:
	    - Student Voice and Agency
	    - Student Motivation and Support
	- Improved Staff Opinion indicators of Promote Student Ownership of Learning Goals.
	- Improved positive endorsement through Attitudes to School Survey data of:
	    - Self Regulation and Goal Setting
	    - Teacher Concern
	    - Stimulated Learning			

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

Learning Specialists and Leading Teacher to support staff through explicit modelling of co-creation of student assessment rubrics through collaborative planning meetings.	☑ Leading teacher(s) ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Goal 4	Strengthen the engagement and wellbeing of all students.
12-month target 4.1 target	By 2024, increase the percentages of positive student responses to the following factors: - Sense of confidence from 68% (2023) to 73% - Sense of inclusion from 84% (2023) to 87% - Managing bullying from 72% (2023) to 77% - Teacher concern from 64% (2023) to 70% - Respect for diversity from 77% (2023) to 80%
12-month target 4.2 target	By 2024, increase the percentages of positive parent responses to the following factors: - Non-experiencing bullying from 76% (2022) to 78% - School connectedness from 88% (2022) to 92% - General school satisfaction from 81% (2022) to 86% (New POS measure from 2022 onward - School ethos and environment)
12-month target 4.3 target	By 2025, increase the percentages of positive staff responses to the following factors: - Parent and community involvement from 82% (2023) to 85% - Support growth and learning of the whole student from 77% (2023) to 85%
KIS 4.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed a whole school approach to health, wellbeing and inclusion that supports and responds to student need.
Actions	Increase student awareness, involvement and participation in wellbeing resources and strategies.
Outcomes	Students will: - Participate in the Berry Street Educational Model lessons. - Be able to explain their IEP goals. - Have tasks that are differentiated, modified and adjustments in place to meet their level of support.

	- Participate in weekly wellbeing lessons that center around our school values and Resilience, Rights and Respectful Relationships.
	- Engage in specific SWPBS expected behaviour lessons.
	Teachers will:
	- Participate and implement new learning from the Berry Street Educational Model.
	- Utilise BSEM resources - including the BSEM lead - to further embed practices across their teaching level.
	- Develop IEPs that are at the point of need for relevant students.
	- Implement SWPBS school value and Resilience, Rights and Respectful Relationships lessons weekly.
	- Work with the Marrung Lead and Indigenous Champions to implement and reflect Indigenous perspectives across the school.
	- Work with the Inclusion Leader to meet Tier 3 support such as Counselling and or forming a Disability Inclusion Profile.
	- Staff completing the DET Master of Inclusive Education course will work with the Inclusion Leader and the School Improvement Team to support school improvement work around Disability Inclusion.
	- Support in the running of Active Club and Breakfast Club.
	- Participate and reflect on peer observations on SWPBS Classroom Systems.
	Leaders will:
	- Facilitate and liaise with Berry Street to introduce the Berry Street Educational Model.
	- Appoint a BSEM Leader to support the school-wide implementation through explicit modelling, coaching and feedback to staff.
	- Inclusion Leader to conduct peer and student observations to support with Tier 2 and Tier 3 supports.
	- Work with teachers to form IEPs for students requiring tier 3 supports.
	- Inclusion Leader to develop Disability Inclusion Profiles for students requiring tier 3 supports.
	- Inclusion Leader to oversee and support the work of the school counsellor.
	- Prioritise time for student counsellors to develop and implement targeted lessons to build student problem solving skills.
	- Support the participation of staff, completing the DET Master of Inclusive Education course in school improvement work around Disability Inclusion.
	- Murrang Lead to support with whole school implementation of Indigenous perspectives and celebrations.
	- Murrang Lead to engage with our KESO to support SSGs and Indigenous Perspectives.
	- Identify relevant staff and support with the implementation of Active Club and Breakfast Club.
	- Guide the implementation of peer observations for SWPBS Classroom Systems.
	- Student Wellbeing Coordinator to guide whole-school wellbeing program (National Student Wellbeing Program).
Success Indicators	- AtoSS Indicators of confidence, inclusion, managing bullying, teacher concern and respect for diversity demonstrate an improvement on the current trend.
	- Parent Survey indicators of managing bullying, connectedness and general satisfaction demonstrate an improvement on the current trend.

	- Staff Opinion indicators of supporting the growth and learning of the whole student and parent and community involvement demonstrate an improvement on the current trend. - Adjustments and supports reflect the Berry Street Educational Model strategies. - IEPs are implemented and updated in an ongoing manner. - Inclusion Leader supporting teachers to develop strategies of inclusion for tier 2 and tier 3 students. - Disability Inclusion Profiles formed for relevant students. - Planning documents illustrate regular, weekly wellbeing lessons (covering SWPBS and RRRR content). - Students demonstrate our school values and receive Value Tokens which is reflected on the token tracker. - High levels of parent/carer participation in the 'Get to know you' Interviews. - Active and Breakfast club sessions running each week. - Updated Marrung Reconciliation Plan.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Teachers and Inclusion Leader work together to identify resources and supports for tier 2 and 3 students (IEPs, documentation for DIPs and classroom adjustments).	☑ Disability inclusion coordinator ☑ Leadership team ☑ Leading teacher(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$1,100.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
DE Master of Inclusive Education staff member is on the School Improvement Team to support school improvement initiatives on Disability Inclusion (in collaboration with Inclusion Leader).	☑ Disability inclusion coordinator ☑ Leadership team ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Appoint a Student Wellbeing Coordinator as part of the National Student Wellbeing Program.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$6,000.00 ☑ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Implement Berry Street Education Model training for staff, including both internal and external professional learning opportunities.	☑ Leadership team ☑ SWPBS leader/team ☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Appoint a BSEM Leader to support the school-wide implementation through explicit modelling, coaching and feedback to staff	☑ Leadership team ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$5,500.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Marrung Leader to develop Marrung Reconciliation Plan with Indigenous Champions.	☑ Leading teacher(s) ☑ School leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Appoint a full time Leader Teacher of Inclusion to lead Disability Inclusion across the school.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$150,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Allocate a cash budget to support the implementation of the school's Disability Inclusion program.	☑ Principal	☐ PLP Priority	from: Term 1	$26,000.00

			to: Term 4	☑ Disability Inclusion Tier 2 Funding will be used
Appoint two student school counsellors (play therapy) to provide mental health support for students.	☑ Assistant principal ☑ Leading teacher(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$96,000.00 ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items ☑ Other funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$62,885.40	$63,000.00	-$114.60
Disability Inclusion Tier 2 Funding	$230,775.61	$231,000.00	-$224.39
Schools Mental Health Fund and Menu	$61,367.83	$63,600.00	-$2,232.17
Total	**$355,028.84**	**$357,600.00**	**-$2,571.16**

Activities and milestones – Total Budget

Activities and milestones	Budget
Equity program is timetabled and implemented to provide support and extension to targeted students receiving equity funding. This will include additional tutor support and education staff support.	$63,000.00
Teachers and Inclusion Leader work together to identify resources and supports for tier 2 and 3 students (IEPs, documentation for DIPs and classroom adjustments).	$1,100.00
Appoint a Student Wellbeing Coordinator as part of the National Student Wellbeing Program.	$6,000.00
Implement Berry Street Education Model training for staff, including both internal and external professional learning opportunities.	$10,000.00
Appoint a BSEM Leader to support the school-wide implementation through explicit modelling, coaching and feedback to staff	$5,500.00

Appoint a full time Leader Teacher of Inclusion to lead Disability Inclusion across the school.	$150,000.00
Allocate a cash budget to support the implementation of the school's Disability Inclusion program.	$26,000.00
Appoint two student school counsellors (play therapy) to provide mental health support for students.	$96,000.00
Totals	**$357,600.00**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Equity program is timetabled and implemented to provide support and extension to targeted students receiving equity funding. This will include additional tutor support and education staff support.	from: Term 1 to: Term 4	$63,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Totals		**$63,000.00**	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Appoint a full time Leader Teacher of Inclusion to lead Disability Inclusion across the school.	from: Term 1 to: Term 4	$150,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Leading teacher

Allocate a cash budget to support the implementation of the school's Disability Inclusion program.	from: Term 1 to: Term 4	$26,000.00	☑ Equipment, adaptive technology, devices, or materials to support learning
			
			• Customised or adjustable furniture
			• Communication equipment/software
			• Sensory resources
			
			☑ Professional learning for school-based staff
			
			• Other
			   Staff from a mixture of classification levels
			
			☑ Teaching and learning programs and resources
			
			• Other
			   curriculum consumables
			
			☑ CRT
			
			• CRT (to attend Profile meetings)

Appoint two student school counsellors (play therapy) to provide mental health support for students.	from: Term 1 to: Term 4	$55,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education support staff
Totals		$231,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Teachers and Inclusion Leader work together to identify resources and supports for tier 2 and 3 students (IEPs, documentation for DIPs and classroom adjustments).	from: Term 1 to: Term 4	$1,100.00	☑ Schoolwide Positive Behaviour Support - Tier 2 focus (free)
Appoint a Student Wellbeing Coordinator as part of the National Student Wellbeing Program.	from: Term 1 to: Term 4	$6,000.00	☑ Employ Mental Health Staff to provide Tier 3 support for students

Implement Berry Street Education Model training for staff, including both internal and external professional learning opportunities.	from: Term 1 to: Term 4	$10,000.00	☑ Berry Street Education Model (BSEM)
			
			This activity will use Mental Health Menu staffing
			  o Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
			  o Program delivered in school by external service provider

Appoint a BSEM Leader to support the school-wide implementation through explicit modelling, coaching and feedback to staff	from: Term 1 to: Term 4	$5,500.00	☑ Employ staff to support Tier 1 activities

Appoint two student school counsellors (play therapy) to provide mental health support for students.	from: Term 1 to: Term 4	$41,000.00	☑ Employ Mental Health Staff to provide Tier 3 support for students
			
			This activity will use Foundation Resources (DET Funded initiatives or other free resources)
			  o Employ Mental Health Staff in school (eduPay or non-teaching staff)
			  Play therapist

Totals		$63,600.00	

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
Audit and adjust the school's current Assessment Schedule to include diagnostic, formative, summative and evidenced based assessment practices.	☑ Leadership team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative inquiry/action research team	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist	☑ On-site
Research best-practice approaches to formative and summative assessment and connect with experts and DE resources to design professional learning for staff.	☑ Leadership team	from: Term 1 to: Term 4	☑ Design of formative assessments	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist	☑ On-site
Implement staff professional learning in regard to student voice and agency with a focus on goal setting to support the IEP process with an emphasis on targeted extension and intervention through differentiation.	☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Team leader(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative inquiry/action research team	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist	☑ On-site
Implement staff professional learning to build staff data literacy capabilities to use student learning data to inform planning for teaching and learning that supports and extends student learning	☑ Leadership team	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Formal school meeting / internal professional learning sessions	☑ Primary Mathematics and Science specialists ☑ Internal staff ☑ Learning specialist	☑ On-site

with a focus on numeracy and writing.						
Develop a Bimbadeen Heights protocols, processes and procedures document regarding coaching and mentoring (including peer observations).	☑ Leadership team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist	☑ On-site
Facilitate coaching and mentoring professional learning for staff including explicit modelling of the key processes, protocols and procedures for peer coaching and mentoring.	☑ Leadership team ☑ Leading teacher(s) ☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist	☑ On-site
All staff engage in observation and feedback processes, including the reflection and identification of next step goals and specific actions to improve practice.	☑ Leadership team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative inquiry/action research team ☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist	☑ On-site
Lead professional learning sessions to establish student learning protocols in regard to feedback and goal setting.	☑ Leadership team ☑ Leading teacher(s) ☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist	☑ On-site

Implement Berry Street Education Model training for staff, including both internal and external professional learning opportunities.	☑ Leadership team ☑ SWPBS leader/team ☑ Wellbeing team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Demonstration lessons	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist ☑ External consultants BSEM Consultant	☑ On-site