

2024 Annual Implementation Plan

for improving student outcomes

Lalor Gardens Primary School (5532)



Submitted for review by Frazer Thomas (School Principal) on 21 December, 2023 at 07:15 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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	Evolving
	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	Evolving
	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.	Evolving
	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	Evolving
	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	.
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
<p>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.</p>	Yes	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. All of our priorities link back to student growth in learning, wellbeing and engagement.
To optimise literacy and numeracy outcomes for all students.	Yes	<p>NAPLAN Benchmark Growth:</p> <ul style="list-style-type: none"> By 2025 the % of students above benchmark growth in Reading to increase from 13% (3-year average 2017-2019* no 2020 data) to 25% (average 2022 - 2024). Similar schools - 25%, State - 27%. By 2025 the % of students above benchmark growth in Writing to increase from 11% (3-year average 2017-2019) to 19% (average 2021 - 2024). By 2025 the % of students above benchmark growth in Numeracy to increase from 13 % (3-year average 2017-2019) to 19% (average 2021 - 2024). 	By 2024 the % of students above benchmark growth in Reading to increase from 13% (3-year average 2017-2019* no 2020 data) to 22% (average 2022 - 2024). Similar schools - 25%, State - 27%.By 2024 the % of students above benchmark growth in Writing to increase from 11% (3-year average 2017-2019) to 17% (average 2021 - 2024).By 2024 the % of students above benchmark growth in Numeracy to increase from 13% (3-year average 2017-2019) to 18% (average 2021 - 2024).
		<p>NAPLAN Bands:</p> <ul style="list-style-type: none"> By 2025 the % of students in the top two bands of Year 5 Reading will increase from 13% (3-year average 2017-2019) to 30% (average 2021-2024). 	By 2024 the % of students in the top two bands of Year 5 Reading will increase from 13% (3-year average 2017-2019) to 25% (average 2021-2024).By 2024 the % of students in the top two bands of Year 5 Writing will increase from 9% (3-year average

		<ul style="list-style-type: none"> • By 2025 the % of students in the top two bands of Year 5 Writing will increase from 9% (3-year average 2017-2019) to 17% (average 2021-2024). • By 2025 the % of students in the top two bands of Year 5 Numeracy will increase from 9% (3-year average 2017-2019) to 20% (average 2021-2024). 	2017-2019) to 15% (average 2021-2024).By 2024 the %of students in the top two bands of Year 5 Numeracy will increase from 9% (3-year average 2017-2019) to 17% (average 2021-2024).
		<p>School Staff Survey:</p> <ul style="list-style-type: none"> • By 2025 to increase the % positive endorsement for the Academic emphasis factor from 45% (2020) to 60%. • By 2025 to increase the % positive endorsement for the Collective efficacy factor from 54% (2020) to 70%. 	By 2025 to increase the % positive endorsement for the Academic emphasis factor from 45% (2020) to 60%.By 2025 to increase the % positive endorsement for the Collective efficacy factor from 54% (2020) to 80%.
To increase the sense of connectedness as partners in learning, through meaningful engagement with parents and community.	Yes	By 2025 to reduce the % of students with 20 or more absence days from 35% (2020) to 30%	By 2024 to reduce the % of students with 20 or more absence days from 35% (2020) to 30%
		By 2025 to increase the parent participation rate to the Parent Opinion survey from 10% (2020) to 15%	By 2024 to increase the parent participation rate to the Parent Opinion survey from 10% (2020) to 25%
		By 2025 to increase the Parent and community involvement factor on the School Staff Survey from 55% (2020) to 65%.	By 2024 to increase the Parent and community involvement factor on the School Staff Survey from 55% (2020) to 90%.
To optimise the engagement and wellbeing of all students.	Yes	By 2025 to increase the % positive endorsement for the Effective classroom behaviour factor, in the effective teaching practice for cognitive development domain, on the Student Attitudes to School Survey from 67% (2020) to 74%.	By 2024 to increase the % positive endorsement for the Effective classroom behaviour factor, in the effective teaching practice for cognitive development domain, on the Student Attitudes to School Survey from 67% (2020) to 74%.

		By 2025 to reduce the number of Tier 2 attitudes and behaviour incidents data recorded on Compass (2022) by 5%.	By 2024 to reduce the number of Tier 2 attitudes and behaviour incidents data recorded on Compass (2024) by 2%.
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Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.		
12-month target 1.1-month target	All of our priorities link back to student growth in learning, wellbeing and engagement.		
Key Improvement Strategies		Is this KIS selected for focus this year?	
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes	
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes	
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2024.		
Goal 2	To optimise literacy and numeracy outcomes for all students.		
12-month target 2.1-month target	By 2024 the % of students above benchmark growth in Reading to increase from 13% (3-year average 2017-2019* no 2020 data) to 22% (average 2022 - 2024). Similar schools - 25%, State - 27%. By 2024 the % of students above benchmark growth in Writing to increase from 11% (3-year average 2017-2019) to 17% (average 2021 - 2024).		

	By 2024 the % of students above benchmark growth in Numeracy to increase from 13% (3-year average 2017-2019) to 18% (average 2021 - 2024).	
12-month target 2.2-month target	By 2024 the % of students in the top two bands of Year 5 Reading will increase from 13% (3-year average 2017-2019) to 25% (average 2021-2024). By 2024 the % of students in the top two bands of Year 5 Writing will increase from 9% (3-year average 2017-2019) to 15% (average 2021-2024). By 2024 the %of students in the top two bands of Year 5 Numeracy will increase from 9% (3-year average 2017-2019) to 17% (average 2021-2024).	
12-month target 2.3-month target	By 2025 to increase the % positive endorsement for the Academic emphasis factor from 45% (2020) to 60%. By 2025 to increase the % positive endorsement for the Collective efficacy factor from 54% (2020) to 80%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Build teacher capacity in data and assessment literacy to ensure that teaching and learning are responsive to students' points of need through Professional Learning Communities.	No
KIS 2.b Professional leadership	To develop the capacity of middle-level leaders to lead change and learning.	Yes
KIS 2.c Excellence in teaching and learning	To develop a whole school approach to student goal-setting and feedback.	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.	Developing capacity of middle leaders to lead change and learning will be very prominent through the launch of our Instructional Model and DI in 2024. This KIS will also impact the growth of KIS 1a and 1c which is not a specific focus for 2024, but will be pieces of work through the focus of KIS 2b.	
Goal 3	To increase the sense of connectedness as partners in learning, through meaningful engagement with parents and community.	

12-month target 3.1-month target	By 2024 to reduce the % of students with 20 or more absence days from 35% (2020) to 30%	
12-month target 3.2-month target	By 2024 to increase the parent participation rate to the Parent Opinion survey from 10% (2020) to 25%	
12-month target 3.3-month target	By 2024 to increase the Parent and community involvement factor on the School Staff Survey from 55% (2020) to 90%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Community engagement in learning	Strengthen parent engagement in learning.	Yes
KIS 3.b Positive climate for learning	Increase student attendance.	Yes
KIS 3.c Community engagement in learning	Establish LGPS as the centre of the community.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Continued parent engagement to events, but also in the learning process for the students is essential for growth and community feel. Our consistent drive to continue to improve student attendance will be a continued focus. we have moved from Transform to Stretch in 2023, but still lots of work in this area required.	
Goal 4	To optimise the engagement and wellbeing of all students.	
12-month target 4.1-month target	By 2024 to increase the % positive endorsement for the Effective classroom behaviour factor, in the effective teaching practice for cognitive development domain, on the Student Attitudes to School Survey from 67% (2020) to 74%.	
12-month target 4.2-month target	By 2024 to reduce the number of Tier 2 attitudes and behaviour incidents data recorded on Compass (2024) by 2%.	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 4.a Positive climate for learning	Develop, document and embed practices for a school-wide approach to wellbeing.	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.	We continue on our SWPBS journey. As we achieved Gold standard in 2023, we need to continue our work on consistency of practice and Berry Street embedded practices to support student wellbeing.	

Define actions, outcomes, success indicators and activities

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	All of our priorities link back to student growth in learning, wellbeing and engagement.
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	A. Building staff capacity to deliver the Instructional Model consistently across the school. B. Strengthen the school wide tiered approach to Intervention that enables staff to identify and respond to students individual learning needs. 1 - Classroom (Baseline expectations, HITS, differentiation). 2 - New students targeted intake program. 3 - LIFT/EAL/DI 4 - External C. Further developing PLC structures to support teacher collaboration, rigour and strengthen teacher practice. D. Maximising learning time in the curriculum directly focused on Literacy and Numeracy.
Outcomes	A - Teachers will know, understand and deliver how lessons will be structured and how this supports their learning. B - Teachers will use knowledge and data to accurately identify and address the needs of all students. C - PLCs will meet to plan, implement and evaluate with data to focus on growth in cycle areas. D - Students will know and understand how lessons will be structured and how this supports their learning.

Success Indicators	Area 1 - Early Indicators Key Literacy assessments - Essential Assessment/Dibles PLC Minutes Obs/Learning Walks Student voice and feedback NAPLAN Formative data sets Area 2 - Late indicators Teacher judgement data LIFT (Intervention) data Essential Assessment data ATSS			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Coaching and mentoring: - Instructional Model - Specific Pedagogical practice	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
PLC Cycles - engagement lense to commence the year.	<input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Specific students with identified needs engaged in the Tutor Learning Initiative (LIFT) for Literacy.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

<p>KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
<p>Actions</p>	<p>A. Build staff capacity to further embed SWPBS practices at a whole school and classroom based level. B. Building Capacity of staff through Peer observations and LW's to embed SWPBS practices and DI processes. C. Connect with external wellbeing programs and external supports to target cohort specific needs or vulnerable students.</p>
<p>Outcomes</p>	<p>A. Consistent and clear Classroom Procedures and routines within each class and around the school. This will result in a decline in incidences of classroom behaviour on compass. B. Teachers will have strategies to ensure there is an increase in ratio of positive to corrective feedback provided to students. Leaders will regularly use LW to monitor SWPBS practices. C. Students will engage and participate in wellbeing programs. There will be regular SSG meetings including external services, where appropriate.</p>
<p>Success Indicators</p>	<p>Area 1 - Early Indicators PLC Minutes Obs/Learning Walks Student voice and feedback Formative data sets</p> <p>Area 2 - Late indicators Compass behaviour log data. ATSS School Survey results</p>

	Compass data SAS (SWPBS self assessment survey) TFI (SWPBS tiered fidelity inventory)			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Learning Walks and Peer Observations	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
PL for all staff in our whole school wellbeing strategy: Disability Inclusion, SWPBS, Berry St, PERMAH.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Modelling from LS to their teams.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority		
Follow up work from Glenn Pearsall PL throughout the year. Utilising the videos from teaching staff.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority		

Introducing Reflection room for specific sessions of the day, recess and lunch times.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority		
Goal 2	To optimise literacy and numeracy outcomes for all students.			
12-month target 2.1 target	<p>By 2024 the % of students above benchmark growth in Reading to increase from 13% (3-year average 2017-2019* no 2020 data) to 22% (average 2022 - 2024). Similar schools - 25%, State - 27%.</p> <p>By 2024 the % of students above benchmark growth in Writing to increase from 11% (3-year average 2017-2019) to 17% (average 2021 - 2024).</p> <p>By 2024 the % of students above benchmark growth in Numeracy to increase from 13% (3-year average 2017-2019) to 18% (average 2021 - 2024).</p>			
12-month target 2.2 target	<p>By 2024 the % of students in the top two bands of Year 5 Reading will increase from 13% (3-year average 2017-2019) to 25% (average 2021-2024).</p> <p>By 2024 the % of students in the top two bands of Year 5 Writing will increase from 9% (3-year average 2017-2019) to 15% (average 2021-2024).</p> <p>By 2024 the %of students in the top two bands of Year 5 Numeracy will increase from 9% (3-year average 2017-2019) to 17% (average 2021-2024).</p>			
12-month target 2.3 target	<p>By 2025 to increase the % positive endorsement for the Academic emphasis factor from 45% (2020) to 60%.</p> <p>By 2025 to increase the % positive endorsement for the Collective efficacy factor from 54% (2020) to 80%.</p>			
KIS 2.b Building leadership teams	To develop the capacity of middle-level leaders to lead change and learning.			
Actions	<p>A. Middle leaders and aspiring leaders will gain Professional Learning in Leadership through Academy Courses and school based training (in house and through the Academy).</p> <p>B. Middle level leaders will be actively included in decision making and planning for school improvement.</p> <p>C. Leaders will utilise data sets to drive delivery of professional learning to staff and build their profile in the school.</p>			
Outcomes	<p>A. Teachers will have gained an increased knowledge in Literacy, Numeracy and Engagement in the school through the Leaders PL.</p> <p>B. Leaders will have gained an increased confidence to undertake leadership responsibilities that impact outcomes and growth.</p> <p>C. Successful cycles of inquiry across all areas of the school in PLC and Collaborative planning.</p>			

Success Indicators	<p>Area 1 - Early Indicators Proficiency in coaching and mentoring Literacy and numeracy Data sets High level, engaging curriculum planning. Increased teacher judgement data. Increased data for PERMAH - Accomplishment</p> <p>Area 2 - Late indicators Staff knowledge on specific data sets to plan and deliver lessons. Student growth in Literacy and Numeracy. Achieved NAPLAN benchmark data.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Coaching in: collaborative planning, classroom practice, and differentiation for individual needs.	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$70,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Other funding will be used
Middle Leader training to be offered in specific areas of need.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Individual check ins on a termly basis.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1	

			to: Term 4	
Leadership meetings scheduled once per week on Friday mornings.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Goal 3	To increase the sense of connectedness as partners in learning, through meaningful engagement with parents and community.			
12-month target 3.1 target	By 2024 to reduce the % of students with 20 or more absence days from 35% (2020) to 30%			
12-month target 3.2 target	By 2024 to increase the parent participation rate to the Parent Opinion survey from 10% (2020) to 25%			
12-month target 3.3 target	By 2024 to increase the Parent and community involvement factor on the School Staff Survey from 55% (2020) to 90%.			
KIS 3.a Parents and carers as partners	Strengthen parent engagement in learning.			
Actions	<p>A. The school will translate key messages into most common first languages as part of our communication processes.</p> <p>B. The school will plan and communicate community engagement through activity days, whole school events, assemblies, morning teas with Principal/Principal team as part of the school calendar.</p> <p>C. The school will embed community involvement in whole school events and including student/parent/teacher conferences into the school model on a regular basis (from once per year to four times per year)</p>			
Outcomes	<p>A. Tracking of parent engagement with Newsletter, Seesaw.</p> <p>B. Parents to understand their importance in the school community and engage with the school.</p> <p>C. Parents become familiar with attendance at events and attend regularly.</p>			
Success Indicators	<p>Increased numbers of families engaging with Newsletter, Seesaw, parent opinion survey data.</p> <p>Connectedness data to improve throughout all school survey data.</p> <p>Area 1 - Early Indicators</p> <p>Newsletter readers</p> <p>Seesaw engagement</p> <p>Attendance at community events</p>			

	Area 2 - Late indicators School Survey data Parent helpers in class Community event attendance consistently high Voice on events			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Including student/parent/teacher conferences into the school model on a regular basis (from once per year to four times per year) enabling shared goal setting and regular connections with school and their child's learning.	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Community events throughout the year that relate to engagement and learning to strengthen understanding of the community about the work in schools.		<input type="checkbox"/> PLP Priority		
KIS 3.b Health and wellbeing	Increase student attendance.			
Actions	A. Monitoring attendance and addressing high absenteeism (unexplained absences). B. Improved tracking of absenteeism (logging accuracy and process). C. Reinforcing importance of attendance across the school e.g. HERO, It's not ok to be away. D. Positive promotion of high attendance. e.g. year level competitions			
Outcomes	A. Consistency in tracking attendance data across the school. B. Increased attendance at school. C. Reduced unexplained absences.			
Success Indicators	Area 1 - Early Indicators Compass attendance data			

	Tracking of weekly attendance and assembly feedback			
	Area 2 - Late indicators Panorama data School survey data			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Attendance Awards on a weekly basis for cohort and classes.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
Engagement focus for PLC for the start of the year.		<input type="checkbox"/> PLP Priority		
Increased focus on Pedagogical practice and teaching students at point of need.		<input type="checkbox"/> PLP Priority		
		<input type="checkbox"/> PLP Priority		
Goal 4	To optimise the engagement and wellbeing of all students.			
12-month target 4.1 target	By 2024 to increase the % positive endorsement for the Effective classroom behaviour factor, in the effective teaching practice for cognitive development domain, on the Student Attitudes to School Survey from 67% (2020) to 74%.			
12-month target 4.2 target	By 2024 to reduce the number of Tier 2 attitudes and behaviour incidents data recorded on Compass (2024) by 2%.			
KIS 4.a Health and wellbeing	Develop, document and embed practices for a school-wide approach to wellbeing.			

Actions	A. SWPBS professional learning and monitoring SWPBS processes. B. Learning Specialists working across the school with Wellbeing portfolios. C. Regular team meetings to action work resulting from student behaviour data. D. Upskill staff in the area of Disability Inclusion.			
Outcomes	A. Reduction in behaviours in class and yard B. Documentation of processes C. Availability of video modelling for managing behaviours D. Higher levels of engagement within the classroom Staff capacity in embedding SWPBS processes and in encouraging expecting behaviours.			
Success Indicators	Area 1 - Early Indicators Compass data TL Meeting minutes Suspension data Area 2 - Late indicators ATSS SAS/TFI (SWPBS data)			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Team meetings (minuted) to drive SWPBS across the school	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used

Proactive approach to student voice as well as ATSS.		<input type="checkbox"/> PLP Priority		
Continuous PL around adjustments for staff in line with DI Model.		<input type="checkbox"/> PLP Priority		
		<input type="checkbox"/> PLP Priority		
		<input type="checkbox"/> PLP Priority		

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$349,892.98	\$0.00	\$349,892.98
Disability Inclusion Tier 2 Funding	\$211,072.82	\$0.00	\$211,072.82
Schools Mental Health Fund and Menu	\$46,940.64	\$0.00	\$46,940.64
Total	\$607,906.44	\$0.00	\$607,906.44

Activities and milestones – Total Budget

Activities and milestones	Budget
Specific students with identified needs engaged in the Tutor Learning Initiative (LIFT) for Literacy.	\$30,000.00
PL for all staff in our whole school wellbeing strategy: Disability Inclusion, SWPBS, Berry St, PERMAH.	\$45,000.00
Coaching in: collaborative planning, classroom practice, and differentiation for individual needs.	\$70,000.00
Including student/parent/teacher conferences into the school model on a regular basis (from once per year to four times per year) enabling shared goal setting and regular connections with school and their child's learning.	\$3,000.00
Attendance Awards on a weekly basis for cohort and classes.	\$500.00
Team meetings (minuted) to drive SWPBS across the school	\$10,000.00
Totals	\$158,500.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
PL for all staff in our whole school wellbeing strategy: Disability Inclusion, SWPBS, Berry St, PERMAH.	from: Term 1 to: Term 4		
Including student/parent/teacher conferences into the school model on a regular basis (from once per year to four times per year) enabling shared goal setting and regular connections with school and their child's learning.	from: Term 1 to: Term 4		
Attendance Awards on a weekly basis for cohort and classes.	from: Term 1 to: Term 4		
Totals		\$0.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Specific students with identified needs engaged in the Tutor Learning Initiative (LIFT) for Literacy.	from: Term 1 to: Term 4		

PL for all staff in our whole school wellbeing strategy: Disability Inclusion, SWPBS, Berry St, PERMAH.	from: Term 1 to: Term 4		
Coaching in: collaborative planning, classroom practice, and differentiation for individual needs.	from: Term 1 to: Term 4		
Totals		\$0.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
PL for all staff in our whole school wellbeing strategy: Disability Inclusion, SWPBS, Berry St, PERMAH.	from: Term 1 to: Term 4		
Team meetings (minuted) to drive SWPBS across the school	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
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Totals	\$0.00
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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
Specific students with identified needs engaged in the Tutor Learning Initiative (LIFT) for Literacy.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Student achievement Manager	<input checked="" type="checkbox"/> On-site
PL for all staff in our whole school wellbeing strategy: Disability Inclusion, SWPBS, Berry St, PERMAH.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Berry Street	<input checked="" type="checkbox"/> On-site
Coaching in: collaborative planning, classroom practice, and differentiation for individual needs.	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Including student/parent/teacher conferences into the school model on a regular basis (from once per year to four times per year) enabling shared goal setting and regular connections with school and their child's learning.	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Team meetings (minuted) to drive SWPBS across the school	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
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