

# 2024 Annual Implementation Plan

## for improving student outcomes

Puckapunyal Primary School (1855)



Submitted for review by Kevin Warne (School Principal) on 23 January, 2024 at 09:13 AM  
Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 05 February, 2024 at 05:45 PM  
Endorsed by David Allen (School Council President) on 20 March, 2024 at 11:47 AM

## Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

<b>Assessment</b>	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<b>Engagement</b>	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

<b>Support and resources</b>	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	
<b>Considerations for 2024</b>	
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> 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>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
<p>Maximise the learning growth of every student</p>	Yes	<p>By 2027, increase the percentage of Grade 3 students performing within the proficiencies of strong and exceeding in NAPLAN Reading from 69% to 75%.</p>	<p>By 2024, increase the percentage of Grade 3 students performing within the proficiencies of strong and exceeding in NAPLAN Reading from 69% to 72%.</p>
		<p>By 2027, increase the percentage of Grade 5 students performing within the proficiencies of strong and exceeding in NAPLAN Reading from 83% to 89%.</p>	<p>By 2024, increase the percentage of Grade 5 students performing within the proficiencies of strong and exceeding in NAPLAN Reading from 82% to 84%.</p>
		<p>By 2027, increase the percentage of positive endorsement of the Student Attitudes to School Survey for Student Voice and Agency from 59% (2022) to 80%.</p>	<p>By 2024, increase the percentage of positive endorsement of the Student Attitudes to School Survey for Student Voice and Agency from 75% (2023) to 80%.</p>
		<p>By 2027, increase the percentage of positive endorsement of the Staff Opinion Survey for Teaching and Learning – Evaluation Module from 59% (2022) to 80%.</p>	<p>By 2024, increase the percentage of positive endorsement of the Staff Opinion Survey for Teaching and Learning – Evaluation Module from 95% (2023) to 96%.</p>

		NAPLAN relative growth for reading, writing and maths to be advised.	By 2024, increase the percentage of students performing within the proficiencies of strong and exceeding in NAPLAN:- Grade 3 Writing from 81% to 83%. - Grade 3 Numeracy from 71% to 74%. - Grade 5 Writing from 70% to 74%. - Grade 5 Numeracy from 71% to 74%.
Improve student wellbeing outcomes	Yes	By 2027, increase the percentage of positive endorsement of the Student Attitudes to School Survey in the factors: <ul style="list-style-type: none"> <li>Emotional awareness and regulation from 65% in 2022 to 75%</li> <li>Motivation and interest from 68% in 2022 to 80%</li> <li>Stimulated learning from 67% in 2022 to 85%</li> </ul>	By 2024, increase the percentage of positive endorsement of the Student Attitudes to School Survey for:- Emotional Awareness and Regulation from 68% (2023) to 72%- Motivation and Interest from 79% (2023) to 80%. - Stimulated Learning from 81% (2023) to 83%.
		By 2027, increase the percentage of positive endorsement of the Parent Opinion Survey in the factors: <ul style="list-style-type: none"> <li>Student motivation and support from 74% in 2022 to 80%</li> <li>Effective teaching from 69% in 2022 to 80%</li> </ul>	By 2024, increase the percentage of positive endorsement of the Parent Opinion Survey for:- Student Motivation and Support from 69% (2022) to 76%- Effective Teaching from 67% (2023) to 76%.
		By 2027, decrease the percentage of students with 20 plus absence days from 52% (2022) to 20%.	By 2024, improve average absence per student (2023) from 20 days to 12 days average absence days per student.By 2024, improve student attendance rates for 20 or more days per year from 39% of students absent (2022) to 15%.

<b>Goal 2</b>	<b>Maximise the learning growth of every student</b>
<b>12-month target 2.1-month target</b>	By 2024, increase the percentage of Grade 3 students performing within the proficiencies of strong and exceeding in NAPLAN Reading from 69% to 72%.
<b>12-month target 2.2-month target</b>	By 2024, increase the percentage of Grade 5 students performing within the proficiencies of strong and exceeding in NAPLAN Reading from 82% to 84%.

<b>12-month target 2.3-month target</b>	By 2024, increase the percentage of positive endorsement of the Student Attitudes to School Survey for Student Voice and Agency from 75% (2023) to 80%.	
<b>12-month target 2.4-month target</b>	By 2024, increase the percentage of positive endorsement of the Staff Opinion Survey for Teaching and Learning – Evaluation Module from 95% (2023) to 96%.	
<b>12-month target 2.5-month target</b>	By 2024, increase the percentage of students performing within the proficiencies of strong and exceeding in NAPLAN: - Grade 3 Writing from 81% to 83%. - Grade 3 Numeracy from 71% to 74%. - Grade 5 Writing from 70% to 74%. - Grade 5 Numeracy from 71% to 74%.	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 2.a</b> Leadership	Deepen the capacity for all teaching staff to use evidence-based practice and to draw on research to inform their practice in literacy	Yes
<b>KIS 2.b</b> Leadership	Embed the school wide approach to effectively utilise student voice and agency	No
<b>KIS 2.c</b> Leadership	Strengthen staff capacity to use formative assessment practices for responsive teaching	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The School Review panel recommended all of the above Key Improvement Strategies to be included in the new School Strategic Plan. However, for 2024, our focus needs to on the following: -Deepen the capacity for all teaching staff to use evidence-based practice and to draw on research to inform their practice in literacy (there was great work in PLC's using evidence-based practice in 2023 but needs to continue to be a focus in 2024 to take the next step from embedding to excelling) -Strengthen staff capacity to use formative assessment practices for responsive teaching (there was great work in PLC's using formative assessment practices in 2023 but needs to continue to be a focus in 2024 to take the next step from embedding to excelling)	
<b>Goal 3</b>	<b>Improve student wellbeing outcomes</b>	

<b>12-month target 3.1-month target</b>	By 2024, increase the percentage of positive endorsement of the Student Attitudes to School Survey for: - Emotional Awareness and Regulation from 68% (2023) to 72% - Motivation and Interest from 79% (2023) to 80%. - Stimulated Learning from 81% (2023) to 83%.	
<b>12-month target 3.2-month target</b>	By 2024, increase the percentage of positive endorsement of the Parent Opinion Survey for: - Student Motivation and Support from 69% (2022) to 76% - Effective Teaching from 67% (2023) to 76%.	
<b>12-month target 3.3-month target</b>	By 2024, improve average absence per student (2023) from 20 days to 12 days average absence days per student. By 2024, improve student attendance rates for 20 or more days per year from 39% of students absent (2022) to 15%.	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 3.a</b> Leadership	Embed multi-tiered wellbeing support systems	Yes
<b>KIS 3.b</b> Leadership	Embed a whole-school approach to improving attendance	Yes
<b>KIS 3.c</b> Leadership	Systematically use data to monitor student engagement and wellbeing	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.	The School Review panel recommended all of the above Key Improvement Strategies to be included in the new School Strategic Plan. However, for 2024, our focus needs to on the following: -Embed multi-tiered wellbeing support systems (with the continued training with SWPBS and the introduction of Disability Inclusion this year, they will take priority for 2024) -Embed a whole-school approach to improving attendance (with school attendance post-covid still not a strong as pre-covid, attendance has to remain a priority for 2024)	

## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	Maximise the learning growth of every student
<b>12-month target 2.1 target</b>	By 2024, increase the percentage of Grade 3 students performing within the proficiencies of strong and exceeding in NAPLAN Reading from 69% to 72%.
<b>12-month target 2.2 target</b>	By 2024, increase the percentage of Grade 5 students performing within the proficiencies of strong and exceeding in NAPLAN Reading from 82% to 84%.
<b>12-month target 2.3 target</b>	By 2024, increase the percentage of positive endorsement of the Student Attitudes to School Survey for Student Voice and Agency from 75% (2023) to 80%.
<b>12-month target 2.4 target</b>	By 2024, increase the percentage of positive endorsement of the Staff Opinion Survey for Teaching and Learning – Evaluation Module from 95% (2023) to 96%.
<b>12-month target 2.5 target</b>	By 2024, increase the percentage of students performing within the proficiencies of strong and exceeding in NAPLAN: - Grade 3 Writing from 81% to 83%. - Grade 3 Numeracy from 71% to 74%. - Grade 5 Writing from 70% to 74%. - Grade 5 Numeracy from 71% to 74%.
<b>KIS 2.a</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	Deepen the capacity for all teaching staff to use evidence-based practice and to draw on research to inform their practice in literacy
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Support Staff to reference and use high level teaching and learning resources (A)</li> <li>• Further embed an effective PLC approach (B)</li> </ul>
<b>Outcomes</b>	Leaders will: Lead the further refinement of teacher planning documents to allow for clearer alignment with IM (A)



	<p>Build staff capacity through delivering PL around teaching practices associated with the Literacy and Numeracy Toolkit (A)  Consistently protect privileged time for PLC collaboration (B)  Continue the program for peer observations and coaching (B)</p> <p>Teachers will:  Align planning docs with IM &amp; plan T &amp; L activities for each phase (A &amp; B)  Display IM in rooms &amp; familiarise students with their roles within each phase (A)  Implement teaching practices and supports from departmental resources (Literacy and Numeracy Toolkit) (A)  Show evidence of teaching practices and supports from the Numeracy and Literacy Toolkits in their planning (A)  Actively participate in PLC meetings and collaboratively planning sessions (B)  Use the Improvement Cycle to collaboratively implement PLC inquiry cycles (B)  Participate in LW&amp;Ts, Peer Observations and reflective conversations (B)</p> <p>Students will:  Be supported to learn at point of need (A)  Receive regular feedback about their progress and have opportunities to co-construct their future goals through conferencing with their classroom teacher (A)  Articulate their role in each phase of IM (A)  Use anchor charts to support achievement in all learning (A)  Co-develop learning goals and link to data (A)  Articulate learning goals and explain their successes (A)  Complete pre and post assessments in English and Mathematics teaching blocks (B)  If identified in need of targeted academic support or intervention will be supported through class differentiation or outside classroom programs (B)  Know what their next steps in learning are with a focus on student agency in learning (B)</p>
<p><b>Success Indicators</b></p>	<p>Early indicators  Curriculum documentation shows evidence of practices from Literacy and Numeracy Toolkits (A)  Organised planned PLC Meeting schedule for the year (B)  Term planners and individual teacher planning documents will include differentiated learning intentions and success criteria (B)  Notes from LW&amp;T and Peer Observations to show evidence of practices from Literacy and Numeracy Toolkits (A)  Mid-year staff surveys shows increased confidence and plans for changes in practices (B)</p> <p>Late indicators  Notes from PLC meetings (B)  SIT meeting minutes (B)  Lesson plans and Peer Observation notes (B)</p>

	Planning documents including data references for Literacy and Numeracy (A) Improvements in overall school Reading, Writing and Numeracy results: NAPLAN and Teacher Judgements (A&B) Student achievement increased by 12 months over a 12 month period for English and Mathematics (A&B) Positive student reflections: feedback about learning and teacher feedback from data collection (A) Notes from learning walks (including conversations with students) (B) Teacher feedback about Whole School Professional Learning noting growth in teaching capacity (A) Improved data from students, parents and staff on communication of student learning (A&B) Regular part of class practice for student learning to be shared with parents eg. Student Led Conferences (A&B)			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide professional learning using school documentation, in the staff handbook, relating to teaching and learning, including the instructional model, on the first staff development day to revise protocols with current staff and support induction of new staff.	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Update supporting visuals of the IM for use in classroom displays.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Revise Macro Planning documents for clearer alignment to the components of the IM.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Develop Professional Learning around the Literacy Toolkit.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Devise and implement a model of coaching, mentoring and peer observation to support teachers' individual PDP goals.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Develop Professional Learning around the Mathematics Toolkit.	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Provide opportunities for staff to merge current Maths Planners with Mathematics 2.0.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
SIT develop whole school Professional Learning Plan at the beginning of each term and readjust according to need.	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide professional development to support embedding PLC processes and meeting protocols	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>KIS 2.c</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	Strengthen staff capacity to use formative assessment practices for responsive teaching			
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Build the assessment capability of teachers to identify, plan for and assess student learning growth</li> </ul>			

<p><b>Outcomes</b></p>	<p>Leaders will:  Model a data focused mindset and refer to evidence to support their decisions  Support staff to improve their data and differentiation practices through prioritising time and providing PL opportunities</p> <p>Teachers will:  Regularly use data to confidently and accurately identify student learning needs of all their students  Regularly meet with their students to provide regular feedback and opportunities to co-construct their future goals through conferencing  Analyse data with colleagues to identify cohort goals</p> <p>Students will:  Be supported to learn at point of need  Receive regular feedback about their progress and have opportunities to co-construct their future goals through conferencing with their classroom teacher  Articulate their role in each phase of IM  Use anchor charts to support achievement in all learning  Co-develop learning goals and link to data  Articulate learning goals and explain their successes  Complete pre and post assessments in English and Mathematics teaching blocks  If identified in need of targeted academic support or intervention will be supported through class differentiation or outside classroom programs  Know what their next steps in learning are with a focus on student agency in learning.</p>
<p><b>Success Indicators</b></p>	<p>Early indicators  Teachers will have evidence of developed co-designed student learning goals that are individualised, measurable and visible for students  IEPs in place with SMART goals that students are working towards  Current individual class and whole school data sets for Literacy and Numeracy  Regular communication with parents of student learning</p> <p>Late indicators  Notes from PLC meetings  SIT meeting minutes  Lesson plans and Peer Observation notes  Planning documents including data references for Literacy and Numeracy  Improvements in overall school Reading, Writing and Numeracy results: NAPLAN and Teacher Judgements  Student achievement increased by 12 months over a 12 month period for English and Mathematics</p>

	Positive student reflections: feedback about learning and teacher feedback from data collection Notes from learning walks (including conversations with students) Teacher feedback about Whole School Professional Learning noting growth in teaching capacity Improved data from students, parents and staff on communication of student learning Regular part of class practice for student learning to be shared with parents eg. Student Led Conferences			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional Learning Communities to meet weekly, timetabling data discussions, student growth.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Professional Learning teams to conduct inquiry cycles each term.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop a formative assessment schedule and re-assess each semester.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 3	Improve student wellbeing outcomes			
12-month target 3.1 target	By 2024, increase the percentage of positive endorsement of the Student Attitudes to School Survey for: <ul style="list-style-type: none"> <li>- Emotional Awareness and Regulation from 68% (2023) to 72%</li> <li>- Motivation and Interest from 79% (2023) to 80%.</li> <li>- Stimulated Learning from 81% (2023) to 83%.</li> </ul>			
12-month target 3.2 target	By 2024, increase the percentage of positive endorsement of the Parent Opinion Survey for: <ul style="list-style-type: none"> <li>- Student Motivation and Support from 69% (2022) to 76%</li> <li>- Effective Teaching from 67% (2023) to 76%.</li> </ul>			

<b>12-month target 3.3 target</b>	By 2024, improve average absence per student (2023) from 20 days to 12 days average absence days per student. By 2024, improve student attendance rates for 20 or more days per year from 39% of students absent (2022) to 15%.
<b>KIS 3.a</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	Embed multi-tiered wellbeing support systems
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Strategic implementation of a multi-tiered approach to student wellbeing</li> </ul>
<b>Outcomes</b>	<p>Leaders will:</p> <p>SWPBS</p> <p>Complete goals in the SWPBS Action Plan</p> <p>Provide opportunity for the SWPBS team to lead and sustain the implementation and monitoring of SWPBS</p> <p>Frequently monitor SWPBS behaviour data using Compass</p> <p>Disability Inclusion</p> <p>Implement the school's DI road map</p> <p>Prepare and deliver professional learning about adjustments, IEPs, DI documentation, DIPs</p> <p>Review and refine templates required for DI applications</p> <p>Provide coaching and support to staff members around adjustments</p> <p>Plan, coordinate, attend and contribute to SSG meetings</p> <p>Establish a referrals process for staff</p> <p>Liaise with DI staff from NEVR regional team</p> <p>Teachers will:</p> <p>SWPBS</p> <p>Deliver lessons</p> <p>Promote and implement the SWPBS rewards program</p> <p>Collect and collaboratively analyse student behaviour data using Compass</p> <p>Disability Inclusion</p> <p>Document adjustment in planning documents</p> <p>Make adjustments for required students</p>

	<p>Attend and contribute to SSG meetings Create IEPs for required students</p> <p>Students will: SWPBS Identify appropriate behaviours in different settings Articulate the positive behaviours, and major and minor behaviours outlined in the SWPBS framework Contribute to the development of the SWPBS rewards program</p> <p>Disability Inclusion Attend and contribute to SSG meetings</p>			
<p><b>Success Indicators</b></p>	<p>Early indicators SWPBS Expected Behaviours Matrix are displayed throughout the school Wellbeing planners to show SWPBS</p> <p>Disability Inclusion Revised DI templates e.g., SSG mins, adjustments SSG meetings Documentation of referrals and communication processes regarding Wellbeing/DI concerns</p> <p>Late indicators SWPBS SWPBS Self-assessment Survey, SWPBS Tiered Fidelity Inventory Reduced exclusionary discipline recorded in Compass Completion of Action Plan Minor and major behaviours recorded for incidents</p> <p>Disability Inclusion Successful DIP Student adjustments documented and implemented Tier 2 funding allocated to needs</p>			
<p><b>Activities</b></p>	<p><b>People responsible</b></p>	<p><b>Is this a PL priority</b></p>	<p><b>When</b></p>	<p><b>Activity cost and funding streams</b></p>

Audit and develop curriculum resources to reflect SWPBS	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00
Implement and display the SWPBS expected behaviour matrix and discourage inappropriate behaviours	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Liaise with regional SWPBS coach for targeted support	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00
Organise Wellbeing Walks and Talks to observe staff practice and collect data on student experiences of SWPBS	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00
Plan, schedule and deliver whole staff PL around DI, including adjustments, SSGs, IEPs, DIPs	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,000.00
Engage with relevant allied health professionals for student support	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Plan, schedule and run SSG meetings	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00



	<input checked="" type="checkbox"/> Wellbeing team			
Document and implement adjustments in planning documents	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Complete DIPs for identified students	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>KIS 3.b</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	Embed a whole-school approach to improving attendance			
<b>Actions</b>	• Embed the whole school approach to promoting student attendance			
<b>Outcomes</b>	<p>Leaders will: Support staff to follow the necessary steps on the attendance staged response plan Communicate attendance expectations to the school community Support individualised attendance plans for students with attendance below 75% Analyse attendance data trends weekly and report at SIT meetings</p> <p>Teachers will: Follow the necessary steps on the attendance staged response plan Identify and refer students requiring attendance support Maintain open and supportive communication with the families of all flagged students Include an attendance goal for flagged students when developing IEPs</p> <p>Students will:</p>			

	Contribute to the development of their attendance plan when flagged Verbalise the importance of school attendance and attending school every day			
<b>Success Indicators</b>	<p>Early indicators Compass chronicle entries reflecting the steps followed in the staged approach to attendance Student's IEPs including attendance goals</p> <p>Late indicators Attendance expectations communication Attendance data sets</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Promote attendance information on multiple platforms	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Flag students who have an attendance rate below 80%	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Track and monitor attendance data at PLC, Wellbeing and SIT meetings	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Liaise with families of students who have an attendance rate below 85%	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Establish an attendance plan for students who are below 75% or have 5 cumulative unexplained absent days per term	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Continue to provide professional learning for all staff around attendance.	<input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$44,726.14	\$44,726.14	\$0.00
Disability Inclusion Tier 2 Funding	\$128,102.20	\$128,102.20	\$0.00
Schools Mental Health Fund and Menu	\$30,753.25	\$30,753.25	\$0.00
<b>Total</b>	<b>\$203,581.59</b>	<b>\$203,581.59</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
<b>Totals</b>	<b>\$0.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		<b>\$0.00</b>	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
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<b>Totals</b>		\$0.00	
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### Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional funding planner – Total Budget

Activities and milestones	Budget
SWPBS Resources (positive rewards)	\$6,753.25
Classroom Small Group Support and Adjustments Educational Support in Literacy and Numeracy Room 9 (Piper and Abel)	\$35,000.00
Classroom Small Group Support and Adjustments Educational Support in Literacy and Numeracy Room 13 (Iszac, Oskar and Willow)	\$38,152.00
Classroom Small Group Support and Adjustments Educational Support in Literacy and Numeracy Room 12 (Lexi S, Lexi W-W, Ethan and Nikita)	\$17,430.00
Small Group Tutoring (extra tutoring funding)	\$41,000.00
Professional Development (Around DI adjustments)	\$3,726.14
SWPBS and Wellbeing Team Planning (48 days of CRT Coverage) -SWPBS Team Meetings -Wellbeing COP release days	\$24,000.00

Classroom Small Group Support and Adjustments Educational Support in Literacy and Numeracy Room 14 (Alex, Henry and Jackson)	\$12,816.00
Classroom Small Group Support and Adjustments Educational Support in Literacy and Numeracy Room 7 (Maximus and Finn)	\$56,130.00
<b>Totals</b>	\$235,007.39

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
SWPBS Resources (positive rewards)	from: Term 1 to: Term 4	\$0.00	
Classroom Small Group Support and Adjustments Educational Support in Literacy and Numeracy Room 9 (Piper and Abel)	from: Term 1 to: Term 4	\$0.00	
Classroom Small Group Support and Adjustments Educational Support in Literacy and Numeracy Room 13 (Iszac, Oskar and Willow)	from: Term 1 to: Term 4	\$0.00	
Classroom Small Group Support and Adjustments Educational Support in Literacy and Numeracy Room 12 (Lexi S, Lexi W-W, Ethan and Nikita)	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> School-based staffing
Small Group Tutoring (extra tutoring funding)	from: Term 1	\$41,000.00	<input checked="" type="checkbox"/> School-based staffing

	to: Term 4		
Professional Development (Around DI adjustments)	from: Term 1 to: Term 4	\$3,726.14	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
SWPBS and Wellbeing Team Planning (48 days of CRT Coverage) -SWPBS Team Meetings -Wellbeing COP release days	from: Term 1 to: Term 4	\$0.00	
Classroom Small Group Support and Adjustments Educational Support in Literacy and Numeracy Room 14 (Alex, Henry and Jackson)	from: Term 1 to: Term 4	\$0.00	
Classroom Small Group Support and Adjustments Educational Support in Literacy and Numeracy Room 7 (Maximus and Finn)	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$44,726.14	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
SWPBS Resources (positive rewards)	from: Term 1 to: Term 4	\$0.00	

Classroom Small Group Support and Adjustments Educational Support in Literacy and Numeracy Room 9 (Piper and Abel)	from: Term 1 to: Term 4	\$3,574.20	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  • Education support staff
Classroom Small Group Support and Adjustments Educational Support in Literacy and Numeracy Room 13 (Iszac, Oskar and Willow)	from: Term 1 to: Term 4	\$38,152.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  • Education support staff
Classroom Small Group Support and Adjustments Educational Support in Literacy and Numeracy Room 12 (Lexi S, Lexi W-W, Ethan and Nikita)	from: Term 1 to: Term 4	\$17,430.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  • Education support staff
Small Group Tutoring (extra tutoring funding)	from: Term 1 to: Term 4	\$0.00	
Professional Development (Around DI adjustments)	from: Term 1 to: Term 4	\$0.00	
SWPBS and Wellbeing Team Planning (48 days of CRT Coverage) -SWPBS Team Meetings -Wellbeing COP release days	from: Term 1 to: Term 4	\$0.00	
Classroom Small Group Support and Adjustments Educational Support in Literacy and Numeracy Room 14 (Alex, Henry and Jackson)	from: Term 1 to: Term 4	\$12,816.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  • Education support staff



Classroom Small Group Support and Adjustments Educational Support in Literacy and Numeracy Room 7 (Maximus and Finn)	from: Term 1 to: Term 4	\$56,130.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Education support staff</li> </ul>
<b>Totals</b>		\$128,102.20	

### Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
SWPBS Resources (positive rewards)	from: Term 1 to: Term 4	\$6,753.25	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free) <ul style="list-style-type: none"> <li><b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)</li> </ul> </li> </ul>
Classroom Small Group Support and Adjustments Educational Support in Literacy and Numeracy Room 9 (Piper and Abel)	from: Term 1 to: Term 4	\$0.00	
Classroom Small Group Support and Adjustments Educational Support in Literacy and Numeracy Room 13 (Iszac, Oskar and Willow)	from: Term 1 to: Term 4	\$0.00	
Classroom Small Group Support and Adjustments Educational Support in Literacy and Numeracy Room 12 (Lexi S, Lexi W-W, Ethan and Nikita)	from: Term 1 to: Term 4	\$0.00	

Small Group Tutoring (extra tutoring funding)	from: Term 1 to: Term 4	\$0.00	
Professional Development (Around DI adjustments)	from: Term 1 to: Term 4	\$0.00	
SWPBS and Wellbeing Team Planning (48 days of CRT Coverage) -SWPBS Team Meetings -Wellbeing COP release days	from: Term 1 to: Term 4	\$24,000.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)  <b>This activity will use Mental Health Menu staffing</b> ○ Employ CRT to release staff member
Classroom Small Group Support and Adjustments Educational Support in Literacy and Numeracy Room 14 (Alex, Henry and Jackson)	from: Term 1 to: Term 4	\$0.00	
Classroom Small Group Support and Adjustments Educational Support in Literacy and Numeracy Room 7 (Maximus and Finn)	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$30,753.25	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Provide professional learning using school documentation, in the staff handbook, relating to teaching and learning, including the instructional model, on the first staff development day to revise protocols with current staff and support induction of new staff.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 1	<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
Revise Macro Planning documents for clearer alignment to the components of the IM.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop Professional Learning around the Literacy Toolkit.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 2	<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"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Devise and implement a model of coaching, mentoring and peer observation to	<input checked="" type="checkbox"/> PLC leaders	from: Term 1	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

support teachers' individual PDP goals.	<input checked="" type="checkbox"/> School improvement team	to: Term 4	<input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Demonstration lessons			
Develop Professional Learning around the Mathematics Toolkit.	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Maths/Sci specialist	<input checked="" type="checkbox"/> On-site
SIT develop whole school Professional Learning Plan at the beginning of each term and readjust according to need.	<input checked="" type="checkbox"/> School improvement 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"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide professional development to support embedding PLC processes and meeting protocols	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Plan, schedule and deliver whole staff PL around DI, including adjustments, SSGs, IEPs, DIPs	<input checked="" type="checkbox"/> Leading teacher(s) <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"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> School improvement team			<input checked="" type="checkbox"/> Network professional learning		
Continue to provide professional learning for all staff around attendance.	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site