

# 2024 Annual Implementation Plan

## for improving student outcomes

Laurimar Primary School (5497)



Submitted for review by Jason McBean (School Principal) on 13 February, 2024 at 05:27 PM  
Endorsed by Losh Pillay (Senior Education Improvement Leader) on 13 March, 2024 at 11:33 AM  
Endorsed by Nikoo Chamani (School Council President) on 30 April, 2024 at 12:44 PM

# Self-evaluation summary - 2024

Laurimar Primary School (5497)

	FISO 2.0 Dimensions	Self-evaluation level	Evidence and analysis
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		
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		

<b>Assessment</b>	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		
<b>Engagement</b>	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		
<b>Support and resources</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Excelling	Laurimar Primary School continues to deploy human and physical resources to support the learning needs of ALL students. We continue to identify students who require funding to support them in the classroom and triage education support staff across all learning areas to support our teachers.
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students		

<b>Assessment</b>			

<b>Leadership</b>			

<b>Engagement</b>			

Support			

<b>Future planning</b>	<ul style="list-style-type: none"> <li>- Shortening of annual cycles - DATAWISE</li> <li>- Numeracy across Prep -6 and relevant ongoing professional learning to increase capacity, knowledge and understanding to be our major learning goal focus for 2024</li> <li>- Numbers and algebra unit align with 2.0</li> <li>- Revisit feedback professional learning from 2021 at Melbourne Uni</li> <li>- Revisit Learning intention and successful criteria and the depth in which explored during start-up period</li> <li>- Survey students about perceptions of mathematics surveys this will be delivered in Feb and Oct. Data will be vital for future planning across all Professional Learning Teams</li> <li>- Set boundaries on the use of online assessment in particular Essential Assessment</li> <li>- Professional Learning schedule</li> <li>- Student voice and agency an area for improvement and opportunity across the school particularly in the area of curriculum design and development</li> <li>- IEPs - further work to be completed to accommodate the changes in the Disability Inclusion model led by the DI Assistant Principal and relevant team members</li> <li>- Planning and Preparation for School Review in 2024 and undertaking the Pre-Review Self Evaluation which celebrates the past 4 years of work and achievement</li> <li>- Begin School Wide positive Behaviors as a whole school framework as a continuation and extension of respectful relationships. PSWB is the umbrella social and emotion learning.</li> </ul>
<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>	Yes	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.  12 Month targets for 2024( as evidence through results from our Data Wise Improvement Cycles) Please see below for 12 month growth in Numeracy through each year level and wellbeing for year 4-6.
Empower students as engaged and independent learners	Yes	<p>By 2024, increase the percentage of students:</p> <ul style="list-style-type: none"> <li>• student voice and agency from 76% (2019) to 81% (2024)</li> <li>• motivation and interest from 85% (2019) to 90% (2024)</li> <li>• sense of connectedness from 84% (2019) to 89% (2024)</li> </ul>	12 month targets for - Increase student voice and agency from 85% Positive/Neutral to 87% Positive Neutral- increase motivation and interest from 92% Positive/Neutral to 94% Positive/Neutral- sense of connectedness from 92% Positive/Neutral to 94% Positive/Neutral
		<p>By 2024 increase the percentage endorsement Parent Opinion Survey:</p> <ul style="list-style-type: none"> <li>• student voice and agency from 82%(2019) to 87% (2024)</li> <li>• stimulating learning from 83% in (2019) to 88% (2024)</li> <li>• student motivation and support from 80% (2019) to 84% (2024)</li> </ul>	Parent Opinion survey in 2024;- student voice and agency from 90% Positive/Neutral to 92% Positive/Neutral - stimulating learning from 96% Positive/Neutral to 97% Positive/Neutral - student motivation and support from 100% Positive/Neutral to 100% Positive/Neutral
		<p>By 2024, increase the percentage positive response in School Staff Survey factors:</p>	In 2024;- collective efficacy from 78% Positive to 80% positive- academic emphasis from 56% Positive to 62% Positive- student

		<ul style="list-style-type: none"> <li>• Collective efficacy from 71% (2019) to XX% (2024) (to be finalised)</li> <li>• Academic emphasis from 62% (2029) to XX% (2024) (to be finalised)</li> <li>• Use student feedback to improve practice from 72% (2029) to XX% (2024) (Teaching and learning module –evaluation) (to be finalised)</li> </ul>	feedback to improve practice from 65% to 72%
Improve literacy growth for all students	Yes	<p>By 2024, increase the percentage of students achieving above NAPLAN benchmark growth in:</p> <ul style="list-style-type: none"> <li>• Reading from 11% (2019) to 15% (2024)</li> <li>• Writing from 16% (2019) to 21% (2024)</li> </ul> <p>and reduce the percentage of students in achieving below NAPLAN benchmark growth in:</p> <ul style="list-style-type: none"> <li>• Reading from 45% in (2019) to 37% (2024)</li> <li>• Writing from 36% in (2019) to 30% in (2024)</li> </ul>	In 2024;- High growth in reading from 22% to 24%- High growth in Writing from 12% to 14%- Low growth in Reading from 27% to 25%- Low growth in Writing from 22% to 20%
		<p>By 2024, increase the percentage of students achieving:</p> <ul style="list-style-type: none"> <li>• at expected growth over 12 months each year in reading and viewing from in the Victorian Curriculum (teacher judgements) from 73% (2019) to XX%(2024) (to be finalised)</li> <li>• and above expected growth over 12 months each year in writing in the Victorian Curriculum (teacher judgements) from 7% (2019) to XX% (2024) (to be finalised)</li> </ul>	In 2024;- Increase percentage of students achieving at expected growth over 12 months in Reading and Viewing from 64% to 66% - Increase percentage of students achieving above expected growth over 12 months in Writing from 6% to 9%
		<p>By 2024, increase the percentage of students achieving in the top 2 bands of NAPLAN in:</p> <ul style="list-style-type: none"> <li>• Reading <ul style="list-style-type: none"> <li>○ Year 3: from 54% (2019) to XX% (2024) (to be finalised)</li> <li>○ Year 5: from 31% (2019) to XX% (2024) (to be finalised)</li> </ul> </li> </ul>	In 2024;- Year 3 students achieving in top 2 bands in Reading from 68% to 70%- Year 5 students achieving in top 2 bands in Reading from 82% to 84%- Year 3 students achieving in top 2 bands in Writing from 82% to 84%- Year 5 students achieving in top 2 bands in Writing from 78% to 80%

		<ul style="list-style-type: none"> <li>• Writing <ul style="list-style-type: none"> <li>○ Year 3: from 54% (2019) to XX% (2024) (to be finalised)</li> <li>○ Year 5: from 15% (2019) to XX% (2024) (to be finalised)</li> </ul> </li> </ul>	
Improve student outcomes in numeracy	No	<p>By 2024, increase the percentage of students achieving:</p> <ul style="list-style-type: none"> <li>• at expected growth over 12 months each year in number and algebra in the Victorian Curriculum (teacher judgements) from 65% (2019) to XX% (2024) (to be finalised)</li> <li>• and above expected growth over 12 months each year in number and algebra in the Victorian Curriculum (teacher judgements) from 8.5% (2019) to XX% (2024) (to be finalised)</li> </ul>	
		<p>By 2024, increase the percentage of student achieving above NAPLAN benchmark growth in numeracy ( ) from 13% (2019) to 20% (2024)</p> <ul style="list-style-type: none"> <li>• Decrease the percentage of students achieving below benchmark growth from 28% (2019) to XX% (2024) (to be finalised)</li> </ul>	
		<p>By 2024, increase the percentage of students achieving in the top 2 bands in numeracy (NAPLAN) :</p> <ul style="list-style-type: none"> <li>• Year 3 from 45% (2019) to XX (2024) (to be finalised)</li> <li>• Year 5 from 27% (2019) to XX (2024) (to be finalised)</li> </ul>	
		<p>By 2024, increase the percentage positive responses in School Staff Survey Leadership for factors:</p> <ul style="list-style-type: none"> <li>• Instructional leadership from 75% (2019) to XX% (2024) (to be finalised)</li> </ul>	



		<ul style="list-style-type: none"> <li>• Leaders support for change from 75% (2019) to XX% (2024) (to be finalised)</li> <li>• Leading change from 68% (2019) to XX% (2024) (to be finalised)</li> </ul>	
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<b>Goal 1</b>	<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.	
<b>12-month target 1.1-month target</b>	12 Month targets for 2024( as evidence through results from our Data Wise Improvement Cycles) Please see below for 12 month growth in Numeracy through each year level and wellbeing for year 4-6.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b>	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</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.	
<b>Goal 2</b>	<b>Empower students as engaged and independent learners</b>	
<b>12-month target 2.1-month target</b>	12 month targets for - Increase student voice and agency from 85% Positive/Neutral to 87% Positive Neutral	

	- increase motivation and interest from 92% Positive/Neutral to 94% Positive/Neutral - sense of connectedness from 92% Positive/Neutral to 94% Positive/Neutral	
<b>12-month target 2.2-month target</b>	Parent Opinion survey in 2024; - student voice and agency from 90% Positive/Neutral to 92% Positive/Neutral - stimulating learning from 96% Positive/Neutral to 97% Positive/Neutral - student motivation and support from 100% Positive/Neutral to 100% Positive/Neutral	
<b>12-month target 2.3-month target</b>	In 2024; - collective efficacy from 78% Positive to 80% positive - academic emphasis from 56% Positive to 62% Positive - student feedback to improve practice from 65% to 72%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Positive climate for learning	Build a collective and consistent understanding of student voice and agency	Yes
<b>KIS 2.b</b> Positive climate for learning	Implement strategies to support students to be reflective, questioning and self-monitoring learners	No
<b>KIS 2.c</b> Positive climate for learning	Develop student capability to set goals and monitor own learning progress	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.	<p>As Laurimar Primary School continues to battle the flow on affects on the mental health and wellbeing of our students, it is critical that we prioritise and deploy relevant resources and effective strategies to support them in this space. Our 2023 NCCD has identified over 400 students or approximately 40% of our students requiring adjustments in addition to the standard classroom program.</p> <p>We continue to deploy the resources both human and physical that our Inclusive STRIVE program provides that benefit the needs of approximately 300 students. In 2024 this program has been broken into smaller focus groups to meet specific needs;</p> <ul style="list-style-type: none"> <li>-SOAR( Student Opportunities for Academic Resilience) Focus is synthetic phonics to build foundational literacy skills, catering for students with significant learning difficulties.</li> <li>-STAR Program( Student Tutoring Achievement In Reading) Focus is using a synthetic phonics approach to support students in literacy to develop foundational literacy skills.</li> <li>-LEAP( Language Engagement and Achievement Program) Focus is oral language to develop students semantics, grammar</li> </ul>	

	<p>and pragmatic skills</p> <ul style="list-style-type: none"> <li>- SPARK ( Social and Personal Awareness for Resilience and Kindness) Focus is emotional intelligence, interpersonal relationships and responsible decision making</li> <li>- AIM ( Achievement in Mathematics) Focus is to develop foundational skills in numeration including place value and counting.</li> <li>- employment of school speech pathologist, occupational therapist/social worker and special education teacher( share arrangement with CONCORD School)</li> <li>- employment of 26 Education Support Officers that work in each double classroom</li> <li>- employment of a learning specialist to extend identified students in numeracy and literacy and has a focus on high ability groups, Tournament of the Minds and Student Excellence Program</li> <li>- continue to support students identified by the Department of Education through the High Achievers Program</li> <li>- Indigenous Program through the employment of an Indigenous teacher and artist to embed culture, understanding and a strong level of engagement , connection and motivation in learning</li> <li>- Continue to refine and build student leadership profile at LPS by identifying opportunities for young leaders to; run assemblies, co-lead Anzac Day and Remembrance Day Services, Build leadership capacity at National Young Leaders Day, encourage student leaders to build upon and expand our clubs program, ensure class meetings occur on a regular basis in every classroom, have all student goals more visible, present at Staff Briefings and School Council Meetings.</li> <li>- Continue to provide extra student leadership opportunities in the form of Junior Rangers, JSC, Ride and Ramble, Walk and Talk, Extra- Curricular Activities</li> <li>- In 2024, LPS will become a School Wide Positive Behaviour School( SWPBS) with planned professional learning and teaching sessions throughout the year</li> </ul>
<b>Goal 3</b>	<b>Improve literacy growth for all students</b>
<b>12-month target 3.1-month target</b>	<p>In 2024;</p> <ul style="list-style-type: none"> <li>- High growth in reading from 22% to 24%</li> <li>- High growth in Writing from 12% to 14%</li> <li>- Low growth in Reading from 27% to 25%</li> <li>- Low growth in Writing from 22% to 20%</li> </ul>
<b>12-month target 3.2-month target</b>	<p>In 2024;</p> <ul style="list-style-type: none"> <li>- Increase percentage of students achieving at expected growth over 12 months in Reading and Viewing from 64% to 66%</li> <li>- Increase percentage of students achieving above expected growth over 12 months in Writing from 6% to 9%</li> </ul>
<b>12-month target 3.3-month target</b>	<p>In 2024;</p> <ul style="list-style-type: none"> <li>- Year 3 students achieving in top 2 bands in Reading from 68% to 70%</li> <li>- Year 5 students achieving in top 2 bands in Reading from 82% to 84%</li> </ul>

	<ul style="list-style-type: none"> <li>- Year 3 students achieving in top 2 bands in Writing from 82% to 84%</li> <li>- Year 5 students achieving in top 2 bands in Writing from 78% to 80%</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Excellence in teaching and learning	Further refine and embed the whole-school instructional model for writing and reading	No
<b>KIS 3.b</b> Excellence in teaching and learning	Further develop teachers' curriculum knowledge and skill in delivering the literacy curriculum as a continuum of learning	Yes
<b>KIS 3.c</b> Excellence in teaching and learning	Build teacher capability to utilise data and differentiate teaching to enable challenge and progress for every student	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.	<p>While Laurimar Primary School has shown pleasing results in Literacy in a number of areas, our 2023 Naplan data shows we have between 14% and 38% of students achieving in the needs additional support and developing categories across the four assessed areas of literacy. In particular in Year 3, our reading achievement in the Strong and Exceeding categories is 7% below that of Similar schools and 2% below that of the State. Year 3 results also show, 27% of students are in the needs additional support and developing categories in Reading and in Year 5, 18% of students fall into this category. Further to this in Year 3 our Writing achievement is also 3% below that of Similar schools and we have 14% of Year 3 students and 22% of Year 5 students in the needs additional support and developing categories.</p> <p>Our Student Growth Teacher Judgement data in Reading and Writing supports this with an average of 20% of students from Year One to Six making below expected growth in Reading and an average of 21% in Writing.</p> <p>Our work in addressing these results will continue from 2022 and 2023 with a focus remaining on Prep to Year Two with embedding Little Learners Love Literacy but this will now be extended to develop a more structured literacy approach in later Year Two to Year Six.</p>	

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	<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.
<b>12-month target 1.1 target</b>	12 Month targets for 2024( as evidence through results from our Data Wise Improvement Cycles) Please see below for 12 month growth in Numeracy through each year level and wellbeing for year 4-6.
<b>KIS 1.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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Build staff capacity and confidence in Mathematics 2.0 with a focus on Numeracy Proficiencies</li> </ul>
<b>Outcomes</b>	<p>Leaders</p> <ul style="list-style-type: none"> <li>-Will coach and support staff on Mathematics 2.0</li> <li>-Will continue to develop their own ongoing capacity to build their knowledge and learning of the Mathematics Proficiencies</li> </ul> <p>Teachers</p> <ul style="list-style-type: none"> <li>-Will Demonstrate greater understanding of Mathematics 2.0</li> <li>-Teachers will have increased confidence in planning and delivery of the mathematics curriculum</li> </ul> <p>Students</p> <ul style="list-style-type: none"> <li>-Will demonstrate greater confidence in applying the proficiencies in their learning</li> </ul>

	-Will use more adept at using accurate language to explain their reasoning and understanding of their mathematics			
<b>Success Indicators</b>	<p>Early Indicators:</p> <ol style="list-style-type: none"> <li>1) Weekly Mathematics Planners</li> <li>2) Mathematics Planners reflecting Mathematics Proficiencies</li> <li>3) Peer observations from learning walks</li> <li>4) Completed Mathematics Unit Planners</li> </ol> <p>Late Indicators:</p> <ol style="list-style-type: none"> <li>1) Data Sources: Essential Assessments, PAT Mathematics, NAPLAN and Teacher Judgement data will show growth and improvement in students Numeracy data</li> <li>2) Student perceptions and dispositions in Mathematics Survey will show a positive increase</li> <li>3) Completed Mathematics Unit Planners</li> <li>4) Staff Mathematics Survey results</li> </ol>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Attend Mathematics 2.0 Professional Learning with Michael Ymer in February, 2024 to build knowledge and understanding of Mathematics 2.0 and knowledge of mathematics pedagogy.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00  <input checked="" type="checkbox"/> Other funding will be used
LPS Professional Learning as evidenced by Term PL Meeting Schedules	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Maths Theatrical Show linking maths in the world around us years 1 to 6.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Homegroup teachers	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00

<p><b>KIS 1.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</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
<p><b>Actions</b></p>	<p>- Implement the School Wide Positive Behavior Model (SWPB) initiative across Prep-6</p>
<p><b>Outcomes</b></p>	<p>Leaders</p> <ul style="list-style-type: none"> <li>- Will use School Wide Positive Behaviour (SWPB) language across the school</li> <li>- Will plan, implement and monitor (SWPB) whole school professional learning</li> <li>- Will track Tier 3 behaviours</li> </ul> <p>Teachers</p> <ul style="list-style-type: none"> <li>-Will use consistent practices and language in every classroom</li> <li>-Will plan, explicitly model and teach a weekly value at the start of every week</li> </ul> <p>Students</p> <ul style="list-style-type: none"> <li>- Will regulate and monitor their behaviour in and out of the classroom</li> <li>- Students will use the SWPBS language</li> <li>- Students will clearly articulate school wide positive behaviours</li> </ul> <p>Community</p> <ul style="list-style-type: none"> <li>- Parent community develop a sound understanding of SWPB</li> <li>- Will see clear evidence of SWPB and the language in newsletters and in our weekly assemblies</li> </ul>
<p><b>Success Indicators</b></p>	<p>Early Indicators</p> <ol style="list-style-type: none"> <li>1) SWPBS scope and sequence</li> <li>2) Weekly SWPBS Prep to 6 lesson plans</li> <li>3) Peer observations and learning</li> <li>4) Feedback from staff and students</li> </ol> <p>Late Indicators</p>

	1) Tier 3 Behaviour data			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
- School Wide Positive Behaviour Whole Staff Professional Learning (External Presenter) along with Assistant Principal( Wellbeing) and SEL leader	<input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
School Wide Positive Behaviour school level professional learning. (Internal Presenters)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 2	Empower students as engaged and independent learners			
12-month target 2.1 target	12 month targets for - Increase student voice and agency from 85% Positive/Neutral to 87% Positive Neutral - increase motivation and interest from 92% Positive/Neutral to 94% Positive/Neutral - sense of connectedness from 92% Positive/Neutral to 94% Positive/Neutral			
12-month target 2.2 target	Parent Opinion survey in 2024; - student voice and agency from 90% Positive/Neutral to 92% Positive/Neutral - stimulating learning from 96% Positive/Neutral to 97% Positive/Neutral - student motivation and support from 100% Positive/Neutral to 100% Positive/Neutral			
12-month target 2.3 target	In 2024; - collective efficacy from 78% Positive to 80% positive			



	<ul style="list-style-type: none"> <li>- academic emphasis from 56% Positive to 62% Positive</li> <li>- student feedback to improve practice from 65% to 72%</li> </ul>
<b>KIS 2.a</b> Intellectual engagement and self-awareness	Build a collective and consistent understanding of student voice and agency
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Strengthen student voice in their goal setting</li> </ul>
<b>Outcomes</b>	<p>Leaders;</p> <ul style="list-style-type: none"> <li>- Will develop and model exemplar examples of students goals</li> <li>- Will coach and support staff to develop teacher capacity to support students in their goal setting</li> </ul> <p>Teachers</p> <ul style="list-style-type: none"> <li>- Will model an exemplar learning goal for their students</li> <li>- Will support students to build confidence and belief in their goal setting</li> <li>- Will have increased knowledge and understanding of the goal setting process</li> </ul> <p>Students</p> <ul style="list-style-type: none"> <li>- Will be able to clearly articulate their learning goal</li> <li>- Will be able to reflect on their learning goal and identify the steps to achieve it</li> <li>- Will be able to discuss the next steps in their learning</li> </ul> <p>Community</p> <ul style="list-style-type: none"> <li>- Parents will understand their child's learning goal and support this goal achievement at home</li> </ul>
<b>Success Indicators</b>	<p>Early Indicators</p> <ol style="list-style-type: none"> <li>1) Student goals</li> <li>2) Peer observations / learning walks</li> <li>3) Student feedback</li> </ol> <p>Late Indicators</p> <ol style="list-style-type: none"> <li>1) Student Achievement data</li> <li>2) Students perception surveys for both staff and students</li> </ol>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
- Provide further Staff Professional Development on the new IEP template completion.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Other funding will be used
Professional Learning focused on student voice in goal setting.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>Goal 3</b>	Improve literacy growth for all students			
<b>12-month target 3.1 target</b>	In 2024; - High growth in reading from 22% to 24% - High growth in Writing from 12% to 14% - Low growth in Reading from 27% to 25% - Low growth in Writing from 22% to 20%			
<b>12-month target 3.2 target</b>	In 2024; - Increase percentage of students achieving at expected growth over 12 months in Reading and Viewing from 64% to 66% - Increase percentage of students achieving above expected growth over 12 months in Writing from 6% to 9%			
<b>12-month target 3.3 target</b>	In 2024; - Year 3 students achieving in top 2 bands in Reading from 68% to 70% - Year 5 students achieving in top 2 bands in Reading from 82% to 84% - Year 3 students achieving in top 2 bands in Writing from 82% to 84% - Year 5 students achieving in top 2 bands in Writing from 78% to 80%			
<b>KIS 3.b</b>	Further develop teachers' curriculum knowledge and skill in delivering the literacy curriculum as a continuum of learning			

Curriculum planning and assessment	
<b>Actions</b>	Improve student's fluency skills in reading ( Grade 2-6)
<b>Outcomes</b>	<p>Leaders</p> <ul style="list-style-type: none"> <li>- Will provide professional learning in reading fluency</li> <li>- Will engage in professional reading to develop their reading fluency understanding</li> <li>- Will support teachers to plan targeted fluency lessons for years 2-6</li> </ul> <p>Teachers</p> <ul style="list-style-type: none"> <li>- Will explicitly teach fluency skills</li> <li>- Will monitor student learning progress</li> <li>- Will develop appropriate interventions as required</li> </ul> <p>Students</p> <ul style="list-style-type: none"> <li>- Will understand what fluency is and why it is important</li> <li>- Will be able to implement fluency strategies when reading</li> <li>- Will be able to identify the next steps in their learning through goal setting</li> <li>- Will read more fluently</li> </ul> <p>School Community</p> <ul style="list-style-type: none"> <li>- Will know what fluency is</li> <li>- Will support their child to develop fluency through the home reading program</li> </ul>
<b>Success Indicators</b>	<p>Early Indicators</p> <ul style="list-style-type: none"> <li>- Reading observations</li> <li>- Staff and student feedback</li> <li>- Lesson plans on fluency</li> </ul> <p>Late Indicators</p> <ul style="list-style-type: none"> <li>- Formal assessment data from DIBELS/ LLARS tests</li> <li>- Individual student Reading Conference data</li> </ul>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<ul style="list-style-type: none"> <li>Provide fluency professional learning to ALL staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	from: Term 1 to: Term 4	\$0.00
<ul style="list-style-type: none"> <li>PLT will plan their explicit reading fluency lessons</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	from: Term 1 to: Term 4	\$0.00
<ul style="list-style-type: none"> <li>Planning templates adapted to include fluency section of the reading planner</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	from: Term 1 to: Term 1	\$0.00
<ul style="list-style-type: none"> <li>Coaches will support teachers to develop and implement fluency strategies and lessons</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	from: Term 1 to: Term 4	\$0.00
<ul style="list-style-type: none"> <li>Teachers moderate students achievement in fluency</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	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	\$107,788.60	\$5,000.00	\$102,788.60
Disability Inclusion Tier 2 Funding	\$433,256.27	\$0.00	\$433,256.27
Schools Mental Health Fund and Menu	\$103,822.97	\$103,822.97	\$0.00
<b>Total</b>	<b>\$644,867.84</b>	<b>\$108,822.97</b>	<b>\$536,044.87</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
- School Wide Positive Behaviour Whole Staff Professional Learning (External Presenter) along with Assistant Principal( Wellbeing) and SEL leader	\$5,000.00
<b>Totals</b>	<b>\$5,000.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
- School Wide Positive Behaviour Whole Staff Professional Learning (External Presenter) along with Assistant Principal( Wellbeing) and SEL leader	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services

<b>Totals</b>		\$5,000.00	
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### Activities and milestones - Disability Inclusion Funding

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

### Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
- School Wide Positive Behaviour Whole Staff Professional Learning (External Presenter) along with Assistant Principal( Wellbeing) and SEL leader	from: Term 1 to: Term 4	\$103,822.97	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)
<b>Totals</b>		\$103,822.97	

### Additional funding planner – Total Budget

Activities and milestones	Budget
<b>Totals</b>	\$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
Attend Mathematics 2.0 Professional Learning with Michael Ymer in February, 2024 to build knowledge and understanding of Mathematics 2.0 and knowledge of mathematics pedagogy.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> VCAA curriculum specialist <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Maths/Sci specialist	<input checked="" type="checkbox"/> Off-site Michael Ymer Professional Learning held at a University of Melbourne venue in the city.
LPS Professional Learning as evidenced by Term PL Meeting Schedules	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Maths Theatrical Show linking maths in the world around us years 1 to 6.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Homegroup teachers	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> External consultants The Mathematical Theatrical Show	<input checked="" type="checkbox"/> On-site
- School Wide Positive Behaviour Whole Staff Professional Learning (External Presenter) along	<input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Departmental resources SWPB team	<input checked="" type="checkbox"/> On-site



with Assistant Principal( Wellbeing) and SEL leader						
School Wide Positive Behaviour school level professional learning. (Internal Presenters)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
- Provide further Staff Professional Development on the new IEP template completion.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional Learning focused on student voice in goal setting.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
• Provide fluency professional learning to ALL staff	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
• PLT will plan their explicit reading fluency lessons	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

<ul style="list-style-type: none"> <li>• Planning templates adapted to include fluency section of the reading planner</li> </ul>	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> <li>• Coaches will support teachers to develop and implement fluency strategies and lessons</li> </ul>	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Demonstration lessons	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> <li>• Teachers moderate students achievement in fluency</li> </ul>	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site