

# 2023 Annual Implementation Plan

## for improving student outcomes

Lyndhurst Primary School (5521)



Submitted for review by Jamie Mayhew-sharp (School Principal) on 10 February, 2023 at 01:09 PM  
Endorsed by Victoria Golding (Senior Education Improvement Leader) on 30 March, 2023 at 10:56 AM  
Awaiting endorsement by School Council President

## Self-evaluation summary - 2023

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
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.	Evolving
	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	Embedding
	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>	Teaching and Learning-->The high abilities Network masterclass was a success to target and inspire our high abilities students who missed out on opportunities for extension during remote learning. The Grade 2- 4 high abilities program allowed teachers to learn to identify high ability students and encourage them to be inspired and challenged to increase their levels of engagement. In 2023, we aim to expand the number of students identified as 'high abilities' through using the high abilities identification tools as well as creating time for the High Abilities teacher to coach PLTs through with stronger links to the WLA project based inquiry learning. There has been a renewed focus in the explicit teaching of writing using the 6+1 traits as a tool to skill up teachers in best writing practice. Through our increased focus on using writing as formative
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	<p>assessment, we have noticed a dip in teacher judgment scores. We anticipate that this will increase as teachers become more confident with their understanding of teaching the English curriculum.</p> <p>Assessment--&gt; There has been a focus of the differences in the purpose of diagnostic and formative assessment practices. Whole school spreadsheets have been introduced to summarise and track student growth. We have noticed inconsistencies with how PLTs have used this formative assessment. In 2023, there will be more professional learning related to using formative assessment as part of ongoing PLT data discussions. Greater awareness of cohort data is needed.</p> <p>Leadership--&gt; The leadership team has engaged with Tracey Ezard to work on strengthening their leadership and the way they lead in the school. The team will continue to engage in professional readings to inform practice and engage in coaching sessions.</p> <p>Engagement--&gt;both AIP goals around differentiated learning challenged were met in the previous AIP. Our next piece of work is around students being able to set goals and feel they have more voice in learning.</p>
<p><b>Considerations for 2023</b></p>	<p>Sustain focus in writing  Co creating student goals through the lens of writing.  Continue to build middle leadership through PLT and curriculum leader development.  Revisiting whole school vision and narrative  Absentee data- refine processes and incentives for attendance.  Increased focus on tracking students wellbeing and academic adaptations through updated ILP processes.</p>
<p><b>Documents that support this plan</b></p>	

## 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>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To continue to increase the amount of students performing in the top two bands in Writing as well as increase the amount of students performing in the top two bands in Numeracy.</p>
To target and accelerate student learning growth.	Yes	<p>NAPLAN Numeracy</p> <ul style="list-style-type: none"> <li>• Increase levels of above benchmark growth from 24% (2021) to 26% (2025)</li> <li>• Increase the percentage of students in the top 2 bands Year 3 from 39% (2021) to 41% (2025)</li> <li>• Increase the percentage of students in the top 2 bands Year 5 from 25% (2021) to 30% (2025).</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• Increase levels of above benchmark growth from 21% (2021) to 28% (2025))</li> <li>• Increase the percentage of students in the top 2 bands Year 3 from 56% (2021) to 58% (2025)</li> <li>• Increase the percentage of students in the top 2 bands Year 5 from 30% (2021) to 38% (2025).</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Increase levels of above benchmark growth from 10% (2021) to 21% (2025)</li> </ul>	<p>NAPLAN Writing: Increase levels of above benchmark growth from 10% (2021) to 15% (2023) Increase the percentage of students in the top 2 bands Year 3 from 49% (2021) to 51% (2023) Increase the percentage of students in the top 2 bands Year 5 from 7% (2021) to 13% (2023). NAPLAN Numeracy Increase the percentage of students in the top 2 bands Year 3 from 39% (2021) to 40% (2023) Increase the percentage of students in the top 2 bands Year 5 from 25% (2021) to 26% (2025).</p>

		<ul style="list-style-type: none"> <li>• Increase the percentage of students in the top 2 bands Year 3 from 49% (2021) to 55% (2025)</li> <li>• Increase the percentage of students in the top 2 bands Year 5 from 7% (2021) to 20% (2025).</li> </ul>	
		<p><b>TEACHER JUDGEMENT</b> Increase the percentage of students above age expected levels:</p> <ul style="list-style-type: none"> <li>• Reading from 40% (2021) to 42% (2025)</li> <li>• Writing from 24% (2021) to 28% (2025)</li> <li>• Statistics and probability from 20% (2020) to 25% (2025)</li> <li>• Measurement and geometry levels from 24% (2020) to 28% (2025).</li> </ul>	Writing teacher judgment from 24% (2021) to 26% (2023)
		<p><b>AtoSS</b> Increase the percentage of positive endorsement for the factor:</p> <ul style="list-style-type: none"> <li>• differentiated learning challenge from 86% (2021) to 88% (2025)</li> <li>• effective teaching time from 85% (2021) to 87% (2025).</li> </ul>	To maintain differentiated learning challenge from 87% (2022) to 87% (2023).To maintain effective teaching time 85% (2022) to 85% (2023).
		<p><b>School Staff Survey</b> Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• monitor effectiveness using data from 83% (2021) to 85% (2025)</li> <li>• use student feedback to improve practice from 70% (2021) to 75% (2025)</li> <li>• understand how to analyse data from 60% (2021) to 70% (2025).</li> </ul>	To increase the ability of teachers to monitor effectiveness using data from 81% (2022) to 83% (2022).To maintain use student feedback to improve practice from 74% (2022).To maintain how to understand and analyse data at 70%.
Empower students to be engaged, connected and motivated learners.	Yes	<p><b>AtoSS</b> Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• stimulating learning from 84% (2021) to 86% (2025)</li> <li>• student voice and agency from 69% (2021) to 72% (2025)</li> <li>• self-regulation and goalsetting from 88% (2021) to 90% (2025).</li> </ul>	Increase the percentage of positive endorsement for the factors:stimulating learning from 84% (2021) to 85% (2023)student voice and agency from 69% (2021) to 70% (2023)self-regulation and goalsetting from 88% (2021) to 89% (2023).

		<p>School Staff Survey</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• believe student engagement is key from 83% (2021) to 90% (2025)</li> <li>• promote student ownership of learning from 87% (2021) to 89% (2025)</li> <li>• focus learning on real life problems from 80% (2021) to 82% (2025).</li> </ul>	<p>Increase the percentage of positive endorsement for the factors:believe student engagement is key from 83% (2021) to 85% (2023)promote student ownership of learning from 87% (2021) to 89% (2023)focus learning on real life problems from 80% (2021) to 82% (2023).</p>
		<p>Parent Opinion Survey</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• student voice and agency from 85% (2020) to 87% (2025)</li> <li>• student motivation and support from 74% (2020) to 80% (2025).</li> </ul>	<p>Increase the percentage of positive endorsement for the factors:student voice and agency from 85% (2020) to 86% (2023)student motivation and support from 74% (2020) to 76% (2023).</p>
<p>Improve the resilience and social capabilities of each student.</p>	<p>No</p>	<p>AtoSS</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• sense of connectedness from 83% (2021) to 86% (2025)</li> <li>• teacher concern from 77% (2021) to 81% (2025)</li> <li>• life satisfaction from 61% (2021) to 68% (2025)</li> <li>• emotional awareness and regulation from 62% (2021) to 70% (2025)</li> <li>• manage bullying from 77% (2021) to 81% (2025).</li> </ul>	
		<p>School Staff Survey</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• parent and community involvement from 68% (2021) to 74% (2025)</li> <li>• trust in students and parents from 68% (2021) to 72% (2025).</li> </ul>	
		<p>Parent Opinion Survey</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• student connectedness from 89% (2020) to 91% (2025)</li> <li>• confidence and resiliency skills from 86% (2020) to 88% (2025)</li> </ul>	

		<ul style="list-style-type: none"> <li>teacher communication from 77% (2020) to 79% (2025).</li> </ul>	
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<b>Goal 1</b>	<b>2023 Priorities Goal</b> <b>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</b>	
<b>12-month target 1.1-month target</b>	To continue to increase the amount of students performing in the top two bands in Writing as well as increase the amount of students performing in the top two bands in Numeracy.	
<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 2023.	
<b>Goal 2</b>	<b>To target and accelerate student learning growth.</b>	
<b>12-month target 2.1-month target</b>	NAPLAN Writing: Increase levels of above benchmark growth from 10% (2021) to 15% (2023) Increase the percentage of students in the top 2 bands Year 3 from 49% (2021) to 51% (2023) Increase the percentage of students in the top 2 bands Year 5 from 7% (2021) to 13% (2023).	



	NAPLAN Numeracy  Increase the percentage of students in the top 2 bands Year 3 from 39% (2021) to 40% (2023) Increase the percentage of students in the top 2 bands Year 5 from 25% (2021) to 26% (2025).	
<b>12-month target 2.2-month target</b>	Writing teacher judgment from 24% (2021) to 26% (2023)	
<b>12-month target 2.3-month target</b>	To maintain differentiated learning challenge from 87% (2022) to 87% (2023). To maintain effective teaching time 85% (2022) to 85% (2023).	
<b>12-month target 2.4-month target</b>	To increase the ability of teachers to monitor effectiveness using data from 81% (2022) to 83% (2022). To maintain use student feedback to improve practice from 74% (2022). To maintain how to understand and analyse data at 70%.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Excellence in teaching and learning	Build capability of staff to capture, analyse and utilise evidence to evaluate the impact of instructional strategies for differentiated student learning	Yes
<b>KIS 2.b</b> Excellence in teaching and learning	Embed a whole-school approach to the delivery of differentiated learning.	Yes
<b>KIS 2.c</b> Professional leadership	Build capabilities of middle leaders to support high impact practice.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	In 2023 we aim to consolidate teacher learning in how to differentiate student learning in the areas of writing focusing on the students ability to co-construct differentiated goals. In second semester, we aim to shift the curriculum focus to Mathematics with the similar goal of supporting differentiated student learning through goal setting. More professional development will be required to support teachers to better monitor student growth and teacher impact. There will be a continued focus in developing the leadership skills of our middle leaders. Fortnightly meetings will be conducted with all our PLT and curriculum middle leaders to ensure a united approach in high impact practice.	

<b>Goal 3</b>	<b>Empower students to be engaged, connected and motivated learners.</b>	
<b>12-month target 3.1-month target</b>	Increase the percentage of positive endorsement for the factors:  stimulating learning from 84% (2021) to 85% (2023) student voice and agency from 69% (2021) to 70% (2023) self-regulation and goalsetting from 88% (2021) to 89% (2023).	
<b>12-month target 3.2-month target</b>	Increase the percentage of positive endorsement for the factors:  believe student engagement is key from 83% (2021) to 85% (2023) promote student ownership of learning from 87% (2021) to 89% (2023) focus learning on real life problems from 80% (2021) to 82% (2023).	
<b>12-month target 3.3-month target</b>	Increase the percentage of positive endorsement for the factors:  student voice and agency from 85% (2020) to 86% (2023) student motivation and support from 74% (2020) to 76% (2023).	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Positive climate for learning	Develop opportunities across the school for students to co-design their learning	Yes
<b>KIS 3.b</b> Positive climate for learning	Develop capability of students to set goals and monitor own learning progress.	Yes
<b>KIS 3.c</b> Excellence in teaching and learning	Develop capability of students to apply their learning in a real world context .	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.

Teachers are in their second year of a renewed writing focus and have a better understanding of best practice to teach writing using the 6+1 traits as a tool to teach. Some teams began exploring how to work with students to co-construct writing goals in 2023. We aim to develop this practice throughout the school in 2023. Our High abilities teacher and LS will continue to model how students can apply their learning to real life context through project based work. There will be collaboration between the WLA team and high abilities to strengthen how WLA can be the driver for student agency in real work contexts.

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.			
<b>12-month target 1.1 target</b>	To continue to increase the amount of students performing in the top two bands in Writing as well as increase the amount of students performing in the top two bands in Numeracy.			
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy			
<b>Actions</b>	For the learning specialist to use coaching and mentoring to upskill our Mathematics curriculum leader. For these teachers to work in collaboration with the mathematics team to deliver whole school professional learning in semester 2.			
<b>Outcomes</b>	Greater confidence of teachers to effectively plan differentiated mathematics lessons.			
<b>Success Indicators</b>	Formative PLT data conversations saved in the Whole School Data folder. Teacher judgment scores in writing and mathematics semester one and two. Naplan Writing and Numeracy scores- an increase in percentage of the top two bands. Term Numeracy Planners - consistent across P-6			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Whole school professional development on differentiated learning challenge in Mathematics	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$2,000.00
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

<b>Actions</b>	<p>To identify any student who is absent from school for more than three days.          To ensure vulnerable students have an attendance plan.          To continue programs to increase the wellbeing of our at risk students including Forest school and the Kitchen Garden program.          To strengthen the processes for Individual Learning Plans to allow for more opportunities for student achieve and greater partnerships between school and families.</p>			
<b>Outcomes</b>	<p>A decrease in absentee data.          Greater tracking of student absenteeism.          Continued high level of student engagement and increase or maintain ATOSS data in the targeted areas.</p>			
<b>Success Indicators</b>	<p>PLT tracking of student absenteeism.          Cases attendance data.          ILP tracking by LS data.</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>
Forest School Kitchen Garden Well being programs Flying Start	<input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00  <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
<b>Goal 2</b>	To target and accelerate student learning growth.			
<b>12-month target 2.1 target</b>	NAPLAN Writing: Increase levels of above benchmark growth from 10% (2021) to 15% (2023) Increase the percentage of students in the top 2 bands Year 3 from 49% (2021) to 51% (2023) Increase the percentage of students in the top 2 bands Year 5 from 7% (2021) to 13% (2023).			

	<p>NAPLAN Numeracy</p> <p>Increase the percentage of students in the top 2 bands Year 3 from 39% (2021) to 40% (2023)  Increase the percentage of students in the top 2 bands Year 5 from 25% (2021) to 26% (2025).</p>			
<b>12-month target 2.2 target</b>	Writing teacher judgment from 24% (2021) to 26% (2023)			
<b>12-month target 2.3 target</b>	<p>To maintain differentiated learning challenge from 87% (2022) to 87% (2023).</p> <p>To maintain effective teaching time 85% (2022) to 85% (2023).</p>			
<b>12-month target 2.4 target</b>	<p>To increase the ability of teachers to monitor effectiveness using data from 81% (2022) to 83% (2022).</p> <p>To maintain use student feedback to improve practice from 74% (2022).</p> <p>To maintain how to understand and analyse data at 70%.</p>			
<b>KIS 2.a</b> Evaluating impact on learning	Build capability of staff to capture, analyse and utilise evidence to evaluate the impact of instructional strategies for differentiated student learning			
<b>Actions</b>	To continue whole staff professional learning in how to use the 6+1 traits in conjunction with Victorian curriculum to better teach writing across the school. To continue to develop staffs understanding of how to use formative assessment to have deeper conversations about student growth and teaching impact at a PLT level.			
<b>Outcomes</b>	<p>Timetabled PLT data discussions with a focus on formative assessment especially in the area of writing.</p> <p>Greater awareness of student growth and cohort data in the area of writing.</p> <p>Students ability to set and reflect upon writing goals.</p>			
<b>Success Indicators</b>	<p>Formative PLT data conversations saved in the Whole School Data folder.</p> <p>Teacher judgment scores in writing and mathematics semester one and two.</p> <p>Naplan Writing and Numeracy scores- an increase in percentage of the top two bands.</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>
Professional Learning at Staff Meeting 6+1 traits Formative assessment Professional Learning	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 2	
<b>KIS 2.b</b> Building practice excellence	Embed a whole-school approach to the delivery of differentiated learning.			
<b>Actions</b>	Professional Learning in the area of co-constructing learning goals. Programs established for High Ability learners.			
<b>Outcomes</b>	Students to have a better understanding of their individual learning goals. Teachers to explore ways to monitor and track student goals in the area of writing. High ability students to be identified across all PLTS. Opportunities for extension delivered for all high ability learners.			
<b>Success Indicators</b>	ILP tracking document. Teachers Spiral of Inquiry work into goal setting. ATOS data increase percentage of differentiated learning challenge and goal setting.			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
ILP professional Learning High Abilities Coaching and programs	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00
<b>KIS 2.c</b> Building leadership teams	Build capabilities of middle leaders to support high impact practice.			
<b>Actions</b>	Fortnightly professional learning in leadership using the Buzz by Tracey Ezard as a tool for discussion and reflections. PLT meetings to upskill middle leaders in data tracking and formative assessment practices. PLT coaching/mentoring with learning specialists.			

<b>Outcomes</b>	Cohesive and collaborative PLT teams where student learning and teacher growth is at the forefront of all discussions. PLTs to have a deeper understanding of leadership capabilities and their strengths and areas for development. PLT teams to move from cooperation to co construction.				
<b>Success Indicators</b>	Minutes from fortnightly PLT meetings. Coaching notes between LS and PLTL. Buzz diagnostic results. Staff opinion survey.				
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>	
Leadership professional learning	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00	
<b>Goal 3</b>	Empower students to be engaged, connected and motivated learners.				
<b>12-month target 3.1 target</b>	Increase the percentage of positive endorsement for the factors:  stimulating learning from 84% (2021) to 85% (2023) student voice and agency from 69% (2021) to 70% (2023) self-regulation and goalsetting from 88% (2021) to 89% (2023).				
<b>12-month target 3.2 target</b>	Increase the percentage of positive endorsement for the factors:  believe student engagement is key from 83% (2021) to 85% (2023) promote student ownership of learning from 87% (2021) to 89% (2023) focus learning on real life problems from 80% (2021) to 82% (2023).				
<b>12-month target 3.3 target</b>	Increase the percentage of positive endorsement for the factors:  student voice and agency from 85% (2020) to 86% (2023) student motivation and support from 74% (2020) to 76% (2023).				



<b>KIS 3.a</b> Empowering students and building school pride	Develop opportunities across the school for students to co-design their learning			
<b>Actions</b>	WLA to be used as a tool to get students involved in designing and reflecting on their learning.			
<b>Outcomes</b>	Teachers to have a deeper understanding of the curriculum. Students to have an understanding of where they are in a continuum of learning and what it is that they need to do to get to the next stage of their learning. WLA planners to reflect opportunities for student voice.			
<b>Success Indicators</b>	Termly planners to include more instances of differentiated learning challenge in the areas of writing and mathematics. ATOSS data in differentiated learning challenge.			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
WLA study tours	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$8,000.00
<b>KIS 3.b</b> Intellectual engagement and self-awareness	Develop capability of students to set goals and monitor own learning progress.			
<b>Actions</b>	Professional learning in the area of student goal setting and tracking. Revisit professional learning in student voice and agency.			
<b>Outcomes</b>	Students to have an understanding of where they are in a continuum of learning and what it is that they need to do to get to the next stage of their learning. WLA planners to reflect opportunities for student voice.			
<b>Success Indicators</b>	ATOSS data in goal setting.			

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Staff Professional Learning	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>KIS 3.c</b> Building practice excellence	Develop capability of students to apply their learning in a real world context .			
<b>Actions</b>	High ability students to be involved in the network masterclass. WLA expos to have a term focus in making positive impact within their community.			
<b>Outcomes</b>	The community to be aware of the impact Lyndhurst Primary Students are having to make positive change. Students to be involved in project base learning. Teachers to make greater cross curricula links.			
<b>Success Indicators</b>	ATOSS data. WLA student assessment rubrics.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
High ability network meetings.	<input checked="" type="checkbox"/> Teaching and learning coordinator	<input 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	\$271,392.77	\$100,000.00	\$171,392.77
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$98,160.76	\$98,160.76	\$0.00
<b>Total</b>	<b>\$369,553.53</b>	<b>\$198,160.76</b>	<b>\$171,392.77</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Forest School Kitchen Garden Well being programs Flying Start	\$100,000.00
<b>Totals</b>	<b>\$100,000.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Forest School Kitchen Garden Well being programs Flying Start	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

<b>Totals</b>		\$100,000.00	
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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
Forest School Kitchen Garden Well being programs Flying Start	from: Term 1 to: Term 4	\$98,160.76	
<b>Totals</b>		\$98,160.76	

### 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
<b>Totals</b>		\$0.00	

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Forest School Kitchen Garden Well being programs Flying Start	<input checked="" type="checkbox"/> Student wellbeing co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Demonstration lessons	<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 at Staff Meeting 6+1 traits Formative assessment Professional Learning	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Leadership professional learning	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <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