

2025 Annual Implementation Plan

for improving student outcomes

Lyndhurst Primary School (5521)



Submitted for review by Monique Corcoran (School Principal) on 19 December, 2024 at 04:04 PM
Endorsed by Victoria Golding (Senior Education Improvement Leader) on 04 March, 2025 at 10:15 AM

Self-evaluation summary - 2025

Lyndhurst Primary School (55201)

Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Evolving
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Evolving

	FISO 2.0 Dimensions	Self-evaluation lvl
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target <i>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</i>
To target and accelerate student learning growth.	Yes	NAPLAN Numeracy <ul style="list-style-type: none"> ● Increase levels of above benchmark growth from 24% (2021) to 26% (2025) ● Increase the percentage of students in the top 2 bands Year 3 from 39% (2021) to 41% (2025) ● Increase the percentage of students in the top 2 bands Year 5 from 25% (2021) to 30% (2025). Reading <ul style="list-style-type: none"> ● Increase levels of above benchmark growth from 21% (2021) to 28% (2025)) ● Increase the percentage of students in the top 2 bands Year 3 from 56% (2021) to 58% (2025) ● Increase the percentage of students in the top 2 bands Year 5 from 30% (2021) to 38% (2025). Writing <ul style="list-style-type: none"> ● Increase levels of above benchmark growth from 10% (2021) to 21% (2025) ● Increase the percentage of students in the top 2 bands Year 3 from 49% (2021) to 55% (2025) ● Increase the percentage of students in the top 2 bands Year 5 from 7% (2021) to 20% (2025). 	Numeracy * Yr 3 increase strong and exceeding from 59% to 60% in 2025 * Yr 3 decrease students NAS from 13% to 12% in 2025 * Yr 5 increase strong and exceeding from 62% to 63% in 2025 * Yr 5 decrease students NAS from 10% to 9% in 2025 Reading * Yr 3 increase strong and exceeding from 67% to 68% in 2025 * Yr 3 decrease students NAS from 11% to 10% in 2025 * Yr 5 increase strong and exceeding from 67% to 68% in 2025 * Yr 5 decrease students NAS from 8% to 7% in 2025 Writing * Yr 3 increase strong and exceeding from 80% to 81% in 2025 * Yr 3 decrease students NAS from 5% to 4% in 2025 * Yr 5 increase strong and exceeding from 70% to 71% in 2025 * Yr 5 decrease students NAS from 8% to 7% in 2025
		TEACHER JUDGEMENT Increase the percentage of students above age expected levels: <ul style="list-style-type: none"> ● Reading from 40% (2021) to 42% (2025) ● Writing from 24% (2021) to 28% (2025) ● Statistics and probability from 20% (2020) to 25% (2025) ● Measurement and geometry levels from 24% (2020) to 28% (2025). 	Teacher Judgement above age expected levels: * Increase Reading from 37% to 38% * Maintain students above expected in Writing at 29%. * Increase Maths from 20% to 21%
		AtoSS Increase the percentage of positive endorsement for the factor: <ul style="list-style-type: none"> ● differentiated learning challenge from 86% (2021) to 88% (2025) ● effective teaching time from 85% (2021) to 87% (2025). 	Increase effective teaching time from 84% (2024) to 85% (2025)
		School Staff Survey Increase the percentage of positive endorsement for the factors: <ul style="list-style-type: none"> ● monitor effectiveness using data from 83% (2021) to 85% (2025) 	Increase monitor effectiveness using data from 80% (2024) to 82% (2025)

		<ul style="list-style-type: none"> • use student feedback to improve practice from 70% (2021) to 75% (2025) • understand how to analyse data from 60% (2021) to 70% (2025). 	
Empower students to be engaged, connected and motivated learners.	No	<p>AtoSS</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • stimulating learning from 84% (2021) to 86% (2025) • student voice and agency from 69% (2021) to 72% (2025) • self-regulation and goalsetting from 88% (2021) to 90% (2025). 	
		<p>School Staff Survey</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • believe student engagement is key from 83% (2021) to 90% (2025) • promote student ownership of learning from 87% (2021) to 89% (2025) • focus learning on real life problems from 80% (2021) to 82% (2025). 	
		<p>Parent Opinion Survey</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • student voice and agency from 85% (2020) to 87% (2025) • student motivation and support from 74% (2020) to 80% (2025). 	
Improve the resilience and social capabilities of each student.	Yes	<p>AtoSS</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • sense of connectedness from 83% (2021) to 86% (2025) • teacher concern from 77% (2021) to 81% (2025) • life satisfaction from 61% (2021) to 68% (2025) • emotional awareness and regulation from 62% (2021) to 70% (2025) • manage bullying from 77% (2021) to 81% (2025). 	<p>Increase:</p> <ul style="list-style-type: none"> * sense of connectedness from 83% (2024) to 84% (2025) * teacher concern from 76% (2024) to 77% (2025) * manage bullying from 77% (2024) to 78% (2025)
		<p>School Staff Survey</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • parent and community involvement from 68% (2021) to 74% (2025) • trust in students and parents from 68% (2021) to 72% (2025). 	<p>Increase trust in students and parents from 68% (2021) to 69% (2025)</p>
		<p>Parent Opinion Survey</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • student connectedness from 89% (2020) to 91% (2025) • confidence and resiliency skills from 86% (2020) to 88% (2025) • teacher communication from 77% (2020) to 79% (2025). 	<p>Increase:</p> <ul style="list-style-type: none"> * student connectedness from 89% (2020) to 91% (2025)* confidence and resiliency skills from 86% (2020) to 87% (2025)

Goal 1		To target and accelerate student learning growth.	
12-month target 1.1	<p>Numeracy</p> <ul style="list-style-type: none"> * Yr 3 increase strong and exceeding from 59% to 60% in 2025 * Yr 3 decrease students NAS from 13% to 12% in 2025 * Yr 5 increase strong and exceeding from 62% to 63% in 2025 * Yr 5 decrease students NAS from 10% to 9% in 2025 <p>Reading</p> <ul style="list-style-type: none"> * Yr 3 increase strong and exceeding from 67% to 68% in 2025 * Yr 3 decrease students NAS from 11% to 10% in 2025 * Yr 5 increase strong and exceeding from 67% to 68% in 2025 * Yr 5 decrease students NAS from 8% to 7% in 2025 	<p>Writing</p> <ul style="list-style-type: none"> * Yr 3 increase strong and exceeding from 80% to 81% in 2025 * Yr 3 decrease students NAS from 5% to 4% in 2025 * Yr 5 increase strong and exceeding from 70% to 71% in 2025 * Yr 5 decrease students NAS from 8% to 7% in 2025 	
12-month target 1.2	<p>Teacher Judgement above age expected levels:</p> <ul style="list-style-type: none"> * Increase Reading from 37% to 38% 	<ul style="list-style-type: none"> * Maintain students above expected in Writing at 29%. * Increase Maths from 20% to 21% 	
12-month target 1.3	Increase effective teaching time from 84% (2024) to 85% (2025)		
12-month target 1.4	Increase monitor effectiveness using data from 80% (2024) to 82% (2025)		
Key Improvement Strategies			2025 focus
KIS 1.a: 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
KIS 1.b: Excellence in teaching and learning		Embed a whole-school approach to the delivery of differentiated learning.	No
KIS 1.c: Professional leadership		Build capabilities of middle leaders to support high impact practice.	Yes
<p>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>		<p>To support the effective use of data and assessment to track learner progress over time in literacy and Maths to evaluate the effectiveness of instructional practices. SSS has shown a decline from 89% (2021) to 80% (2024) in monitoring effectiveness using data.</p>	

Goal 3	Improve the resilience and social capabilities of each student.
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12-month target 3.1	Increase: * sense of connectedness from 83% (2024) to 84% (2025) * teacher concern from 76% (2024) to 77% (2025) * manage bullying from 77% (2024) to 78% (2025)	
12-month target 3.2	Increase trust in students and parents from 68% (2021) to 69% (2025)	
12-month target 3.3	Increase: * student connectedness from 89% (2020) to 91% (2025) * confidence and resiliency skills from 86% (2020) to 87% (2025)	
Key Improvement Strategies		2025 focus
KIS 3.a: Positive climate for learning	Support students to be empowered, build resilience, strengthen their social skills and build positive relationships with their peers.	Yes
KIS 3.b: Community engagement in learning	Strengthen the partnership between staff, students, carers and families to create a shared responsibility for student 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.	To develop and strengthen whole school connectedness and a shared responsibility for student learning and wellbeing. AToSS - Sense of Connectedness indicates growth of 80% (2023) to 82% (2024), and our SSP target is 86%.	

Define actions, outcomes, success indicators and activities

Goal 1	To target and accelerate student learning growth.
KIS 1.a 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
Actions	Action #1: Embed school-wide consistency of practice in data analysis Action #2: Strengthen formative assessment practices in alignment with the VTLM 2.0
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * Know where they are in their learning journey and where to go for learning support * Review and recall prior learning during the Explicit teaching phase of the Instructional Model (IM) <p>Staff will:</p> <ul style="list-style-type: none"> * Plan for connections to prior learning within the IM * Monitor and track student progress in PLTs utilising Xuno and collaborative data discussions and protocols <p>Leaders will:</p> <ul style="list-style-type: none"> * Allocate time and use of protocols to support staff to improve data discussions and instructional practices * Prioritise Professional Learning for the whole school data and assessment and monitoring system (Xuno) to track learner progress <p>The community will:</p> <ul style="list-style-type: none"> * Understand LPS assessment practices relevant to child's progress through * Strengthen communication mechanisms relative to student learning growth
Success Indicators	<p>Early:</p> <ul style="list-style-type: none"> * LS student observations during walkthroughs (Students utilising or articulating resources for learning support e.g. anchor charts) * LS Professional Learning of Xuno monitoring system <p>Mid:</p> <ul style="list-style-type: none"> * Evidence in PLT minutes of data discussions and protocol notes * LS observations in the IM * Teachers tracking and application Term 1-2 student progress using Xuno <p>Late:</p> <ul style="list-style-type: none"> * NAPLAN and Teacher Judgement targets * Whole school consistent assessment monitoring system (Xuno) for tracking student progress

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Activity #1: Coach in the use of tools and processes for student data collection and analysis.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> PLT leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$44,789.31 <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Activity #2.1: Implement formative assessment practices to build on students' existing knowledge and understanding	<input type="checkbox"/> All staff <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Activity #2.2: Embed clear feedback strategies in lessons within the Instructional Model	<input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Activity #2.3: Introduce and implement the Xuno monitoring system across the whole school including intervention (in alignment with Whole School Assessment schedule)	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input type="checkbox"/> Equity funding will be used

KIS 1.c Building leadership teams	Build capabilities of middle leaders to support high impact practice.			
Actions	Action #1: Align the 5 Pillars @LPS with role clarity relative to whole school structures Action #2: Implement the Elements of Learning of the VTLM 2.0			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * Actively participate in Daily Reviews * Develop an understanding of working memory through articulation elements of the IM <p>Staff will:</p> <ul style="list-style-type: none"> * Understand and access the school organisation relating to roles and responsibilities * Collaboratively reflect on practices, analysing student data to review quality of curriculum programs <p>Leaders will:</p> <ul style="list-style-type: none"> * Ascertain a stronger role clarity throughline across the school * Ensure internal accountability of collaborative PLT conversations and data analysis is embedded in the PLT process <p>Community will:</p> <ul style="list-style-type: none"> * Understand the overarching communication procedures and associative roles * Develop an increased awareness of the phonics reading program Prep-2 and reading expectations 3-6 			
Success Indicators	<p>Early:</p> <ul style="list-style-type: none"> * 5 Pillar artefact visibility through the school environment * AP and LS organisational structures * Improved teaching practices as evidenced by coaching notes and observations <p>Mid:</p> <ul style="list-style-type: none"> * PLT's engaging in learning walks and feedback * Evidence in PLT minutes of data discussions and next steps for improving practice <p>Late:</p> <ul style="list-style-type: none"> * Enhanced roles and responsibility documentation * PLCs will reflect, plan, and engage in deep professional dialogue * PDP conversations will reflect a deeper level of awareness in formative assessment 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Activity #1: Re-establish organisational accountability structures and measures relative to role clarity and responsibilities	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Principal <input type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Activity #2.1: Mentor high impact Teaching Sprints (Breakspear), through evidence informed curriculum/lesson planning, assessment design/moderation and data analysis	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$346,077.70 <input type="checkbox"/> Equity funding will be used
Activity #2.2: Model and coach teachers in instructional excellence using HITS Explicit Teaching and Multiple Exposures, explicit to: * Phonics Plus * Spelling Guidelines@LPS; Conventions	<input type="checkbox"/> Leadership partners (DSSI) <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> PLT leaders <input type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input type="checkbox"/> Equity funding will be used

Goal 3	Improve the resilience and social capabilities of each student.
12-month target 3.1	Increase: * sense of connectedness from 83% (2024) to 84% (2025) * teacher concern from 76% (2024) to 77% (2025) * manage bullying from 77% (2024) to 78% (2025)
12-month target 3.2	Increase trust in students and parents from 68% (2021) to 69% (2025)
12-month target 3.3	Increase: * student connectedness from 89% (2020) to 91% (2025) * confidence and resiliency skills from 86% (2020) to 87% (2025)
KIS 3.a Health and wellbeing	Support students to be empowered, build resilience, strengthen their social skills and build positive relationships with their peers.
Actions	Action #1: Implement Multi Tiered Systems of Support (MTSS) in relation to student growth
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * Build respectful and positive relationships * Improve access to learning through tailored classroom adjustments that meet individual needs <p>Staff will:</p> <ul style="list-style-type: none"> * Increase confidence and consistency in delivering Respectful Relationships lessons through school wide professional learning * Strengthen understanding of effective adjustments for students with disabilities and diverse needs <p>Leaders will:</p> <ul style="list-style-type: none"> * Increase capacity to support staff in embedding social-emotional learning practices across the school. * Enhance ability to support staff in implementing and monitoring effective classroom adjustments <p>Communities will:</p> <ul style="list-style-type: none"> * Gain greater understanding of the school's commitment to fostering an inclusive environment for all students * Strengthen understanding of the BSEM vision & language
Success Indicators	<p>Early:</p> <ul style="list-style-type: none"> * Evidence of implementation of Welcome Circles, Brain Breaks/Mindfulness, visible classroom Routines (CPR) in notes from learning walks and peer observations * Curriculum documentation will show plans for social and emotional learning

	<p>* Staff professional learning focused on adjustments for students with disabilities and diverse needs</p> <p>* Parent collaboration to inform adjustment suggestions</p> <p>Mid:</p> <p>* Information shared with families regarding Respectful Relationships and its importance</p> <p>* Classroom adjustments noted in weekly planning documents</p> <p>Late:</p> <p>* AtoSS factors - sense of connectedness, teacher concern and manage bullying</p> <p>* Planning, documenting and implementing the adjustments required/made for students with disabilities and diverse needs</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Activity #1.1: Deliver targeted professional learning sessions for staff on BSEM strategies to create a whole school shared vision	<input type="checkbox"/> Mental health and wellbeing leader <input type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$93,086.67 <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Activity #1.2: Strengthen initiatives relative to the 'Ready to Learn' profile	<input type="checkbox"/> KLA leader <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,637.33 <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Activity #1.3: Introduce the implementation of a Youth Worker to support at-risk students with emotional regulation routines and structures	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Activity #1.4: Refine school structures and processes to ensure consistent and high quality accountability and implementation of Individual Education Plans / Behaviours Support Plans	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Disability inclusion coordinator <input type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$231,766.07 <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$421,077.70	\$421,077.70	\$0.00
Disability Inclusion Tier 2 Funding	\$437,192.71	\$437,192.71	\$0.00
Schools Mental Health Fund and Menu	\$93,086.67	\$93,086.67	\$0.00
Total	\$951,357.08	\$951,357.08	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Activity #1: Coach in the use of tools and processes for student data collection and analysis.	\$44,789.31
Activity #2.3: Introduce and implement the Xuno monitoring system across the whole school including intervention (in alignment with Whole School Assessment schedule)	\$25,000.00
Activity #2.1: Mentor high impact Teaching Sprints (Breakspear), through evidence informed curriculum/lesson planning, assessment design/moderation and data analysis	\$346,077.70
Activity #2.2: Model and coach teachers in instructional excellence using HITS Explicit Teaching and Multiple Exposures, explicit to: * Phonics Plus * Spelling Guidelines@LPS; Conventions	\$50,000.00
Activity #1.1: Deliver targeted professional learning sessions for staff on BSEM strategies to create a whole school shared vision	\$93,086.67
Activity #1.2: Strengthen initiatives relative to the 'Ready to Learn' profile	\$60,637.33
Activity #1.3: Introduce the implementation of a Youth Worker to support at-risk students with emotional regulation routines and structures	\$100,000.00
Activity #1.4: Refine school structures and processes to ensure consistent and high quality accountability and implementation of Individual Education Plans / Behaviours Support Plans	\$231,766.07
Totals	\$951,357.08

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Activity #2.3: Introduce and implement the Xuno monitoring system across the whole school including intervention (in alignment with Whole School Assessment schedule)	from: Term 1 to: Term 4	\$25,000.00	<input type="checkbox"/> Teaching and learning programs and resources
Activity #2.1: Mentor high impact Teaching Sprints (Breakspear), through evidence informed curriculum/lesson planning, assessment design/moderation and data analysis	from: Term 1 to: Term 4	\$346,077.70	<input type="checkbox"/> School-based staffing
Activity #2.2: Model and coach teachers in instructional excellence using HITS Explicit Teaching and Multiple Exposures, explicit to: * Phonics Plus * Spelling Guidelines@LPS; Conventions	from: Term 1 to: Term 4	\$50,000.00	<input type="checkbox"/> Teaching and learning programs and resources
Totals		\$421,077.70	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Activity #1: Coach in the use of tools and processes for student data collection and analysis.	from: Term 1 to: Term 4	\$44,789.31	<input type="checkbox"/> CRT <ul style="list-style-type: none"> • CRT (to attend school planning)
Activity #1.2: Strengthen initiatives relative to the 'Ready to Learn' profile	from: Term 1 to: Term 4	\$60,637.33	<input type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education support staff • Classroom teacher
Activity #1.3: Introduce the implementation of a Youth Worker to support at-risk students with emotional regulation routines and structures	from: Term 1 to: Term 4	\$100,000.00	<input type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • Other Youth Worker

Activity #1.4: Refine school structures and processes to ensure consistent and high quality accountability and implementation of Individual Education Plans / Behaviours Support Plans	from: Term 1 to: Term 4	\$231,766.07	<input type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Disability inclusion coordinator • Other Assistant Principal <input type="checkbox"/> Other workforces to support students with disability
Totals		\$437,192.71	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Activity #1.1: Deliver targeted professional learning sessions for staff on BSEM strategies to create a whole school shared vision	from: Term 1 to: Term 4	\$93,086.67	<input type="checkbox"/> Berry Street Education Model (BSEM) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Program delivered in school by external service provider ○ Build staff capacity (conference, course, seminar) ○ Employ additional teacher to release staff member (eduPay) ○ Employ CRT to release staff member
Activity #1.2: Strengthen initiatives relative to the 'Ready to Learn' profile	from: Term 1 to: Term 4	\$0.00	<input type="checkbox"/> PLAY (Positivity, Leadership and Activated Youth) (Resilient Youth Australia) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Activity-based non-consumables (equipment hire, etc)
Totals		\$93,086.67	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Activity #2.1: Implement formative assessment practices to build on students' existing knowledge and understanding	<input type="checkbox"/> All staff <input type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning	<input type="checkbox"/> Formal school meeting / internal professional learning sessions <input type="checkbox"/> Timetabled planning day <input type="checkbox"/> PLC/PLT meeting	<input type="checkbox"/> Internal staff	<input type="checkbox"/> On-site
Activity #2.2: Embed clear feedback strategies in lessons within the Instructional Model	<input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Formal school meeting / internal professional learning sessions <input type="checkbox"/> Timetabled planning day <input type="checkbox"/> PLC/PLT meeting	<input type="checkbox"/> Internal staff	<input type="checkbox"/> On-site
Activity #2.3: Introduce and implement the Xuno monitoring system across the whole school including intervention (in alignment with Whole School Assessment schedule)	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Moderated assessment of student learning	<input type="checkbox"/> Formal school meeting / internal professional learning sessions <input type="checkbox"/> Timetabled planning day <input type="checkbox"/> PLC/PLT meeting	<input type="checkbox"/> Internal staff <input type="checkbox"/> External consultants Xuno	<input type="checkbox"/> On-site
Activity #2.1: Mentor high impact Teaching Sprints (Breakspear), through evidence informed curriculum/lesson planning, assessment design/moderation and data analysis	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input type="checkbox"/> Preparation <input type="checkbox"/> Collaborative inquiry/action research team <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Formal school meeting / internal professional learning sessions <input type="checkbox"/> Timetabled planning day <input type="checkbox"/> PLC/PLT meeting	<input type="checkbox"/> Internal staff	<input type="checkbox"/> On-site
Activity #2.2: Model and coach teachers in instructional excellence using HITS Explicit Teaching and Multiple Exposures, explicit to: * Phonics Plus	<input type="checkbox"/> Leadership partners (DSSI) <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> PLT leaders	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Peer observation including feedback and reflection	<input type="checkbox"/> Formal school meeting / internal professional learning sessions <input type="checkbox"/> Timetabled planning day <input type="checkbox"/> PLC/PLT meeting	<input type="checkbox"/> School improvement partnerships <input type="checkbox"/> Internal staff <input type="checkbox"/> Departmental resources EIL	<input type="checkbox"/> On-site

* Spelling Guidelines@LPS; Conventions	<input type="checkbox"/> Teacher(s)					
Activity #1.1: Deliver targeted professional learning sessions for staff on BSEM strategies to create a whole school shared vision	<input type="checkbox"/> Mental health and wellbeing leader <input type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input type="checkbox"/> Individualised reflection <input type="checkbox"/> Demonstration lessons	<input type="checkbox"/> Whole school pupil free day <input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> External consultants Berry Street	<input type="checkbox"/> On-site
Activity #1.2: Strengthen initiatives relative to the 'Ready to Learn' profile	<input type="checkbox"/> KLA leader <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	<input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning	<input type="checkbox"/> Professional practice day	<input type="checkbox"/> Internal staff	<input type="checkbox"/> On-site
Activity #1.4: Refine school structures and processes to ensure consistent and high quality accountability and implementation of Individual Education Plans / Behaviours Support Plans	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Disability inclusion coordinator <input type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Formal school meeting / internal professional learning sessions <input type="checkbox"/> Communities of practice <input type="checkbox"/> PLC/PLT meeting	<input type="checkbox"/> Internal staff	<input type="checkbox"/> On-site