**2024 Annual Implementation Plan**

Submitted for review by Zane Moylan (School Principal) on 16 January, 2024 at 09:03 AM  
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 17 January, 2024 at 12:24 PM  
Endorsed by Steph Brebner (School Council President) on 08 February, 2024 at 08:10 AM

**for improving student outcomes**

Lara Lake Primary School (0769)



**Self-evaluation summary - 2024**

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|  | 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 |

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| **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 |

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| **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 |

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| **Engagement** | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students’ participation and engagement in school | Excelling |
| Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school |

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| **Support and resources** | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Embedding |
| Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students |

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| **Future planning** | We are very pleased with progress. 2023 has seen a number of challenges. We commenced the year with 16 new staff members, so much time had to be put into induction, relationship building and supporting those new to the school. Our school review yielded positive outcomes, predominantly in establishing that we have the structures and culture in place to launch in 2024.  Our planned activities were sensible and have been well received by staff. We feel we have made significant growth this year, with many staff showing excitement about improving/enhancing their craft in 2024.  Whole School data is stable, and there are specific areas that we believe we can make profound impact on in 2024.  2023 has been a year of building a cultural base and setting up staff for significant change in 2024 and beyond. Overall, a great success. |

**Select annual goals and KIS**

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| Four-year strategic goals | Is this selected for focus this year? | **Four-year strategic targets** | 12-month targetThe 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
| **Priorities goal** In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy. | No | Support for the priorities |  |
| Maximise the learning growth of every student in literacy and numeracy. | Yes | NAPLAN, Reading Targets. By 2027:   * Increase the proportion of students in Grade 3 who are 'exceeding', in Reading, as measured by NAPLAN to more than 18% (2023, baseline) * Decrease the proportion of students in Grade 3 who are 'developing' and 'needs attention', in Reading, as measured by NAPLAN to less than 26% (2023, baseline) * Increase the proportion of students in Grade 5 who are 'exceeding', in Reading, as measured by NAPLAN to more than 22% (2023, baseline) * Decrease the proportion of students in Grade 5 who are 'developing' and 'needs attention', in Reading, as measured by NAPLAN to less than 20% (2023, baseline) | Increase the proportion of students in Grade 3 who are 'exceeding', in Reading, as measured by NAPLAN to more than 18% (2023, baseline)Decrease the proportion of students in Grade 3 who are 'developing' and 'needs attention', in Reading, as measured by NAPLAN to less than 26% (2023, baseline)Increase the proportion of students in Grade 5 who are 'exceeding', in Reading, as measured by NAPLAN to more than 22% (2023, baseline)Decrease the proportion of students in Grade 5 who are 'developing' and 'needs attention', in Reading, as measured by NAPLAN to less than 20% (2023, baseline) |
| NAPLAN, Numeracy Targets. By 2027:   * Increase the proportion of students in Grade 3 who are 'exceeding', in Number, as measured by NAPLAN to more than 7% (2023, baseline) * Decrease the proportion of students in Grade 3 who are 'developing' and 'needs attention', in Number, as measured by NAPLAN to less than 29% (2023, baseline) * Increase the proportion of students in Grade 5 who are 'exceeding', in Number, as measured by NAPLAN. to more than 7% (2023, baseline) * Decrease the proportion of students in Grade 5 who are 'developing' and 'needs attention', in Number, as measured by NAPLAN to less than 34% (2023, baseline) | Increase the proportion of students in Grade 3 who are 'exceeding', in Number, as measured by NAPLAN to more than 7% (2023, baseline)Decrease the proportion of students in Grade 3 who are 'developing' and 'needs attention', in Number, as measured by NAPLAN to less than 29% (2023, baseline)Increase the proportion of students in Grade 5 who are 'exceeding', in Number, as measured by NAPLAN. to more than 7% (2023, baseline)Decrease the proportion of students in Grade 5 who are 'developing' and 'needs attention', in Number, as measured by NAPLAN to less than 34% (2023, baseline) |
| By 2027, improve the percentage of positive responses for the following School Staff Survey factors:   * Instructional Leadership from 81% (2022) to 85% * Understand formative assessment from 83% (2022) to 87% * Academic emphasis from 63% (2022) to 70% | Improve the percentage of positive responses for the following School Staff Survey factors:Instructional Leadership from 81% (2022) to 83%Understand formative assessment from 83% (2022) to 85%Academic emphasis from 63% (2022) to 65% |
| By 2027, improve the percentage of positive responses for the following Attitudes to School Survey factors:   * Stimulated Learning from 71% (2023) to 77% * Differentiated learning from 82% (2023) to 86% * Effective Teaching Time from 80% (2023) to 85% * Learning Confidence from 69% (2023) to 75% | Improve the percentage of positive responses for the following Attitudes to School Survey factors:Stimulated Learning from 71% (2023) to 73%Differentiated learning from 82% (2023) to 84%Effective Teaching Time from 80% (2023) to 82%Learning Confidence from 69% (2023) to 71% |
| Enhance the wellbeing of all students. | Yes | By 2027, improve the percentage of positive responses for the following Attitudes to School Survey factors:   * Classroom behaviour from 76% (2023) to 82% * Teacher concern from 71% (2023) to 76% * Perseverance from 67% (2023) to 72% * Sense of Connectedness from 72% (2023) to 78% | Improve the percentage of positive responses for the following Attitudes to School Survey factors:Teacher concern from 71% (2023) to 73%Sense of Connectedness from 72% (2023) to 74% |
| By 2027, improve the percentage of positive responses for the following School Staff Survey factors:   * Parent and community involvement from 63% (2022) to 70% * Trust in students and parents from 68% (2022) to 74% | Improve the percentage of positive responses for the following School Staff Survey factors:Parent and community involvement from 63% (2023) to 65% |
| By 2027, reduce the percentage of students with 20+ days absence from 68% to 40%. | Reduce the percentage of students with 20+ days absence from 68% to 55% |

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| Goal 2 | **Maximise the learning growth of every student in literacy and numeracy.** | |
| 12-month target 2.1-month target | Increase the proportion of students in Grade 3 who are 'exceeding', in Reading, as measured by NAPLAN to more than 18% (2023, baseline) Decrease the proportion of students in Grade 3 who are 'developing' and 'needs attention', in Reading, as measured by NAPLAN to less than 26% (2023, baseline) Increase the proportion of students in Grade 5 who are 'exceeding', in Reading, as measured by NAPLAN to more than 22% (2023, baseline) Decrease the proportion of students in Grade 5 who are 'developing' and 'needs attention', in Reading, as measured by NAPLAN to less than 20% (2023, baseline) | |
| 12-month target 2.2-month target | Increase the proportion of students in Grade 3 who are 'exceeding', in Number, as measured by NAPLAN to more than 7% (2023, baseline) Decrease the proportion of students in Grade 3 who are 'developing' and 'needs attention', in Number, as measured by NAPLAN to less than 29% (2023, baseline) Increase the proportion of students in Grade 5 who are 'exceeding', in Number, as measured by NAPLAN. to more than 7% (2023, baseline) Decrease the proportion of students in Grade 5 who are 'developing' and 'needs attention', in Number, as measured by NAPLAN to less than 34% (2023, baseline) | |
| 12-month target 2.3-month target | Improve the percentage of positive responses for the following School Staff Survey factors:  Instructional Leadership from 81% (2022) to 83% Understand formative assessment from 83% (2022) to 85% Academic emphasis from 63% (2022) to 65% | |
| 12-month target 2.4-month target | Improve the percentage of positive responses for the following Attitudes to School Survey factors:  Stimulated Learning from 71% (2023) to 73% Differentiated learning from 82% (2023) to 84% Effective Teaching Time from 80% (2023) to 82% Learning Confidence from 69% (2023) to 71% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 2.a**  Teaching and learning | Develop, document and embed an evidence-informed instructional model. | Yes |
| **KIS 2.b**  Teaching and learning | Further develop, document and embed whole school approaches to curriculum planning and instructional practices. | Yes |
| **KIS 2.c**  Assessment | Build teacher capacity to utilise formative and summative assessments to drive teaching and learning. | Yes |
| **KIS 2.d**  Leadership | Strengthen instructional leadership across the school. | 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. | During our school review it was noted that greater consistency in planning and practice was required. Each of the KIS selected will be targeted throughout the 4 year SSP cycle - they are ongoing pieces of work.  In 2024 we will further investigate current practices and develop an agreed model for instruction, assessment and for planning P-6.  Building the capacity of instructional and oraganisational leaders will be a focus throughout 2024. This will provide these leaders with the skills required to approach further, and more complex, elements of our SSP in 2025 and beyond. | |
| Goal 3 | **Enhance the wellbeing of all students.** | |
| 12-month target 3.1-month target | Improve the percentage of positive responses for the following Attitudes to School Survey factors:  Teacher concern from 71% (2023) to 73% Sense of Connectedness from 72% (2023) to 74% | |
| 12-month target 3.2-month target | Improve the percentage of positive responses for the following School Staff Survey factors:  Parent and community involvement from 63% (2023) to 65% | |
| 12-month target 3.3-month target | Reduce the percentage of students with 20+ days absence from 68% to 55% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 3.a**  Support and resources | Embed multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion. | Yes |
| **KIS 3.b**  Engagement | Embed a whole-school approach to improving attendance rates. | Yes |
| **KIS 3.c**  Leadership | Strengthen staff capacity to respond to the wellbeing and learning needs of all students. | No |
| **KIS 3.d**  Leadership | Strengthen school and family partnerships. | 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. | Attendance data has been identified as critical. A whole school approach to attacking this issue is required. | |

**Define actions, outcomes, success indicators and activities**

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| Goal 2 | Maximise the learning growth of every student in literacy and numeracy. | | | | |
| 12-month target 2.1 target | Increase the proportion of students in Grade 3 who are 'exceeding', in Reading, as measured by NAPLAN to more than 18% (2023, baseline) Decrease the proportion of students in Grade 3 who are 'developing' and 'needs attention', in Reading, as measured by NAPLAN to less than 26% (2023, baseline) Increase the proportion of students in Grade 5 who are 'exceeding', in Reading, as measured by NAPLAN to more than 22% (2023, baseline) Decrease the proportion of students in Grade 5 who are 'developing' and 'needs attention', in Reading, as measured by NAPLAN to less than 20% (2023, baseline) | | | | |
| 12-month target 2.2 target | Increase the proportion of students in Grade 3 who are 'exceeding', in Number, as measured by NAPLAN to more than 7% (2023, baseline) Decrease the proportion of students in Grade 3 who are 'developing' and 'needs attention', in Number, as measured by NAPLAN to less than 29% (2023, baseline) Increase the proportion of students in Grade 5 who are 'exceeding', in Number, as measured by NAPLAN. to more than 7% (2023, baseline) Decrease the proportion of students in Grade 5 who are 'developing' and 'needs attention', in Number, as measured by NAPLAN to less than 34% (2023, baseline) | | | | |
| 12-month target 2.3 target | Improve the percentage of positive responses for the following School Staff Survey factors:  Instructional Leadership from 81% (2022) to 83% Understand formative assessment from 83% (2022) to 85% Academic emphasis from 63% (2022) to 65% | | | | |
| 12-month target 2.4 target | Improve the percentage of positive responses for the following Attitudes to School Survey factors:  Stimulated Learning from 71% (2023) to 73% Differentiated learning from 82% (2023) to 84% Effective Teaching Time from 80% (2023) to 82% Learning Confidence from 69% (2023) to 71% | | | | |
| KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Develop, document and embed an evidence-informed instructional model. | | | | |
| **Actions** | Investigate and commence development of a whole school model of instruction. | | | | |
| **Outcomes** | Teachers will use consistent instructional practices. Teachers will have a clear understanding of evidence-based instructional practices. Students will understand how lessons are structured and explain how this supports their learning. | | | | |
| **Success Indicators** | Instructional/pedagogical model(s) will be clearly defined and documented. Evidence-based instructional practices are discussed regularly at PLC meetings. Whole school professional learning plan will reflect a focus on establishing consistent instructional practices. Notes/reflections from instructional coaching will reflect an increased alignment with a schoolwide instructional model. Increase Staff opinion survey factor: Practice Improvement (all) from 78% positive to above 80% positive. | | | | |
| Activities | | People responsible | Is this a PL priority | When |
| Engage instructional leaders with relevant literature regarding evidence-based instruction (For example, Barrack Rosenshine's Principles of Instruction). | | 🗹 Assistant principal  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 3 |
| Leaders to develop agreed instructional/pedagogical approaches which will be embedded in classrooms in 2025. | | 🗹 Assistant principal  🗹 Learning specialist(s)  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 |
| Develop a 'Teaching and Learning' Handbook/playbook (BR Jones) which can be a repository of 'best practice' methods, modelling etc. | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 |
| KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Further develop, document and embed whole school approaches to curriculum planning and instructional practices. | | | | |
| **Actions** | 1. Establish consistent approaches to planning P-6 2. Review and develop scope and sequences P-6 for key learning areas of Literacy and Numeracy (implementation 2025). | | | | |
| **Outcomes** | Leaders will develop clear, documented scope and sequences for Literacy and Numeracy. Teachers will confidently understand the agreed planning process. Teachers will have a greater understanding of the Victorian Curriculum. Students will experience high quality, consistent delivery of content from P-6. | | | | |
| **Success Indicators** | Planning guidelines will be clearly defined and documented. Scope and sequences will clearly define what is to be taught in key learning areas. Teachers' planning documentation will be reflective of the agreed whole school approach. PLC meeting minutes will reflect discussion of how to embed agreed planning approaches. Increase Staff Opinion Survey factor: Teaching and Learning (Understand Curriculum) from 85% positive to 90 % positive. | | | | |
| Activities | | People responsible | Is this a PL priority | When |
| Engage consultant Emina McLean to support middle leaders to establish clear planning processes/practices for teaching Literacy P-6. | | 🗹 Assistant principal  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 |
| Develop scope and sequence documents for key learning areas, ready for implementation in 2025. | | 🗹 Assistant principal  🗹 Learning specialist(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 |
| Allocate time at PLC meetings for engagement in developing agreed planning practices. | | 🗹 Assistant principal  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 |
| Investigate and plan whole day workshop with Emina McLean, which outlines agreed Literacy approaches/planning expectations (held early 2025). | | 🗹 Principal | 🞎 PLP Priority | from: Term 3  to: Term 3 |
| Development and trial of text-based units in selected grades. | | 🗹 Assistant principal  🗹 Learning specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 |
| KIS 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Build teacher capacity to utilise formative and summative assessments to drive teaching and learning. | | | | |
| **Actions** | Establish and embed consistent approaches to formative assessment across the school. | | | | |
| **Outcomes** | Teachers will be able to select the most appropriate form of formative assessments to make informed judgements about teaching and learning. Teachers will be able to make informed adjustments as they teach to support students at point-of-need. Students will receive more targeted teaching which caters for their needs. | | | | |
| **Success Indicators** | Staff Professional Learning documentation will reflect engagement with formative assessment improvement. Planning documentation will reflect an understanding of agreed and consistent formative assessment practices. Coaching notes from observations will show evidence of staff 'checking for understanding' and using formative assessment approaches. Notes from learning walks will show evidence of staff 'checking for understanding' by using a range of formative assessments. Increase Staff Opinion Survey factor: Use Student Feedback to Improve Practice from 60% positive to more than 70% positive. A repository of 'Best Practice' teaching examples will be developed into a staff 'Instructional Handbook'. | | | | |
| Activities | | People responsible | Is this a PL priority | When |
| Engage staff in a CoP workshop run by expert Bronwyn Ryrie-Jones | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 1 |
| Engage middle leaders in ongoing professional learning with Bronwyn Ryrie Jones focusing on enhancing formative assessment practices | | 🗹 Assistant principal  🗹 Learning specialist(s)  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 |
| Visit CoP schools, Newtown and Anakie, with a focus on observing agreed formative assessment practices. | | 🗹 Assistant principal  🗹 Learning specialist(s)  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 |
| Ensure time is allocated at leadership meetings for discussion regarding enhancing formative assessment practices. | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 |
| Plan ongoing whole school professional learning designed to enhance formative assessment practices. | | 🗹 Assistant principal | 🗹 PLP Priority | from: Term 1  to: Term 4 |
| Schedule Formative Assessment for ongoing discussions at a PLC level. | | 🗹 Assistant principal  🗹 PLC leaders | 🗹 PLP Priority | from: Term 1  to: Term 4 |
| KIS 2.d The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Strengthen instructional leadership across the school. | | | | |
| **Actions** | 1. Establish an instructional coaching model 2. Establish clear processes to support the development of leaders | | | | |
| **Outcomes** | Principal class leaders will establish and document processes which will enable further development of middle level leaders. Leaders and teachers will confidently engage in an instructional coaching model. Leaders will model, observe and provide feedback to teaching staff. Leaders will see themselves as instructional leaders. | | | | |
| **Success Indicators** | Meeting schedules will reflect that Learning Specialists, PLC Leaders and Assistant Principals meet regularly. Meeting agendas reflect a focus on leadership development, and whole school practice improvement. An instructional coaching model is documented and shared with all teaching staff. Increase Staff Opinion Survey factor: School Leadership (Instructional Leadership) from 86% positive to 90% positive. Increase Staff Opinion Survey factor: Professional Learning Through Peer Observation from 36% positive to 45% positive. | | | | |
| Activities | | People responsible | Is this a PL priority | When |
| Schedule PL for all staff, which clearly outlines the schools' instructional coaching approach. | | 🗹 Assistant principal  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 1 |
| Develop a schedule of staff to be coached by Instructional Leaders | | 🗹 Assistant principal  🗹 Learning specialist(s)  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 |
| Staff who have been coached to provide feedback to all staff via a whole school staff meeting forum | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 |
| Teaching and Learning SIT to reflect on effectiveness of instructional coaching model and to make tweaks heading into 2025. | | 🗹 Assistant principal  🗹 Learning specialist(s)  🗹 Principal | 🞎 PLP Priority | from: Term 3  to: Term 4 |
| Share successes of Instructional Coaching with the community (students and families) via assemblies and Compass posts (incl Newsletters). | | 🗹 Assistant principal  🗹 Learning specialist(s)  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 |
| Goal 3 | Enhance the wellbeing of all students. | | | | |
| 12-month target 3.1 target | Improve the percentage of positive responses for the following Attitudes to School Survey factors:  Teacher concern from 71% (2023) to 73% Sense of Connectedness from 72% (2023) to 74% | | | | |
| 12-month target 3.2 target | Improve the percentage of positive responses for the following School Staff Survey factors:  Parent and community involvement from 63% (2023) to 65% | | | | |
| 12-month target 3.3 target | Reduce the percentage of students with 20+ days absence from 68% to 55% | | | | |
| KIS 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Embed multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion. | | | | |
| **Actions** | Continue to implement a 'behaviour curriculum' which supports students at Tier 1, 2 and 3. Ensure all students can identify 'trusted adults' to build school connectedness. | | | | |
| **Outcomes** | Teachers will explicitly teach behaviours in the classroom setting. Students will report calm and safe learning environments. Students will be able to identify at least 3 trusted adults. | | | | |
| **Success Indicators** | Professional learning schedule will show evidence of PL delivered at whole school and PLC level. 'Starting Right' program will be implemented with fidelity. Students will be able to identify at least 3 trusted adults on a localised survey. Increase Attitude to School Survey factor: 'Sense of Connectedness' from 73% positive to 76% positive.  Increase Staff Opinon Survey factor:  Decrease amount of overall negative incidents in the classroom on Compass. | | | | |
| Activities | | People responsible | Is this a PL priority | When |
| Schedule professional learning sessions targeting the 'behaviour curriculum'. | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 |
| Purchase the 'Running the Room' text for all staff. | | 🗹 Administration team | 🞎 PLP Priority | from: Term 1  to: Term 1 |
| Conduct a survey with all students regarding their 3 trusted adults. | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 |
| Engage in a CoP with Armstrong Creek School (Tom Bennett), regarding enhancing behavioural practices. | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 |
| KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Embed a whole-school approach to improving attendance rates. | | | | |
| **Actions** | Establish a whole school approach to enhancing attendance | | | | |
| **Outcomes** | Leaders and teachers will prioritise improving attendance. Teachers will establish strong partnerships with families of students who have poor attendance. At-risk students will be identified and tracked by key Wellbeing staff. | | | | |
| **Success Indicators** | Overall attendance rate will increase from 83.4% (2022) to above 92% (Panorama Attendance Dashboards). Number of students with 30+ days absent to decrease from 38% to less than 12% (Panorama Attendance Dashboards). Evidence that a whole-school approach to attendance has been communicated to staff (Professional learning schedule/meeting minutes). Evidence that a whole-school approach to attendance has been communicated to the community (Compass posts/information session). Evidence that a whole-school approach to attendance has been communicated to all students (Whole school meeting minutes/Assembly agendas/Leaders attending classrooms). Increase Student Attitude to School Survey factor: Attitudes to Attendance from 83% positive to 86% positive. | | | | |
| Activities | | People responsible | Is this a PL priority | When |
| Develop a 'Wellbeing SIT' which will ensure key wellbeing stakeholders have a voice in decision making around attendance matters | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 |
| Develop a 'Lara Lake - Whole School Attendance Plan'. This document should indicate approaches, procedures, policies and targets for enhancing attendance. | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 |
| Wellbeing SIT will review attendance as a standing item at weekly meetings. | | 🗹 Wellbeing team | 🞎 PLP Priority | from: Term 1  to: Term 4 |
| Recruit for an Acting Assistant Principal who is will lead the 'Wellbeing SIT' | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 |
| Recruit a DI Leading Teacher, fully external to the classroom to oversee DI. | | 🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 |
| Recruit additional ES staff to support with engagement initiatives | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 |
| Recruit a 'Student Wellbeing Teacher' to support all wellbeing initiatives | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 |
| Further develop the Dogs Connect Program to support disengaged students | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 |
| Further develop the 'Hub' initiative, which supports disengaged students at lunchtimes | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 |