

Annual Implementation Plan - 2024

Define actions, outcomes, success indicators and activities

Delacombe Primary School (5201)



Submitted for review by Scott Phillips (School Principal) on 30 November, 2023 at 05:30 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Define actions, outcomes, success indicators and activities

Goal 1	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.
12-month target 1.1 target	As below
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> • Numeracy and Literacy teams will utilise the learnings from the professional development and focus on the areas of differentiation • Build staff understanding of what effective numeracy and literacy teaching looks like • Consolidate the new learning around effective numeracy lesson structures from 2023 and embed this within our instructional model.
Outcomes	<ul style="list-style-type: none"> • Numeracy and Literacy teams will confidently and accurately identify areas of improvement to plan professional development. • Numeracy and Literacy professional development will be provided to staff in staff meetings, team planning and curriculum days, to better understand differentiation and meeting the needs of all learners so that support can be provided and learning extended. • Teachers will implement improvements to the Numeracy and Literacy programs and differentiation will be reflected in weekly planners, through coaching and learning walks. • Leaders will ensure monitoring processes are in place for Numeracy and Literacy, including assessment data, learning walks and through the coaching program.
Success Indicators	<p>Early:</p> <ul style="list-style-type: none"> • Planning documents will reflect differentiation to support and extend students based on data • Coaching and professional development will focus on the launch-explore-discuss/summarise model • Numeracy, Literacy teams and school leadership will observe differentiation in practice, through classroom observations and

	<p>learning walk.</p> <p>Late:</p> <ul style="list-style-type: none"> • Student survey responses will reflect a positive change in their mindset towards mathematics and how they feel challenged. • Feedback from teachers will indicate an increase in confidence to plan and deliver a differentiated program to meet students needs, providing both extra support and extension. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Numeracy team will use the learnings from the Leading Differentiated Teaching in Mathematics in the Academy to review and consolidate our instructional model.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Numeracy improvement teacher <input type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Literacy learning to learn will be delivered by classroom teachers from Weeks 1-3 Term 1, to ensure consistency and emphasis on academics.	<input type="checkbox"/> All staff <input type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,500.00 <input type="checkbox"/> Equity funding will be used
Extending the tutoring program from 1 tutor to 4 tutors, including training 2 ES in Sounds Write so that we maximise the learning growth in Reading.	<input type="checkbox"/> KLA leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input type="checkbox"/> Equity funding will be used

<p>Numeracy learning to learn will be delivered by classroom teachers from Weeks 1-3 Term 1, to ensure consistency and emphasis on academics.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> All staff <input type="checkbox"/> Leadership team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 1</p>	<p>\$1,500.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used
<p>Investigate what is happening in PLC 3 and PLC 4 reading with students in the strong category so that it can increase our exceeding numbers.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Literacy leader 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>
<p>KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			
<p>Actions</p>	<ul style="list-style-type: none"> • The school will continue with a re-engagement program for students who have struggled in mainstream schooling from 2023 • Introduce a School-wide Positive Behaviour program • Introduce the Open Parachute program into the curriculum as a resource for student wellbeing • The school will look to investigate an attendance support co-ordinator to focus on attendance of the most vulnerable and look to drive attendance up and absences down 			
<p>Outcomes</p>	<ul style="list-style-type: none"> • Students in the re-engagement program will participate in daily school activities that are tailored to their strengths and aiming to work on their growth areas • Students in need of wellbeing support or intervention will be identified and supported • Parents will have regular communication with the staff involved in the re-engagement program • Students of critical absenteeism will be followed up regularly and supported by key staff members in the Wellbeing team • The average absence data will trend downwards if the resources are used effectively 			
<p>Success Indicators</p>	<p>Early:</p> <ul style="list-style-type: none"> • Less suspensions and reflections for the most vulnerable by being in the re-engagement program • Positive engagement from students in the re-engagement program • Some changes in attendance of critical cases 			

	Late: <ul style="list-style-type: none"> • Successful transition of students into the classroom from the re-engagement room • Attendance improves across the school • Success stories of critical cases in attendance 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Structure a re-engagement program that has a clear criteria for students, parents and staff to understand the purpose of the program so that students wellbeing and mental health is being supported.	<input type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Behaviour management plans will be understood and updated regularly, with the support of the wellbeing team so that they are an effective working document supporting the students.	<input type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
The Open Parachute program will continue to build on our Respectful Relationships program in order to build on the emotional awareness and regulation of students.	<input type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
The school will continue to have an attendance support co-ordinator in an aim to decrease student absences.	<input type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Appoint a Student Wellbeing Officer for 5 days a week to support staff and students in understanding strategies in managing the emotional regulation of students.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$68,000.00 <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
Engage Chris Egan to support our school staff to build capacity and promote the wellbeing of our staff to increase a positive culture and build self compassion.	<input type="checkbox"/> Leadership team <input type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,038.87 <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to investigate the impact of the Term 4 bully stoppers trial in an attempt to manage the bullying that can occur so that the managing bullying data in the student survey will improve.	<input type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Other funding will be used

Ensure a member of the Wellbeing team or Leadership works with the PLC leader to allow the Grade 5 and Grade 6 boys provide feedback on how we are managing bullying at least once per term.	<input type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
To have a clear documented outline for students on who they can see if they are being bullied or have a concern to report so that students understand how the school is managing bullying.	<input type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 2	To maximise the learning growth of every student in literacy and numeracy			
12-month target 2.1 target	By 2024, improve the proportion of Year 3 students in the 'exceeding' proficiency level of NAPLAN in: - Reading from 16% (2023) to 19% - Writing from 1% (2023) to 5% - Numeracy from 13% (2023) to 16%			
12-month target 2.2 target	By 2024, improve the proportion of Year 5 students in the 'exceeding' proficiency level of NAPLAN in: - Reading from 11% (2023) to 15% - Writing from 2% (2023) to 5% - Numeracy from 6% (2023) to 10%			
12-month target 2.3 target	In 2024, improve the proportion of Year 5 students in the 'strong' and 'exceeding' proficiency level of NAPLAN in: - Reading from 67% (2023) to 70% - Writing from 70% (2023) to 73% - Numeracy from 56% (2023) to 59%			
12-month target 2.4 target	By 2024, increase the percentage of positive responses on the Student Attitudes to School Survey: • Self-regulation and goal setting will Increase from 78% to 84% • Student voice and agency will Increase from 59% to 68% • Stimulated learning will Increase from 77% to 78%.			
12-month target 2.5 target	By 2024, increase the percentage of positive responses on the School Staff Survey: • Academic Emphasis from 56% in 2023 to 78% • Collective efficacy from 75% in 2021 to 80% • Maintain Teacher collaboration from 79% in 2023 to be above the goal of 70% • Using student feedback to improve practice from 58% in 2023 to 80%			

KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity to use data to plan and deliver a differentiated and responsive curriculum			
Actions	<ul style="list-style-type: none"> • Embed the use of data in literacy and numeracy practices to inform targeted planning. • Build staff capacity to deeply understand and implement Individual Education Plans. • Build staff capacity to understand the new Mathematics Curriculum 2.0, and update relevant curriculum documentation, ready for school wide implementation in 2025. • New staff will be provided with a suite of professional learning opportunities to understand and implement Delacombe initiatives. 			
Outcomes	<ul style="list-style-type: none"> • Teachers will confidently and accurately identify all student's learning needs. • Students will be supported to learn at point of need. • Teachers will provide students with the opportunity to work at their level using differentiated resources. • Teachers will implement agreed monitoring processes, following our assessment schedule. • Leaders will ensure monitoring processes are up to date and accessible for staff use. • Students in need of targeted academic and wellbeing support or intervention will be identified and supported. 			
Success Indicators	<p>Early:</p> <ul style="list-style-type: none"> • Data tables will be created that clearly indicate student growth and achievement. • Differentiated curriculum is evident in weekly planners and observed through learning walks. • Teacher planners are responsive to student needs, and explicitly identify adjustments. <p>Late:</p> <ul style="list-style-type: none"> • Differentiated curriculum documents and evidence of student learning at different levels. • Semester 1 and 2 judgements are complete and show growth. • Data protocols are documented and fully implemented. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Consolidate the learning from the leading differentiation course in 2023 and embed this within our Numeracy instructional model so that all students are appropriately challenged.	<input type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Engage Ann Angelopoulos to build on The Writing Model professional learning in the area of handwriting so that student handwriting is consistently taught in all classrooms.	<input type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Appoint an Acting Literacy Specialist to drive further improvements in Reading and Spelling in the upper primary classrooms so that growth from students moving from Grade 3 to Grade 5 is increasing.	<input type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$70,000.00 <input type="checkbox"/> Equity funding will be used
Build staff capacity to understand the new Mathematics Curriculum 2.0, and update relevant curriculum documentation, ready for school wide implementation in 2025.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Engage Ann Angelopoulos for classroom modelling, to support teachers to differentiate their Writing program so that consistency is maintained.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00
Provide professional development for new staff (10) in Delacombe Initiatives, The Writing Model, Sounds Write and Assessment for Common Misunderstandings so that consistency is maintained.	<input type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1	\$40,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Provide a comprehensive induction program for the 10 new classroom teachers and any new staff members so that collective efficacy is enhanced.	<input type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Provide professional learning around creating and maintaining Individual Education Plans so that students are supported and their learning maximised.	<input type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00
Build on the use of Swivl for classroom observations and self reflection, and as part of the PLC inquiry and PDP process.	<input type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Develop a clear probation process for newly appointed ongoing staff so that new staff can be supported in their first 6 months to 12 months at DPS.	<input type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Enhance collaborative structures and processes which maintain high level professional learning communities.			

incorporating extra-curricula programs				
Actions	<ul style="list-style-type: none"> To establish structures that enable consistent collection, analysis and use of data. Maintain and strengthen PLC structures to support teacher collaboration and effective teacher practice 			
Outcomes	<ul style="list-style-type: none"> PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments and lessons. PLC leaders will feel supported and engaged in their role. Students will be supported to learn at their point of need. Students will experience success and celebrate the acquisition of knowledge. 			
Success Indicators	<p>Early:</p> <ul style="list-style-type: none"> PLC norms and protocols will be established and visible in meeting minutes. PLC minutes reflect high level of discussion and planning. <p>Late:</p> <ul style="list-style-type: none"> PLCs operate autonomously within school wide model. Documentation of PLC inquiries reflect journey and growth in student/ teacher skills and knowledge. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide professional learning for PLC leaders, around leading effective teams through the inquiry process so that collective efficacy and collaboration is enhanced.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Review and refine PLC planning protocols and processes through the use of Daniel Venables book 'Facilitating Teacher Teams and Authentic PLCs'	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Engage school based coaches in Growth Coaching professional Learning to enhance teacher collaboration.	<input type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00
All new PLC leaders will engage in the Quality Conversation PD to enhance collective efficacy.	<input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00
Maintain the 'givens' document as listed in our staff vision of what the expectations are of staff at DPS so that there is an emphasis to staff on what we would like to see in our classrooms,	<input type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Other funding will be used
Establish clear documented expectations on parent-teacher communication so that parent opinion data is increasing in this area.	<input type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Create and embed a school wide framework to maximise student voice and agency in learning			
Actions	<ul style="list-style-type: none"> • Use channels of communication to provide regular updates on student learning programs to parents and the community. • Establish consistent approaches to goal setting and feedback. 			
Outcomes	<ul style="list-style-type: none"> • Teachers will provide regular feedback and monitor student progress and engagement using data. • Students will know what their next steps are in order to progress in their learning. • Leaders will support teachers to maximise understanding of student voice and agency in learning. 			

Success Indicators	<p>Early:</p> <ul style="list-style-type: none"> Evidence of communication with parents, carers and kin. Classroom observations and learning walks demonstrate use of strategies from student, voice and agency professional learning. Documentation of communication processes. <p>Late:</p> <ul style="list-style-type: none"> Positive results in parent, carer, kin surveys. Pivot survey results improve. Attitudes to Survey results improve in the key areas aligned to Student, Voice and Agency. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review goal setting and feedback approaches – clarify purpose, definition and process.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Other funding will be used
Conduct professional learning around goal setting and feedback approaches.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Other funding will be used
Establish and create whole school documentation around the implementation of goal setting and feedback.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Other funding will be used

Acting Assistant Principal will review PBL and ensure that there is consistency in planning to enhance student voice and agency.	<input type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Other funding will be used
To implement a process where student reports are pasted in portfolios and the school allocates a day where the teachers conferences with the students on the report to voice successes and improvement areas.	<input type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 2	To optimise the health and wellbeing of every student.			
12-month target 2.1 target	By 2024, increase the percentage of positive responses on the Student Attitudes to School Survey:• Sense of Connectedness from 67% to 75%• Sense of Confidence from 63% to 72%• Managing bullying from 63% to 72%• Emotional awareness and regulation from 58% to 66%			
12-month target 2.2 target	By 2024, increase the percentage of positive responses on the School Staff Survey:• Trust in Students and parents from 46% to 60%• School climate from 72% to 76%			
12-month target 2.3 target	By 2024, decrease the percentage of Foundation to Year 6 students with 20 or more days absent from 38% in 2022, to 26% in 2023, to 22% in 2024.			
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed proactive programs across the school that support the needs of current and future students.			
Actions	<ul style="list-style-type: none"> • Embed school vision and values to establish a clear understanding and consistent implementation. • Establish a Learning to Learn program to be used to instil our school values and establish clear expectations. 			

Outcomes	<ul style="list-style-type: none"> Teachers and leaders integrate physical, social, emotional, cultural and civic wellbeing learning into school practice. Staff and students will have a greater understanding of school learning and behaviour expectations. 			
Success Indicators	<p>Early:</p> <ul style="list-style-type: none"> Visual documentation of vision and values. Learning to Learn programs will be clearly documented and implemented at the start of the year. Documented norms and protocols that are clearly visible throughout the school. <p>Late:</p> <ul style="list-style-type: none"> Improved student, staff and parent survey data. Increased student attendance data. Student, staff and community feel connected to vision and values. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
School website will be updated to reflect our new vision and values.	<input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
A Learning to Learn program will be used to instill our school values and establish clear expectations so that academic emphasis is enhanced.	<input type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input type="checkbox"/> Equity funding will be used
We will investigate a rubric to be used to support teachers to report on the personal and social and ethical capabilities.	<input type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

<p>Values and Vision will be explicitly added to buildings around the school to build a sense of connectedness and confidence.</p>	<input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <input type="checkbox"/> Equity funding will be used
<p>We will look to introduce a new music program at junior level (P-2) and look to support the staff in this area through the Music in Schools program.</p>	<input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$70,000.00</p> <input type="checkbox"/> Equity funding will be used
<p>KIS 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Promote and embed an inclusive, engaging school culture</p>			
<p>Actions</p>	<ul style="list-style-type: none"> • To support staff in the understanding and implementation of the SWPB framework. • Strengthen relationships and connection between home and school. • Develop an understanding of how first nations and European settlement occupied this country, through the history wall. 			
<p>Outcomes</p>	<ul style="list-style-type: none"> • Students will develop a deeper understanding of how first nations and European settlement occupied this country. • There is a common understanding of the SWPB framework. • Students feel supported and engaged with strong, established relationships. 			
<p>Success Indicators</p>	<p>Early:</p> <ul style="list-style-type: none"> • Documentation of SWPB framework. • Development of the SWPB team to lead the implementation. <p>Late:</p> <ul style="list-style-type: none"> • Increase in the number of positive interactions and behaviours across the school, evidenced by the SWPB framework. • Decrease in absenteeism data. 			

- Sense of connectedness in the Attitude to School Survey improves.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
An Australian History mural reflecting European settlement and Indigenous occupation will be installed and then used in our school history curriculum.	<input type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,500.00 <input type="checkbox"/> Equity funding will be used
Staff and students will be educated on how to productively incorporate the History wall into the classroom.	<input type="checkbox"/> KLA leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
School Wide Positive Behaviours will be introduced throughout the school, in a staged approach. This is to build a sense of confidence in DPS.	<input type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
The SWPB team will be established and work with the SWPB regional coach.	<input type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
Provide a safe space for students to report bullying to their teacher and to provide this information to the Wellbeing team for any action.	<input type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Other funding will be used
To investigate and act why Grade 4s transitioning into Grade 5 has been trend in Atos so that a Sense of Connectedness improves.	<input type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Other funding will be used
Provide regular lunchtime activities/programs to specifically for our Grade 6 students to enhance their school connectedness.	<input type="checkbox"/> KLA leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Investigate through a PLC inquiry at Grade 4 and Grade 5 how girls "can do challenging work" in Numeracy & Literacy to impact on 'Sense of confidence' in the student survey.	<input type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide a stepping up transition powerpoint for all PLCs that provides students with specific information at the start of the year but can also be used as induction for new students.	<input type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Design a google classroom survey that allows for student check in around key improvement areas of the Student attitude survey at least once a term in Grade 3,4,5, & 6..	<input type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00