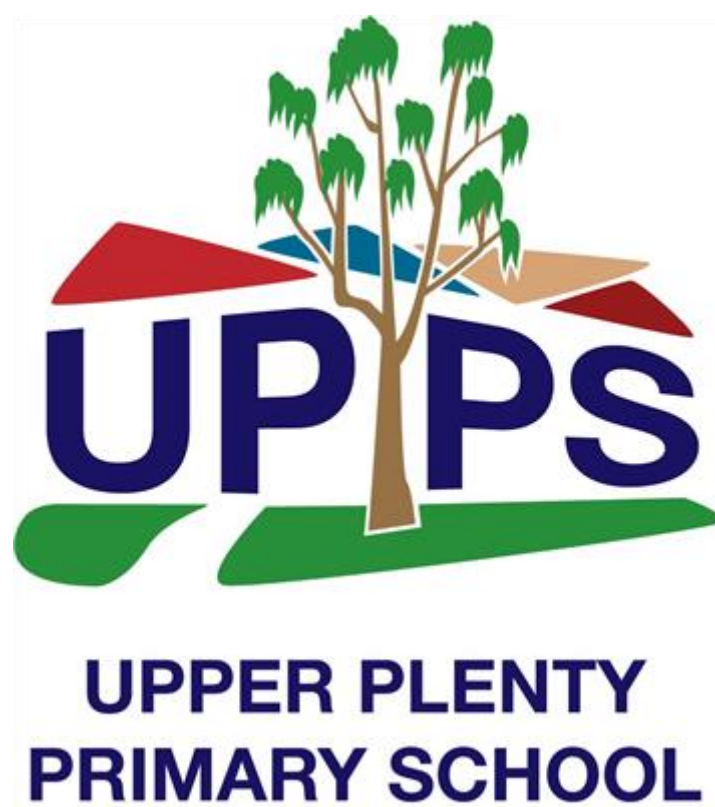


Annual Implementation Plan - 2025

Define actions, outcomes, success indicators and activities

Upper Plenty Primary School (1244)



Submitted for review by Susan Egan (School Principal) on 17 December, 2024 at 05:38 PM

Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 17 December, 2024 at 08:50 PM

Define actions, outcomes, success indicators and activities

Goal 1	To maximise learning growth for all students
12-month target 1.1	<p>NAPLAN: Increase or maintain percentage of Year 3 students achieving Exceeding or Strong Proficiency from: Reading 68% (2024) to 75% (2025) Numeracy maintained at 85% (2025) Writing 81% (2024) to 85% (2025)</p> <p>NAPLAN 2026 By 2026, reduce the number of students in Grade 3 (2024 - Grade 5 2026) in 'needs additional support' students: In Reading from 14% (2024) to 7% (2026) In Writing from 7% to 0 (2026) In Numeracy maintain 0%</p> <p>By 2026, increase the number of 'strong and exceeding' students: In Reading from 78% (2024) to 85% (2026) In Writing from 82% (2024) to 85% (2026) In Numeracy 82%(2024) to 85% (2026)</p>
12-month target 1.2	<p>NAPLAN: Increase or maintain percentage of Year 5 students achieving Exceeding or Strong Proficiency from: Reading maintained at 90% (2025) Numeracy maintained at 90% (2025) Writing maintained at 90% (2025)</p>
12-month target 1.3	<p>Teacher Judgement- Vic Curric Percentage of students achieving at and above expected growth against Vic Curric according to teacher judgement will increase from: Reading 80% (sem 1) maintained Writing 86% (sem 1) maintained Maths 2.0 95% (sem 1) maintained</p>

12-month target 1.4	<p>SSS</p> <p>Increase the percentage of positive responses in SSS factors:</p> <p>Academic Emphasis 65% (2024) to 70% (2025)</p> <p>Instructional Leadership 73% (2024) to 76% (2025)</p> <p>Teacher Collaboration 67% (2024) to 70% (2025)</p>
<p>KIS 1.b</p> <p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Embed evidence-based practices in teaching & learning
Actions	<p>ACTION 1:</p> <p>Build staff capacity in their use of the Explicit Direct Instruction Instructional Model and delivery learning at point of need for all students</p>
Outcomes	<p>ACTION 1:</p> <p>Leaders will:</p> <ul style="list-style-type: none"> * Participate in professional reading as part of SIT * Plan whole school learning in VTML 2.0 * Plan professional learning in Explicit Direct Instruction - Instructional Model of school * Plan and conduct LWT to monitor consistence of teaching practices across the school * Analyse LWT data at SIT and develop next steps to improve teaching practice * Provide coaching to teachers on EDI in teaching practice * Document and discuss explicit feedback to staff during coaching * Attend weekly planning session with teaching teams to support best practice * Review Peer Observation Processes across school and develop a schedule for feedback and sharing * Coordinate our TLI program to support students who need additional support * Coordinate High Ability program for students identified as requiring extension

	<ul style="list-style-type: none"> * Provide professional learning on Top Ten Fluency and support staff to implement. <p>Teachers will:</p> <ul style="list-style-type: none"> * Have a stronger understanding of VTML 2.0 * Consistently implement Instructional Model of EDI across the school and apply learning to real life problems * Use feedback to improve teaching practice * Share best practice with peers * Collaborate in team planning using EDI for implementing learning, using OCHRE and DET documents for curriculum * Use evidence based resources during planning * Participate in peer observation program to build teaching practice and collect evidence to support their personal goals * Support students who require additional support, with their learning goals * Support all students with learning at their point of need * Implement Top Ten Fluency to be run alongside Number Fluency <p>Students will:</p> <ul style="list-style-type: none"> * Understand engagement norms and be active participants in lessons * Receive support at their point of need * Participate in Top Ten Fluency activities
Success Indicators	<p>EARLY INDICATORS:</p> <p>LWT observations indicate teachers using EDI in planning and this is visible in classrooms</p> <p>LWT observations indicate consistency in timing of lessons across the school</p> <p>Teachers using EDI in weekly planning</p> <p>Teachers using OCHRE and DET resources for planning</p> <p>Teachers sharing goals and best practice from observations, at staff professional learning</p> <p>Students participating in lessons using engagement norms</p> <p>Students showing progress against individual goals</p> <p>Students can give feedback on their learning success</p> <p>LATE INDICATORS:</p> <p>NAPLAN:</p>

Increase the proportion of students in the strong and exceeding proficiency level from:

READING:

G3 69% (2024) to 75% (2025)

G5 92% (2024) maintained

WRITING:

G3 81% (2024) to 85% (2025)

G5 96% (2024) maintained

NUMERACY:

G3 81% (2024) to 85% (2025)

G5 96% (2024) maintained

NAPLAN 2026

By 2026, reduce the number of 'needs additional support' students:

In Reading from 14% (2024) to 7% (2026)

In Writing from 7% to 0 (2026)

In Numeracy maintain 0%

By 2026, increase the number of 'strong and exceeding' students:

In Reading from 78% (2024) to 85% (2026)

In Writing from 82% (2024) to 85% (2026)

In Numeracy 82%(2024) to 85% (2026)

TEACHER JUDGEMENT

Percentage of students in Year 1-6 achieving at & above expected growth, against the Victorian Curriculum, according to

Teacher Judgment will increase in:

Reading & Viewing from 80% (2024) to 85% (2025)

Writing from 86% (2024) to maintained (2025)

Maths 2.0 from 95% (2024) to maintained (2025)

SSS

Academic emphasis 65% (2024) to 70% (2025)

Instructional leadership 73% (2024) to 76% (2025)

Teacher Collaboration 67% (2024) to 70% (2025)

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Introduce Word Origins Morphology across years 3 to 6	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Introduction of Top Ten Fluency scope and sequence across school (F - 2)	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Implement Talk for Writing in Foundation	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement whole school Victorian Curriculum 2.0 in English using Ochre and DET resources	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Refine UPPS Instructional Model and provide PL to staff on Explicit Direct Instruction and how to apply learning to real life problems using DET resources	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Plan and deliver Professional Learning program on VTLM 2.0 English	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Revise protocols for class expectations for students in instructional routines	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Organise LWT schedule to observe staff practice and collect data. Provide teachers and ES with time to collaborate on the feedback to improve teaching practice.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$13,205.17 <input checked="" type="checkbox"/> Equity funding will be used
Implement progress monitoring of Sounds Write in F - 2	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop SIT calendar of data schedule Provide staff with whole school data feedback and with opportunities to collaborate to use data to improve student outcomes	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop Peer Observation schedule across school and include once termly meeting for teachers to report on progress on their personal goals.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Prioritise time for teachers to collaborate to differentiate and modify curriculum resources to cater for students' needs.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used

TLI leader to implement support program from students requiring additional support, working with teachers and ES staff	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$17,400.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance the school's collaborative practices and processes			
Actions	ACTION 1: Embed PLC structures to support teacher collaboration and strengthen teaching practice ACTION 2: Develop whole school guidelines to and support teacher collaboration			
Outcomes	ACTION 1 Leaders will: * Guide, support and participate in PLCs * Embed PLC structures across the school to support teacher practice and track student data * Use a range of protocols to support data analysis * Update PLC matrix * Provide opportunities to moderate student work * Develop the team assessment moderation schedule included in the collaborative planning guide Teachers will: * Embed the Inquiry cycle for PLCs * Use PLCs to collaboratively set short term goals to meet the needs of students * Moderate student work to ensure teaching consistency * Analyse student data to track and monitor student progress * Provide a tiered level of support * Participate in collaborative moderation			

	<p>Students will:</p> <ul style="list-style-type: none"> * Achieve short term goals set by PLCs * Receive targeted support to achieve goals <p>ACTION 2:</p> <p>Leaders will:</p> <ul style="list-style-type: none"> * Develop a whole school collaborative planning document * Provide professional learning to staff on collaborative planning * Attend planning session to support staff with planning <p>Teachers will:</p> <ul style="list-style-type: none"> * Participate in PL on collaboration * Use the whole school collaboration guide in planning to adapt teaching for students' needs. <p>Students will:</p> <ul style="list-style-type: none"> * Participate in learning that has been adjusted to suit their point of need 			
Success Indicators	<p>EARLY INDICATORS:</p> <p>PLC minutes</p> <p>Teacher records of student progress</p> <p>Student achievement of short term goals</p> <p>Collaborative Planning guide being used in planning session</p> <p>LATE INDICATORS:</p> <p>SSS</p> <p>Collective Efficacy from 80% (2024) to 85% (2025)</p> <p>Moderation of Assessment from 80% (2024) to 85% (2025)</p> <p>Teacher Collaboration from 67% (2024) to 70% (2025)</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop a schedule of weekly PLC with a term focus, prioritising time for teacher collaboration	☑ School improvement team	☑ PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Embed PLC processes by working with leading teacher and learning specialist to identify and drive focus for improvement for PLC teams.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide opportunities each term for PLC teams to share progress and give feedback to each other	<input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop a Collaborative Planning Guide and present PL to staff on how it can support teaching	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Provide PL for staff on collaborative planning	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Goal 2	To maximise engagement and wellbeing for all students			
12-month target 2.1	AToSS Stimulating learning 88%(2024) maintained 88% (2025) Sense Confidence 87% (2024) maintained 87% (2025) Motivation & Interest 82% (2024) to 85% (2025) Resilience 72% (2024) to 75% (2025)			
12-month target 2.2	SSS Increase percentage of positive responses in SSS:			

	Use student feedback 40% (2024) to 50% (2025) Understand formative assessment 100%(2024) MAINTAIN (2025) Plan differentiated learning activities 60%(2024) to 70%(2025)
12-month target 2.3	ATTENDANCE Decrease percentage of students with 20 or more absence days from 34% (2024) to 30% (2025) Decrease the percentage of ATSI students out of total students with 20+ days absent reduced from 54% to 25%
12-month target 2.4	Parent Opinion Survey Increase percentage of positive responses in: Stimulating Learning Environment 81% (2024) to 85% (2025) Maintain Student Motivation & Support 89% (2024) to 89%(2025) Effective teaching Time 82% (2024) to 85% (2025)
KIS 2.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	ACTION1: Implement a multi tiered approach to wellbeing across the school ACTION 2: Strengthen and implement whole school DI processes
Outcomes	ACTION 1: Leaders will: <ul style="list-style-type: none"> * Define roles and responsibilities in Wellbeing Team * Provide professional learning in response to SWPBS and student wellbeing data * Implement WWT to collect data on student wellbeing and on wellbeing systems across the school * Participate in M&M Network CoP * Directly support the wellbeing of students through mental health referrals

- * Implement a formal wellbeing survey for students to track data across year levels and analyse this for referrals
- * Directly support students in T2 and T3 through school wellbeing programs and supports
- * Schedule and support SSG meetings each term
- * Provide support for staff in developing IEPs and BSPs.
- * Conduct "Cool Kids' program across school for T2 students
- * Cross reference TRP with Respectful Relationships and Marrung Education Plan to produce a scope and sequence of topics not covered in TRP
- * Investigate strategies to further empower student voice and enhance student feedback
- * Provide professional learning to staff on student voice and agency

Teachers will:

- * Consistently model SWPBS responses across school
- * Regularly teach students appropriate behaviours and strategies they can use
- * Embed GEM chats and teaching of The Resilience Project lessons across school
- * Implement RR topics in line with scope and sequence
- * Implement Marrung plan in line with scope and sequence
- * Develop and Implement BSPs and IEPs for students in T2 and T3
- * Refer T2 and T3 students to Allied services
- * Refer T2 students to the "Cool Kids' program
- * Conduct SSG meetings
- * Implement respectful relationships across the school
- * Provide opportunities for student voice and student feedback
- * Participate in PL on student voice and agency

Students will:

- * Participate in review of SWPBS Behaviour matrix
- * Articulate school values and appropriate behaviours
- * Participate in GEM chats and TRP lessons
- * Participate in WWT and provide feedback on focus questions
- * Identify emotions and utilise strategies to regulate them
- * Build their resilience
- * Be supported to achieve their IEP and BSP goals
- * Know the avenues to communicate their voice

	<p>ACTION 2: Leaders will:</p> <ul style="list-style-type: none"> * Provide professional learning in response to DI data * Participate in M&M Network CoP * Review whole school process for documentation of DI in school * Provide coaching for staff in DI processes and documentation of adjustments * Schedule and support SSG meetings each term * Provide support for staff in developing IEPs and BSPs. * Conduct classroom observations to provide FB to teachers <p>Teachers will:</p> <ul style="list-style-type: none"> * Develop and Implement BSPs and IEPs for students in T2 and T3 * Conduct SSG meetings * Provide evidence of adjustments in work programs * Work with DI leader to support T2 and T3 students through differentiation and adjustments * Consult with Allied Health Specialists to support T2 and T3 students <p>Students will:</p> <ul style="list-style-type: none"> * Be supported to achieve their IEP and BSP goals * Be given opportunities to experience success through learning adjustments made in their program
Success Indicators	<p>EARLY INDICATORS: Expected behaviours are displayed regularly at school. Consistency of use of behaviour matrix to respond to incidents across the school Students demonstrate ability to regulate their emotions and seek support when needed GEM chats evident in classrooms Regular analysis of incident data at SIT and Wellbeing meetings T2 and T3 students receiving targeted support and adjustments evident in work programs IEPs evident for students at risk SSGs conducted each term</p> <p>LATE INDICATORS: IEP goals achieved by students Sentral wellbeing data shows improvement AToSS -</p>

	Stimulating learning 88%(2024) maintained (2025) Sense Confidence 87% (2024) maintained (2025) Motivation & Interest 82% (2024) to 85% (2025) Resilience 72% (2024) to 75% (2025)			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Development of Role Description Statements for Wellbeing leaders. Include schedule SIT reporting	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Set up SWPBS team for 2025 and develop meeting schedule - twice termly	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Other funding will be used
Review Behaviour matrix and rewards System with student leadership team	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Identify Wellbeing team member to engage in Network CoP and take Actions to SIT	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,800.01 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Continue to implement The Resilience Project and schedule PL for staff on The Resilience Project and organise parent information sessions	<input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$31,423.03 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Allocate staff to provide the 'Cool Kids' program to T2 and T3 students identified as risk and implement schedule for these sessions	<input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,461.00 <input checked="" type="checkbox"/> Other funding will be used
Appoint DI leader to coordinate intervention program to support T2 and T3 students.	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$48,050.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Deliver PL to staff to support adjustments for T2 and T3 students and provide continued support and feedback.	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Other funding will be used

Provide staff with professional learning to support tiered level of support including referral process		<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Other funding will be used
Develop schedule for SSG meetings each term, done by DI leader.		<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,800.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Appoint ES staff to work with DI leader to implement support programs for T2 and T3 students.		<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$71,801.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
KIS 2.c 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	Embed Whole School Attendance process and promote student attendance				

Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> * Lead staff across the school to review the school attendance policy * Develop whole school document which clearly states roles, responsibilities and procedures for attendance across the school * Lead staff in professional learning to understand their roles and responsibilities * Communicate high expectations for attendance in newsletters, staff meetings, parent forums * Analyse attendance data regularly at SIT meetings and develop next step actions * Participate in M&M Network CoP * Work with KESO to improve attendance rates of ATSI students at UPPS * Lead staff in tracking the attendance of ATSI students across the school <p>Teachers will:</p> <ul style="list-style-type: none"> * Implement the school attendance policy * Contact parents to discuss student attendance, in line with the attendance policy * Implement and monitor attendance plans for students at risk - below 80% attendance * Track and monitor ATSI students in their class * Develop positive relationships with their students * Promote positive attendance through weekly attendance awards and student recognition <p>Students will:</p> <ul style="list-style-type: none"> * Attend school regularly * Receive targeted support if their attendance is below 80% * ATSI students will be provided with additional support from our KESO to improve attendance
Success Indicators	<p>EARLY INDICATORS:</p> <p>Students have positive attitudes to attendance Attendance plans developed for at risk students SIT agenda shows attendance tracking Meeting notes with KESO</p> <p>LATE INDICATORS:</p> <p>Decrease percentage of students with 20 or more absence days from 34% (2024) to 30% (2025) Percentage of ATSI students out of total students with 20+ days absent reduced from 54% to 25%</p>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review of Attendance Policy with staff, including roles and responsibilities	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Deliver Professional learning to staff on Student Attendance Plans	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Develop a schedule of meetings with KESO to support ATSI students with attendance concerns and track and monitor these students.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Use DET resources and M&M Network CoP resources to identify and implement best practices in supporting student attendance	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement Weekly/Termly attendance recognition program	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Track student attendance data and identify trends in attendance and identify students at risk	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Develop attendance plans for students at risk and implement support meetings to discuss and review these.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00