

# **2020 Annual Implementation Plan**

## **for improving student outcomes**

Beverford District Primary School (5407)



Submitted for review by Phillip Cox (School Principal) on 16 December, 2019 at 02:10 PM  
Endorsed by Graeme Scoberg (Senior Education Improvement Leader) on 13 January, 2020 at 08:19 AM  
Awaiting endorsement by School Council President



## SSP Goals Targets and KIS

<b>Goal 1</b>	To improve literacy and numeracy outcomes for all students
<b>Target 1.1</b>	90% of Year 1 to 6 student assessed against the Victorian Curriculum (VC) Levels 1-10 to be at or above their age expected level of learning in each year of the SSP period for all three English modes
<b>Target 1.2</b>	90% of Year 1 to 6 student assessed against the Victorian Curriculum (VC) Levels 1-10 to be at or above their age appropriate level of learning in each year of the SSP period for all three Mathematics strands.
<b>Target 1.3</b>	Based on NAPLAN benchmark growth data, the 2021-2023 matched cohort to show at least 80 per cent of students assessed at meeting benchmark or above benchmark growth in numeracy, reading and writing.
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Embed a consistent approach to curriculum planning, differentiated classroom practice and assessment
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Further develop and embed an instructional model across the school
<b>Key Improvement Strategy 1.c</b> Evidence-based high-impact teaching strategies	Develop processes and procedures to build teacher capacity to further inform teaching practices and student learning outcomes
<b>Goal 2</b>	To improve student engagement in their learning

<b>Target 2.1</b>	By 2023, the percentage of students responding positively to the survey factor 'Student voice and agency' will be at or above 84 per cent as measured by the Attitudes to School Survey (AtoSS).
<b>Target 2.2</b>	By 2023, the percentage of students responding positively to the survey factor 'Self-regulation and goal setting' will be at or above 90 per cent as measured by AtoSS.
<b>Target 2.3</b>	By 2023, average student absence days will be less than 15 days per student.
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Further develop and implement what student leadership, voice and agency looks like in all classrooms
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Further develop and consolidate the school's approach to inquiry learning
<b>Key Improvement Strategy 2.c</b> Setting expectations and promoting inclusion	Develop a school attendance policy outlining clear strategies to improve all factors relating student attendance
<b>Goal 3</b>	To improve the health and wellbeing of all students
<b>Target 3.1</b>	By 2023, the percentage of students responding positively to the survey factors 'School connectedness' and 'Managing bullying' will be at or above 90 per cent as measured by AtoSS.

<b>Target 3.2</b>	By 2023, the percentage of parents responding positively to the survey factors ‘School connectedness’ and ‘Managing bullying’ will be at or above 90 per cent as measured by the Parent Opinion Survey (POS).
<b>Target 3.3</b>	By 2023, the percentage of students responding positively to the survey factor ‘Resilience’ factor will be at or above 90 per cent as measured by AtoSS.
<b>Target 3.4</b>	From baseline established in 2020, SWPBS data to improve year on year for the period of the SSP.
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Develop and implement agreed whole school practices to ensure a safe and orderly learning environment including School Wide Positive Behaviour Support Program
<b>Key Improvement Strategy 3.b</b> Parents and carers as partners	Build community partnerships to enhance student wellbeing, resilience and learning

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve literacy and numeracy outcomes for all students	Yes	90% of Year 1 to 6 student assessed against the Victorian Curriculum (VC) Levels 1-10 to be at or above their age expected level of learning in each year of the SSP period for all three English modes	90% of Year 1 to 6 student assessed against the Victorian Curriculum (VC) Levels 1-10 to be at or above their age expected level of learning in all three English modes
		90% of Year 1 to 6 student assessed against the Victorian Curriculum (VC) Levels 1-10 to be at or above their age appropriate level of learning in each year of the SSP period for all three Mathematics strands.	90% of Year 1 to 6 student assessed against the Victorian Curriculum (VC) Levels 1-10 to be at or above their age appropriate level of learning in all three Mathematics strands.
		Based on NAPLAN benchmark growth data, the 2021-2023 matched cohort to show at least 80 per cent of students assessed at meeting benchmark or above benchmark growth in numeracy, reading and writing.	Based on NAPLAN benchmark growth data, the 2018-2020 matched cohort to show at least 80 per cent of students assessed at meeting benchmark or above benchmark growth in numeracy, reading and writing.
To improve student engagement in their learning	No	By 2023, the percentage of students responding positively to the survey factor 'Student voice and agency' will be at or above 84 per cent as measured by the Attitudes to School Survey (AtoSS).	

		By 2023, the percentage of students responding positively to the survey factor 'Self-regulation and goal setting' will be at or above 90 per cent as measured by AtoSS.	
		By 2023, average student absence days will be less than 15 days per student.	
To improve the health and wellbeing of all students	Yes	By 2023, the percentage of students responding positively to the survey factors 'School connectedness' and 'Managing bullying' will be at or above 90 per cent as measured by AtoSS.	The percentage of students responding positively to the survey factors 'School connectedness' and 'Managing bullying' will be at or above 82.5 per cent as measured by AtoSS
		By 2023, the percentage of parents responding positively to the survey factors 'School connectedness' and 'Managing bullying' will be at or above 90 per cent as measured by the Parent Opinion Survey (POS).	The percentage of parents responding positively to the survey factors 'School connectedness' and 'Managing bullying' will be at or above 82.5 per cent as measured by the Parent Opinion Survey (POS).
		By 2023, the percentage of students responding positively to the survey factor 'Resilience' factor will be at or above 90 per cent as measured by AtoSS.	The percentage of students responding positively to the survey factor 'Resilience' factor will be at or above 82.5 per cent as measured by AtoSS
		From baseline established in 2020, SWPBS data to improve year on year for the period of the SSP.	By the conclusion of 2020 baseline data will be established to improve year on year for the remaining period of the SSP.

<b>Goal 1</b>	To improve literacy and numeracy outcomes for all students	
<b>12 Month Target 1.1</b>	90% of Year 1 to 6 student assessed against the Victorian Curriculum (VC) Levels 1-10 to be at or above their age expected level of learning in all three English modes	
<b>12 Month Target 1.2</b>	90% of Year 1 to 6 student assessed against the Victorian Curriculum (VC) Levels 1-10 to be at or above their age appropriate level of learning in all three Mathematics strands.	
<b>12 Month Target 1.3</b>	Based on NAPLAN benchmark growth data, the 2018-2020 matched cohort to show at least 80 per cent of students assessed at meeting benchmark or above benchmark growth in numeracy, reading and writing.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Embed a consistent approach to curriculum planning, differentiated classroom practice and assessment	Yes
<b>KIS 2</b> Building practice excellence	Further develop and embed an instructional model across the school	No
<b>KIS 3</b> Evidence-based high-impact teaching strategies	Develop processes and procedures to build teacher capacity to further inform teaching practices and student learning outcomes	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.	During the Fieldwork Day of the School Review in November 2019 the Terms of Reference questions were focused on catering for students at their point of need and embedding the Gradual Release instructional model across the school. The review panel recommended that the school undertake further work in analysing data in order to identify the next stage of learning, as well as teachers using data to reflect upon the effectiveness of their own teaching practice. The panel concluded that the inclusion of a key improvement strategy to further develop and embed the school's instructional model would be beneficial in the new SSP.	
<b>Goal 2</b>	To improve the health and wellbeing of all students	



<b>12 Month Target 2.1</b>	The percentage of students responding positively to the survey factors 'School connectedness' and 'Managing bullying' will be at or above 82.5 per cent as measured by AtoSS	
<b>12 Month Target 2.2</b>	The percentage of parents responding positively to the survey factors 'School connectedness' and 'Managing bullying' will be at or above 82.5 per cent as measured by the Parent Opinion Survey (POS).	
<b>12 Month Target 2.3</b>	The percentage of students responding positively to the survey factor 'Resilience' factor will be at or above 82.5 per cent as measured by AtoSS	
<b>12 Month Target 2.4</b>	By the conclusion of 2020 baseline data will be established to improve year on year for the remaining period of the SSP.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Develop and implement agreed whole school practices to ensure a safe and orderly learning environment including School Wide Positive Behaviour Support Program	Yes
<b>KIS 2</b> Parents and carers as partners	Build community partnerships to enhance student wellbeing, resilience and learning	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.	The School Wide Positive Behaviour Program will allow consistency in the way all staff, students and the wider school community interact with each other. It will also set clear and high expectations for the students of the school. Mapping student wellbeing and behaviour on the Sentral Program will assist with creating a clear picture of individual students. Having all this in one place along with attendance, assessment and reporting will make it streamlined and efficient for staff.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve literacy and numeracy outcomes for all students
<b>12 Month Target 1.1</b>	90% of Year 1 to 6 student assessed against the Victorian Curriculum (VC) Levels 1-10 to be at or above their age expected level of learning in all three English modes
<b>12 Month Target 1.2</b>	90% of Year 1 to 6 student assessed against the Victorian Curriculum (VC) Levels 1-10 to be at or above their age appropriate level of learning in all three Mathematics strands.
<b>12 Month Target 1.3</b>	Based on NAPLAN benchmark growth data, the 2018-2020 matched cohort to show at least 80 per cent of students assessed at meeting benchmark or above benchmark growth in numeracy, reading and writing.
<b>KIS 1</b> Curriculum planning and assessment	Embed a consistent approach to curriculum planning, differentiated classroom practice and assessment
<b>Actions</b>	Develop teacher knowledge and capacity to use data, plan for and implement effective teaching practices in writing.
<b>Outcomes</b>	<p>Students will</p> <ul style="list-style-type: none"> <li>- be able to articulate the learning intention and success lesson within writing sessions.</li> <li>- be able to articulate where they need to go next in order to improve their writing.</li> <li>- be able to use a variety of strategies/components to improve their writing.</li> </ul> <p>Teachers will</p> <ul style="list-style-type: none"> <li>- write meaningful learning intentions and success criterias.</li> <li>- provide meaningful feedback directly linked to the learning intention and success criteria.</li> <li>- explicitly teach and model writing strategies.</li> <li>- use the Sentral Program to map student progress in writing and subsequently plan lessons at the 'point of need'.</li> <li>- use the cold write assessment to drive 'point of need' teaching.</li> <li>- develop a consistent approach to planning the writing curriculum across the school.</li> <li>- attend the small school planning groups and network teaching and learning sessions.</li> </ul> <p>Principal will</p> <ul style="list-style-type: none"> <li>- provide opportunities for staff professional development directly linked to improving student outcomes in writing.</li> <li>- allow staff time to plan, moderate and map student growth collaboratively through the professional learning schedule and school</li> </ul>

	timetable. - lead peer observations and develop protocols for this at the school.			
<b>Success Indicators</b>	- When questioned by staff students will be able to accurately articulate what they are doing and why during writing sessions. - Teachers will be using the student academic mapping component in Sentral as well as various assessment tools such as cold write to plan and teach at the 'point of need'. - All students make at least 12 months growth during the school year.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Increase in classroom teachers time fraction to ensure the school runs three classrooms every day during the Literacy and Numeracy Blocks	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Purchase, implement and access professional development around the 'Little Learner's Love Literacy' Program for the Junior Classroom.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Participate in the Small Schools Planning Group, Swan Hill Teaching & Learning PLC coordinators meetings and PLT, including the Graduate Group sessions for eligible staff.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Team teaching and peer observations to build consistency in the teaching of writing and use of assessment to inform 'point of need' teaching.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used

Professional Learning Schedule to include moderation and whole school discussions around data informed curriculum planning and teaching focuses.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Implement 'Cold Write' assessment of writing to map student achievement and growth in writing and also inform teaching.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To improve the health and wellbeing of all students			
<b>12 Month Target 2.1</b>	The percentage of students responding positively to the survey factors 'School connectedness' and 'Managing bullying' will be at or above 82.5 per cent as measured by AtoSS			
<b>12 Month Target 2.2</b>	The percentage of parents responding positively to the survey factors 'School connectedness' and 'Managing bullying' will be at or above 82.5 per cent as measured by the Parent Opinion Survey (POS).			
<b>12 Month Target 2.3</b>	The percentage of students responding positively to the survey factor 'Resilience' factor will be at or above 82.5 per cent as measured by AtoSS			
<b>12 Month Target 2.4</b>	By the conclusion of 2020 baseline data will be established to improve year on year for the remaining period of the SSP.			
<b>KIS 1</b> Empowering students and building school pride	Develop and implement agreed whole school practices to ensure a safe and orderly learning environment including School Wide Positive Behaviour Support Program			
<b>Actions</b>	Develop procedures for teaching school wide and classroom wide behaviours.			
<b>Outcomes</b>	Students will - actively participate in the development of agreed expected behaviours at Beverford District Primary School. - be able to articulate the positive behaviours expected of them in different areas and situations at school. - confidently articulate the newly developed school values of respect, responsibility and resilience within the BDPS learning community.			

	<p>Teachers will</p> <ul style="list-style-type: none"> <li>- support the development of an agreed positive behaviour matrix linked with the schools values and explicitly teach this.</li> <li>- work together to decide on, and implement consistent approaches around behaviour management.</li> <li>- use the Sentral Program to record, map and analyse attendance and wellbeing.</li> <li>- plan and teach the Respectful Relationships program in the weekly timetabled lesson.</li> <li>- participate in Respectful Relationships professional development and SWPB training days.</li> </ul> <p>Principal will</p> <ul style="list-style-type: none"> <li>- participate in the SWPB training days.</li> <li>- provide necessary release time and meeting time for SWPB to be planned and implemented collaboratively.</li> <li>- seek input from the school community.</li> <li>- promote the program through the newsletter, school council meetings and social media.</li> <li>- lead the effective use of the Sentral Program including professional development to establish baseline SWPB data to improve on in future years.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- A positive behaviour matrix is developed involving all key stakeholders by the completion of the year.</li> <li>- Wellbeing components in the Parent Opinion Survey to be above state average.</li> <li>- Attendance and wellbeing data mapped and analysed through the Sentral Program.</li> <li>- Students can articulate and demonstrate the school values.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Involve all key stakeholders with the development of a positive behaviour matrix.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Attend ongoing professional development and undertake SWPB coaching with Sharon Houldon.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00  <input type="checkbox"/> Equity funding will be used

Continue to implement the Sentral Program to map attendance and wellbeing across the school.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Implement a weekly wellbeing lesson teaching the Respectful Relationships Program and SWPB expected behaviours aligned with the school values.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$37,000.00	\$37,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$37,000.00</b>	<b>\$37,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Increase in classroom teachers time fraction to ensure the school runs three classrooms every day during the Literacy and Numeracy Blocks	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$30,000.00	\$30,000.00
Purchase, implement and access professional development around the 'Little Learner's Love Literacy' Program for the Junior Classroom.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$2,500.00	\$2,500.00
Participate in the Small Schools Planning Group, Swan Hill Teaching & Learning PLC coordinators meetings and PLT, including the Graduate Group sessions for eligible staff.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$1,000.00	\$1,000.00

Team teaching and peer observations to build consistency in the teaching of writing and use of assessment to inform 'point of need' teaching.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$1,000.00	\$1,000.00
Continue to implement the Sentral Program to map attendance and wellbeing across the school.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,500.00	\$2,500.00
<b>Totals</b>			\$37,000.00	\$37,000.00

### Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00



## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Purchase, implement and access professional development around the 'Little Learner's Love Literacy' Program for the Junior Classroom.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Participate in the Small Schools Planning Group, Swan Hill Teaching & Learning PLC coordinators meetings and PLT, including the Graduate Group sessions for eligible staff.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> Off-site Schools in local network
Team teaching and peer observations to build consistency in the teaching of writing and use of assessment to inform 'point of need' teaching.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources Peer Observation, Feedback & reflection	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Professional Learning Schedule to include moderation and whole school discussions around data informed curriculum planning and teaching focuses.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Implement 'Cold Write' assessment of writing to map student achievement and growth in writing and also inform teaching.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site External PD & use of Network Instructional Leaders

Attend ongoing professional development and undertake SWPB coaching with Sharon Houldon.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPB Coach - Sharon Houldon.	<input checked="" type="checkbox"/> On-site
Implement a weekly wellbeing lesson teaching the Respectful Relationships Program and SWPB expected behaviours aligned with the school values.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Departmental resources Respectful Relationships Coach - Gaby Hogg SWPB DET Coach - Sharon Houldon	<input checked="" type="checkbox"/> On-site