

2022 Annual Implementation Plan

for improving student outcomes

Parkhill Primary School (5416)



Submitted for review by David Wells (School Principal) on 23 February, 2022 at 12:32 PM
Endorsed by Kerry Wood (Senior Education Improvement Leader) on 23 February, 2022 at 05:31 PM
Endorsed by Dan Edwards (School Council President) on 04 March, 2022 at 01:32 PM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
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	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Evolving
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

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

Enter your reflective comments	<p>The success of the focus on writing is reflected in the NAPLAN results with significant increases in benchmark growth as well as percentage of students achieving in the top 2 bands.</p> <p>In Numeracy, teacher judgements against Victorian Curriculum standards indicate achievement results are static or declining. NAPLAN Year 5 achievement and growth results indicate a decline. There is a significant difference between genders in both the achievement and growth results with 0% of females making above benchmark growth while 22% of males made above benchmark growth. Similarly the difference in students achieving in the top 2 bands indicates males achieving significantly higher than females in both Year 3 and Year 5. These results indicate that the school also needs to engage females in maths and that current approaches do not target the learning of females in maths as effectively as it does males.</p> <p>The implementation of the Tutor Learning Initiative (TLI) catering for learning catch up was successful with most students in the program showing required growth over the course of their involvement.</p> <p>Community connection with the school was impacted by the Covid lockdowns. Some negative community sentiment around the handling of student behaviour issues as well as a perception that the school is not supporting students with specific learning needs resulted in a significant decline in enrolments (24% of 2021 total enrolments).</p>
Considerations for 2022	<p>Numeracy needs to be a priority - understanding of curriculum is well embedded, however planning, instructional approaches and assessment reliability are areas that will need a considerable focus.</p> <p>The development of data literacy and the use of student outcome data to inform planning and learning programs - achievement and wellbeing data - will need to be a focus of professional learning. Refining and embedding the school assessment schedule and a focus on formative assessment will shape responsive planning targeted to student need. Weekly planning meetings will need to have a data analysis component to guide discussions about learning interventions for all students. This work will be supported by involvement in the DET Professional Learning Communities initiative in the second half of the year.</p> <p>Evaluation of current wellbeing approaches to support students and build stronger community perceptions, particularly in the area of managing bullying.</p> <p>Implementation of whole school approach to Respectful Relationships</p> <p>Build staff capacity in understanding and managing student mental health needs</p> <p>Improve school communication and opportunities for information sharing through website redevelopment and through information sessions, community forums and curriculum events eg. STEAM evening</p>
Documents that support this plan	

SSP Goals Target and KIS

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.ay Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.by Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To achieve high-quality educational outcomes and learning progress for all students with a focus on literacy and numeracy.
Target 2.1	<p>By 2023, increase the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 above the age expected VC Level of learning in the:</p> <ul style="list-style-type: none"> • English Language Mode of Writing, from a 2016-18 average of 22 per cent to 32 per cent • Mathematics Strand of Number and Algebra, from a 2016-18 average of 35 per cent to 45 per cent.
Target 2.2	By 2023, the percentage of Year 5 students assessed as making at or above benchmark learning gain in NAPLAN Writing and Numeracy will be equal to or greater than 90 per cent. (64.5% Writing 2019 and 93.6% Numeracy 2019)
Target 2.3	<p>By 2023, increase the percentage of Year 5 students in the top two NAP Bands:</p> <ul style="list-style-type: none"> • Writing, from a 2017-19 average of 13 per cent to 30 per cent • Numeracy, from a 2017-19 average of 46 per cent to 50 per cent.
Key Improvement Strategy 2.ay Curriculum planning and assessment	Continue to build school and teacher capability to use evidence and assessment of student learning to differentiate teaching and learning.
Key Improvement Strategy 2.by Building practice excellence	Develop teacher knowledge and skills to consistently embed the Parkhill instructional model (including the role for student agency).
Key Improvement Strategy 2.cy Instructional and shared leadership	Continue to build middle level instructional leadership capability that supports and guides improvement in teacher practice and student outcomes.
Goal 3	To empower all students to be engaged and inquiring learners who display critical and creative thinking skills.

Target 3.1	<p>By 2023, increase the percentage of Year 4-6 students responding positively to measures contained in the student Attitudes to School Survey:</p> <ul style="list-style-type: none"> • Learner Characteristics and Disposition domain, Motivation and interest item—<i>I am learning things that really interest me</i>—from 68 per cent in 2019 to 75 per cent • Social engagement domain, Student voice and agency factor, from 63 per cent in 2019 to 75 per cent.
Target 3.2	<p>Baseline 2019 percentages: Y2 86%, Y4 94% and Y6 67%</p> <p>By 2023, ninety-per cent of Year 2, 4 and 6 students* assessed against the Victorian Curriculum Levels F-10 to be at or above the expected achievement standards as described in the Victorian Curriculum Critical and Creative Thinking Scope and Sequence Strands of:</p> <ul style="list-style-type: none"> • Questions and Possibilities • Reasoning • Meta-Cognition <p>(*Year 2 students at or above Level 2 achievement standards, Year 4 students at or above Level 4 achievement standards, Year 6 students at or above Level 6 achievement standards)</p>
Key Improvement Strategy 3.ay Empowering students and building school pride	<p>Build understanding in the school community to embed student voice, agency and leadership.</p>
Key Improvement Strategy 3.by Curriculum planning and assessment	<p>Continue to build school and teacher capability to assess critical and creative thinking skills.</p>
Key Improvement Strategy 3.cy Empowering students and building school pride	<p>Continue to provide leadership that supports the development of student voice, agency and leadership.</p>
Goal 4	<p>To develop respectful and resilient students who display behaviours and attitudes that reflect the school values.</p>
Target 4.1	<p>By 2023, the percentage of Year 4-6 students responding positively to the following measures contained in the Resilient Youth Resilience Survey will be at or above 70 per cent:</p> <p>2019 baseline results were as follows -</p> <ul style="list-style-type: none"> • Healthy mind - feeling nervous, anxious, or on on edge: Y4 F 65% M 93%, Y5 F 83% M 88%, Y6 F 79% M 74% • Healthy mind - avoid thinking or doing anything about problems: Y4 F 65% M 61%, Y5 F 42% M 88%, Y6 F 64% M 70% • Understanding self - can talk about things if they upset me: Y4 F 48% M 54%, Y5 F 50% M 65%, Y6 F 70% M 70% <p>By 2023, the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85 per cent:</p> <ul style="list-style-type: none"> • Effective teaching practice for cognitive engagement domain—Classroom behaviour, from 71 per cent in 2019 to 85 per cent • Learner characteristics and disposition domain—Resilience, from 72 per cent in 2019 to 85 per cent

	<ul style="list-style-type: none"> • Student Safety domain—Respect for diversity, from 72 per cent in 2019 to 85 per cent
Target 4.2	<p>By 2023, increase the percentage of parents responding positively to measures contained in the Parent Opinion Survey:</p> <ul style="list-style-type: none"> • Safety domain—promoting positive behaviour, from 77 per cent in 2019 to 85 per cent • Parent-community engagement domain— teacher communication, from 63 per cent in 2019 to 75 per cent school communication, from 77 per cent in 2019 to 85 per cent • School ethos and environment domain—school pride and confidence, from 60 per cent in 2019 to 75 per cent.
Key Improvement Strategy 4.ay Vision, values and culture	Develop a consistent approach to implementing and embedding the school values.
Key Improvement Strategy 4.by Parents and carers as partners	Enhance school-parent/carers partnerships and communication to support children's progress 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
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Student Learning:</p> <p>By the end of 2022, increase the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) at above the age expected VC level of learning in:</p> <ul style="list-style-type: none"> - Number & Algebra to 40% - Measurement & Geometry to 35% - Statistics & Probability to 25% <p>By the end of 2022, reduce the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) at well below the age expected VC level in all strands of mathematics to less than 10%</p> <p>In 2022, increase the percentage of Year 5 students in the top two NAPLAN bands in Numeracy to 40%</p> <p>Benchmark growth - there will be no NAPLAN benchmark growth data due to NAPLAN not being undertaken in 2020 when 2022 Year 5 students were in Year 3</p> <p>Wellbeing:</p> <p>In 2022, increase the percentage of Year 4-6 students responding positively to measures contained in the students Attitudes to School survey:</p> <ul style="list-style-type: none"> - Differentiated Learning Challenge to 85% - Stimulated Learning to 80% - Teacher concern to 75% - Motivation and Interest to 80% - Sense of Confidence to 75% - School Connectedness to 80% - Student Voice and Agency to 67% - Sense of Inclusion to 88%
To achieve high-quality educational outcomes and learning progress for all students with a focus on literacy and numeracy.	No	<p>By 2023, increase the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 above the age expected VC Level of learning in the:</p> <ul style="list-style-type: none"> • English Language Mode of Writing, from a 2016-18 average of 22 per cent to 32 per cent • Mathematics Strand of Number and Algebra, from a 2016-18 average of 35 per cent to 45 per cent. <p>By 2023, the percentage of Year 5 students assessed as making at or above benchmark learning gain in NAPLAN Writing and Numeracy will be equal to or greater than 90 per cent. (64.5% Writing 2019 and 93.6% Numeracy 2019)</p>	

		<p>By 2023, increase the percentage of Year 5 students in the top two NAP Bands:</p> <ul style="list-style-type: none"> • Writing, from a 2017-19 average of 13 per cent to 30 per cent • Numeracy, from a 2017-19 average of 46 per cent to 50 per cent. 	
To empower all students to be engaged and inquiring learners who display critical and creative thinking skills.	No	<p>By 2023, increase the percentage of Year 4-6 students responding positively to measures contained in the student Attitudes to School Survey:</p> <ul style="list-style-type: none"> • Learner Characteristics and Disposition domain, Motivation and interest item—<i>I am learning things that really interest me</i>—from 68 per cent in 2019 to 75 per cent • Social engagement domain, Student voice and agency factor, from 63 per cent in 2019 to 75 per cent. 	
		<p>Baseline 2019 percentages: Y2 86%, Y4 94% and Y6 67%</p> <p>By 2023, ninety-per cent of Year 2, 4 and 6 students* assessed against the Victorian Curriculum Levels F-10 to be at or above the expected achievement standards as described in the Victorian Curriculum Critical and Creative Thinking Scope and Sequence Strands of:</p> <ul style="list-style-type: none"> • Questions and Possibilities • Reasoning • Meta-Cognition <p>(*Year 2 students at or above Level 2 achievement standards, Year 4 students at or above Level 4 achievement standards, Year 6 students at or above Level 6 achievement standards)</p>	
To develop respectful and resilient students who display behaviours and attitudes that reflect the school values.	Yes	<p>By 2023, the percentage of Year 4-6 students responding positively to the following measures contained in the Resilient Youth Resilience Survey will be at or above 70 per cent:</p> <p>2019 baseline results were as follows -</p> <ul style="list-style-type: none"> • Healthy mind - feeling nervous, anxious, or on on edge: Y4 F 65% M 93%, Y5 F 83% M 88%, Y6 F 79% M 74% • Healthy mind - avoid thinking or doing anything about problems: Y4 F 65% M 61%, Y5 F 42% M 88%, Y6 F 64% M 70% • Understanding self - can talk about things if they upset me: Y4 F 48% M 54%, Y5 F 50% M 65%, Y6 F 70% M 70% 	<p>By the end of 2022, the percentage of Year 4-6 students responding positively to the following measures contained in the Resilient Youth Resilience Survey will be at or above 75%:</p> <ul style="list-style-type: none"> - Healthy mind - feeling nervous, anxious, or on on edge - Healthy mind - avoid thinking or doing anything about problems - Understanding self - can talk about things if they upset me <p>In 2022, the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 80%:</p> <ul style="list-style-type: none"> - Effective teaching practice for cognitive engagement domain—Classroom behaviour - Learner characteristics and disposition domain—Resilience - Student Safety domain—Respect for diversity - Student Safety domain - Managing bullying

		<p>By 2023, the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85 per cent:</p> <ul style="list-style-type: none"> • Effective teaching practice for cognitive engagement domain—Classroom behaviour, from 71 per cent in 2019 to 85 per cent • Learner characteristics and disposition domain—Resilience, from 72 per cent in 2019 to 85 per cent • Student Safety domain—Respect for diversity, from 72 per cent in 2019 to 85 per cent 	
		<p>By 2023, increase the percentage of parents responding positively to measures contained in the Parent Opinion Survey:</p> <ul style="list-style-type: none"> • Safety domain—promoting positive behaviour, from 77 per cent in 2019 to 85 per cent • Parent-community engagement domain—teacher communication, from 63 per cent in 2019 to 75 per cent school communication, from 77 per cent in 2019 to 85 per cent • School ethos and environment domain—school pride and confidence, from 60 per cent in 2019 to 75 per cent. 	<p>In 2022, increase the percentage of parents responding positively to measures contained in the Parent Opinion Survey:</p> <ul style="list-style-type: none"> - Safety domain—promoting positive behaviour to 80% - Safety domain - managing bullying to 75% - Parent-community engagement domain - teacher communication to 70% - School communication to 75% - School ethos and environment domain - school pride and confidence to 70%

<p>Goal 1</p>	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<p>12 Month Target 1.1</p>	<p>Student Learning:</p> <p>By the end of 2022, increase the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) at above the age expected VC level of learning in:</p> <ul style="list-style-type: none"> - Number & Algebra to 40% - Measurement & Geometry to 35% - Statistics & Probability to 25% <p>By the end of 2022, reduce the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) at well below the age expected VC level in all strands of mathematics to less than 10%</p> <p>In 2022, increase the percentage of Year 5 students in the top two NAPLAN bands in Numeracy to 40%</p> <p>Benchmark growth - there will be no NAPLAN benchmark growth data due to NAPLAN not being undertaken in 2020 when 2022 Year 5 students were in Year 3</p> <p>Wellbeing:</p> <p>In 2022, increase the percentage of Year 4-6 students responding positively to measures contained in the students Attitudes to School survey:</p> <ul style="list-style-type: none"> - Differentiated Learning Challenge to 85% - Stimulated Learning to 80% - Teacher concern to 75% - Motivation and Interest to 80%

	<ul style="list-style-type: none"> - Sense of Confidence to 75% - School Connectedness to 80% - Student Voice and Agency to 67% - Sense of Inclusion to 88% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	To develop respectful and resilient students who display behaviours and attitudes that reflect the school values.	
12 Month Target 2.1	<p>By the end of 2022, the percentage of Year 4-6 students responding positively to the following measures contained in the Resilient Youth Resilience Survey will be at or above 75%:</p> <ul style="list-style-type: none"> - Healthy mind - feeling nervous, anxious, or on edge - Healthy mind - avoid thinking or doing anything about problems - Understanding self - can talk about things if they upset me <p>In 2022, the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 80%:</p> <ul style="list-style-type: none"> - Effective teaching practice for cognitive engagement domain—Classroom behaviour - Learner characteristics and disposition domain—Resilience - Student Safety domain—Respect for diversity - Student Safety domain - Managing bullying 	
12 Month Target 2.2	<p>In 2022, increase the percentage of parents responding positively to measures contained in the Parent Opinion Survey:</p> <ul style="list-style-type: none"> - Safety domain—promoting positive behaviour to 80% - Safety domain - managing bullying to 75% - Parent-community engagement domain - teacher communication to 70% - School communication to 75% - School ethos and environment domain - school pride and confidence to 70% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Vision, values and culture	Develop a consistent approach to implementing and embedding the school values.	Yes
KIS 2 Parents and carers as partners	Enhance school-parent/carer partnerships and communication to support children's progress and learning	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	<p>Student survey results indicate that confidence, motivation and interest, and school connectedness were issues that needed to be addressed, particularly with the impact of COVID lockdowns and remote learning. Students indicated that this had a significant impact on their connection to the school and each other.</p> <p>Parent feedback is that throughout 2021, there was a significant decline in parent engagement with the school and that there were issues around communication from both a classroom and school level.</p>	

<p>Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>There has also been a consistent decline over the past four years in the School Ethos and environment component of the Parent Opinion Survey (POS) - in the General School Satisfaction factor - 56% positive endorsement (from 81% in 2017 and 67% in 2020) and an increase in negative response to 26% (from 6% in 2017 and 16% in 2020).</p> <p>Management of bullying has also been an area of concern indicated by both parents and students - Parents - 66% positive endorsement compared to the state average of 81% and similar schools at 80% (POS); Students - 73% positive endorsement compared to the state average of 79% and similar schools at 79% (Attitudes to School survey)</p> <p>Declining enrolments and a significant loss of students from year levels other than Year 6 also indicates a high level of dissatisfaction with the school. The significant reduction in the student population has also put the school in a concerning financial position for staffing and program provision in future years.</p> <p>Re-engaging the community and building partnerships with local feeder kindergartens and pre-schools is a critical in building confidence, pride and sustainability and to improve the enrolment outlook.</p>
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Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	<p>Student Learning:</p> <p>By the end of 2022, increase the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) at above the age expected VC level of learning in:</p> <ul style="list-style-type: none"> - Number & Algebra to 40% - Measurement & Geometry to 35% - Statistics & Probability to 25% <p>By the end of 2022, reduce the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) at well below the age expected VC level in all strands of mathematics to less than 10%</p> <p>In 2022, increase the percentage of Year 5 students in the top two NAPLAN bands in Numeracy to 40%</p> <p>Benchmark growth - there will be no NAPLAN benchmark growth data due to NAPLAN not being undertaken in 2020 when 2022 Year 5 students were in Year 3</p> <p>Wellbeing:</p> <p>In 2022, increase the percentage of Year 4-6 students responding positively to measures contained in the students Attitudes to School survey:</p> <ul style="list-style-type: none"> - Differentiated Learning Challenge to 85% - Stimulated Learning to 80% - Teacher concern to 75% - Motivation and Interest to 80% - Sense of Confidence to 75% - School Connectedness to 80% - Student Voice and Agency to 67% - Sense of Inclusion to 88%
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Develop data literacy of teachers to inform understanding of student needs Build staff capacity in assessment and data analysis, in order to target learning to students' individual learning needs Establish and embed consistent processes of formative assessment Build staff capacity to differentiate planning and teaching to cater for the range of learning at point of need Develop tiered systems of support that enable teachers to identify and respond to students' individual learning needs Establish PLCs structures to support teacher collaboration and reflection to strengthen teaching practice
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - be supported to learn at point of need - develop greater confidence with numeracy skills - have higher levels of achievement and engagement in maths I <p>Teachers will:</p> <ul style="list-style-type: none"> - confidently and accurately identify student learning needs of all of their students - consistently implement the agreed assessment schedule

	<ul style="list-style-type: none"> - provide students with the opportunity to work at their level with differentiated resources <p>Teams (PLCs) will:</p> <ul style="list-style-type: none"> - collaborate to analyse data; evaluate practice; plan lessons, assessments and interventions - use data to establish small group/ intervention programs - TLI, Quicksmart and extension 			
Success Indicators	<ul style="list-style-type: none"> - teachers' formative assessment - including documentation and data - teacher judgement against Victorian Curriculum standards - data walls (digital/physical) indicating student achievement and progress - differentiated planning documents - student achievement tracking process - PAT data - NAPLAN results - Surveys - Attitudes to School (AToS), School Staff (SS), Parent Opinion survey (POS) 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Schedule and organise professional learning program on numeracy with a focus on assessment and differentiation - Maths Association of Victoria (including modelled lessons, planning and assessment)</p> <p>Provide teacher release in teams for lesson observations, feedback and planning</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	<p>\$10,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <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
<p>Facilitate school-based professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year</p> <p>Develop student achievement tracking process</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <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
<p>Junior school teachers to be trained in Multisensory Structured Language (MSL)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	<p>\$15,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <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
<p>Review and evaluate collaborative planning process in numeracy. Align planning processes and documents to targeting learning to student needs based on data analysis</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <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
Commence Professional Learning Communities professional learning program. Provide PLC instructional leaders (Team leaders) with adequate time, including time release from classroom duties, to build their capacity to lead teams effectively, including using an evidence-based cycle of curriculum planning and evaluation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Build staff capacity to collect, analyse and respond to student wellbeing data Implement the Resilience, Rights and Respectful Relationships curriculum Target counselling for individual students with acute mental health needs Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development			
Outcomes	Students will: - feel supported and engaged in class and contribute to a strong classroom culture - have strong relationships with peers/staff - receive targeted support in a timely manner (identified at-risk students) - remain connected to school and peers and experience learning success (students with emerging or acute wellbeing needs) - be connected to allied health and mental health services (students and families) - receive regular communication and support from the school (families of at-risk students) Teachers and school leaders will: - integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs - implement a range of interventions in the classroom to support student wellbeing - establish agreed monitoring processes and ensure these are visible for staff use - identify at-risk students and provide targeted support in a timely manner - will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers			
Success Indicators	- classroom and peer observations - documentation of frameworks, policies or program - teacher reports of student wellbeing concerns - documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns - timetable and planning documents outlining weekly Respectful Relationships lessons - professional learning attendance and shared readings for staff are documented - AToS, SS and POS survey results - attendance data			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Research, identify and implement wellbeing programs to create classroom environments that promote positive mental health	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

<p>Schedule appropriate professional learning for teachers implementing wellbeing programs, including Respectful Relationships</p>	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team		<p>to: Term 4</p>	<input checked="" type="checkbox"/> Equity funding will be used <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
<p>Review current practices using the Schools Mental Health Menu and Planning tool to explore current understandings of student mental health and identify how to support student needs</p> <p>Develop a professional learning plan, which may include resources from the Schools Mental Health Menu</p> <p>Identify and schedule appropriate professional learning for staff implementing mental health strategies and programs</p>	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Review and refine processes for identifying at-risk students (social, emotional needs) including implementing consistent strategies for intervention</p>	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 3</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used <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
<p>Goal 2</p>	<p>To develop respectful and resilient students who display behaviours and attitudes that reflect the school values.</p>			
<p>12 Month Target 2.1</p>	<p>By the end of 2022, the percentage of Year 4-6 students responding positively to the following measures contained in the Resilient Youth Resilience Survey will be at or above 75%:</p> <ul style="list-style-type: none"> - Healthy mind - feeling nervous, anxious, or on edge - Healthy mind - avoid thinking or doing anything about problems - Understanding self - can talk about things if they upset me <p>In 2022, the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 80%:</p> <ul style="list-style-type: none"> - Effective teaching practice for cognitive engagement domain—Classroom behaviour - Learner characteristics and disposition domain—Resilience - Student Safety domain—Respect for diversity - Student Safety domain - Managing bullying 			
<p>12 Month Target 2.2</p>	<p>In 2022, increase the percentage of parents responding positively to measures contained in the Parent Opinion Survey:</p> <ul style="list-style-type: none"> - Safety domain—promoting positive behaviour to 80% - Safety domain - managing bullying to 75% - Parent-community engagement domain - teacher communication to 70% - School communication to 75% - School ethos and environment domain - school pride and confidence to 70% 			
<p>KIS 1 Vision, values and culture</p>	<p>Develop a consistent approach to implementing and embedding the school values.</p>			

Actions	<p>Improve student wellbeing through explicit and consistent practices (anti-bullying, cyber-safety, restorative practices etc)</p> <p>Investigate and implement breaktime activity groups targeting pro-social behaviour, social skills and interest</p> <p>Develop a shared vision and language around school values</p>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - apply learnt skills in playground conflict resolution - be engaged in contextualised and relevant learning focussed on improving wellbeing <p>Teachers will:</p> <ul style="list-style-type: none"> - model and explicitly teach school values and expectations, embedding them in to day to day operations of the class - explicitly teach anti-bullying and cyber-safety knowledge and skills - consistently apply restorative practices in conflict resolution <p>School leaders will:</p> <ul style="list-style-type: none"> - clearly articulate and communicate the school vision
Success Indicators	<ul style="list-style-type: none"> - reduction in playground incidences - Clearly defined vision statement - AtoSS, SS and POS survey results

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Audit and evaluate the school's wellbeing approaches and programs, particularly around student safety, to identify strengths and areas for improvement</p> <p>Wellbeing classroom/school climate walk to identify areas to develop greater consistency</p> <p>Examine feedback through student focus groups unpacking AToSS and the Resilient Youth Resilience Survey</p>	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <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
<p>Promote wellbeing and mental health information in newsletter and through the school website</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <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
<p>Explore and establish lunchtime clubs that promote healthy habits and positive relationships</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used <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

Community workshops gathering stakeholder input into reviewing and refining school values and vision statement	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <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
KIS 2 Parents and carers as partners	Enhance school-parent/carer partnerships and communication to support children's progress and learning			
Actions	<p>Enhance indigenous education through partnerships including partner school and community groups</p> <p>Improve school communication processes providing parents resources and relevant information to assist their children at school</p> <p>Build and strengthen community partnerships to enhance transitions and learning opportunities (Kindergartens and pre-schools, Secondary schools etc)</p>			
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> - provide opportunities for students to learn about Aboriginal and Torres Strait Islander histories and cultures, integrating across curriculum areas - regularly update activities and events on the website to ensure that it remains current <p>School leaders will:</p> <ul style="list-style-type: none"> - streamline communication processes ensuring access to timely up-to-date information through Compass and the school website - provide opportunities and time to work with local pre-schools and kindergartens on shared learning - STEAM - and transition activities <p>Community will:</p> <ul style="list-style-type: none"> - regularly access the website for information 			
Success Indicators	<ul style="list-style-type: none"> - website analytics monitoring usage - AtoSS, SS and POS survey results - increased visibility of Koorie education across the school (including physical environment and in planning documents) 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Koorie Education</p> <p>Explore and strengthen partnerships with families, community members and local organisations</p> <p>Host Campfire conversation as part of the Self-determination in Education reform.</p> <p>Develop partnerships with other schools through Campfire conversations program - The DET is supporting schools to bring Koorie communities, young people and school staff together to listen, share and connect about self-determination for Koorie people in education.</p> <p>Increase visibility of Koorie education throughout the school - both in physical environment and in learning programs including the development of an indigenous garden</p>	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used <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

<p>Redevelop school website including up to date and relevant information for current and prospective parents and including input from students</p> <p>Explore and expand Compass functionality</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Team Leader(s) 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$3,500.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <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
<p>Strengthen partnerships with local feeder kindergartens including reciprocal visits of both staff and students in order to improve the transition process.</p> <p>Provide opportunities to profile the learning experience at the school, particularly with regard to the STEAM priority</p> <p>Release Foundation teachers for kindergarten visits to build relationships and observe programs</p> <p>Explore and expand play-based learning program to further enhance transition experience of students</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> STEM Coordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s) 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$23,035.00	\$23,035.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$23,035.00	\$23,035.00	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
<p>Schedule and organise professional learning program on numeracy with a focus on assessment and differentiation - Maths Association of Victoria (including modelled lessons, planning and assessment)</p> <p>Provide teacher release in teams for lesson observations, feedback and planning</p>	\$10,000.00
Junior school teachers to be trained in Multisensory Structured Language (MSL)	\$15,000.00
<p>Research, identify and implement wellbeing programs to create classroom environments that promote positive mental health</p> <p>Schedule appropriate professional learning for teachers implementing wellbeing programs, including Respectful Relationships</p>	\$1,000.00
<p>Review current practices using the Schools Mental Health Menu and Planning tool to explore current understandings of student mental health and identify how to support student needs</p> <p>Develop a professional learning plan, which may include resources from the Schools Mental Health Menu</p> <p>Identify and schedule appropriate professional learning for staff implementing mental health strategies and programs</p>	\$5,000.00
Totals	\$31,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Schedule and organise professional learning program on numeracy with a focus on assessment and differentiation - Maths Association of Victoria (including modelled lessons, planning and assessment) Provide teacher release in teams for lesson observations, feedback and planning	from: Term 1 to: Term 3	\$2,035.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Junior school teachers to be trained in Multisensory Structured Language (MSL)	from: Term 1 to: Term 1	\$15,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Research, identify and implement wellbeing programs to create classroom environments that promote positive mental health Schedule appropriate professional learning for teachers implementing wellbeing programs, including Respectful Relationships	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Review current practices using the Schools Mental Health Menu and Planning tool to explore current understandings of student mental health and identify how to support student needs Develop a professional learning plan, which may include resources from the Schools Mental Health Menu Identify and schedule appropriate professional learning for staff implementing mental health strategies and programs	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$23,035.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Review current practices using the Schools Mental Health Menu and Planning tool to explore current understandings of student mental health and identify how to support student needs Develop a professional learning plan, which may include resources from the Schools Mental Health Menu Identify and schedule appropriate professional learning for staff implementing mental health strategies and programs	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health This activity will use Foundation Resources (DET Funded initiatives or other free resources) <ul style="list-style-type: none"> ○ Respectful Relationships Online - DET
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Schedule and organise professional learning program on numeracy with a focus on assessment and differentiation - Maths Association of Victoria (including modelled lessons, planning and assessment)</p> <p>Provide teacher release in teams for lesson observations, feedback and planning</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal 	<p>from: Term 1 to: Term 3</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> External consultants <p>Maths Association Victoria (MAV)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Departmental resources <p>Numeracy Toolkit</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Facilitate school-based professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year</p> <p>Develop student achievement tracking process</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team 	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Junior school teachers to be trained in Multisensory Structured Language (MSL)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 1</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants <p>Institute for Multisensory Structured Language Education</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site <p>21st-25th March 2022 Venue host school Wheelers Hill Primary School</p>
<p>Commence Professional Learning Communities professional learning program.</p> <p>Provide PLC instructional leaders (Team leaders) with adequate time, including time release from classroom duties, to build their capacity to lead teams effectively, including using an evidence-based cycle of curriculum planning and evaluation</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 3 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communities of Practice 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site <p>Various - other schools etc</p>
<p>Research, identify and implement wellbeing programs to create classroom environments that promote positive mental health</p> <p>Schedule appropriate professional learning for teachers implementing wellbeing programs, including Respectful Relationships</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources <p>Respectful Relationships curriculum</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Review current practices using the Schools Mental Health Menu and Planning tool to explore current understandings of student mental health</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Wellbeing Team 	<p>from: Term 1</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>and identify how to support student needs</p> <p>Develop a professional learning plan, which may include resources from the Schools Mental Health Menu</p> <p>Identify and schedule appropriate professional learning for staff implementing mental health strategies and programs</p>		<p>to: Term 4</p>	<p><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</p>			
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