

# 2024 Annual Implementation Plan

## for improving student outcomes

Baxter Primary School (3023)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
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	

<b>Assessment</b>	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

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

<b>Future planning</b>	Please refer to uploaded monitoring document
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	Yes	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.  By the end of 2024, the percentage of students making one years growth in one year (Teacher Judgement in Number and Algebra) will be at or above 90%.By the end of 2024 the percentage of positive responses on the Attitudes to School Survey will increase for Student Voice and Agency to 70%.
Improve student learning outcomes in literacy and numeracy	No	<p>By 2025 the percentage of Year 3 students maintained in the top two NAPLAN bands in Year 5 will increase for:</p> <ul style="list-style-type: none"> <li>• reading from 50% in 2021 to 75%</li> <li>• writing from 20% in 2021 to 50%</li> <li>• numeracy from 57% in 2021 to 75%</li> <li>• spelling from 67% in 2021 to 75%</li> <li>• grammar and punctuation from 50% in 2021 to 75%</li> </ul>	
		<p>By 2025 the percentage of students reported as above expected level by teacher judgement against the Victorian Curriculum will increase for:</p> <ul style="list-style-type: none"> <li>• reading and viewing from 16% in 2020 to 30%</li> <li>• writing from 13% in 2020 to 25%</li> <li>• number and algebra from 16% in 2020 to 30%</li> </ul>	
		<p>By 2025 the percentage of students making one year's growth in each year will increase for:</p> <ul style="list-style-type: none"> <li>• reading and viewing from 58% in 2020 to 85%</li> </ul>	

		<ul style="list-style-type: none"> <li>• writing from 68% in 2020 to 85%</li> <li>• number and algebra from 69% om 2020 to 85%</li> </ul>	
		<p>By 2025 the percentage of positive responses on the School Staff Survey will increase for:</p> <ul style="list-style-type: none"> <li>• guaranteed and viable curriculum from 55% in 2020 to 80%</li> <li>• staff trust in colleagues from 61% in 2020 to 80%</li> <li>• instructional leadership from 20% in 2020 to 80%</li> <li>• seek feedback to improve practice from 33% in 2020 to 80%</li> </ul>	
Improve student agency in learning.	No	<p>By 2025 the percentage of positive responses on the Attitudes to School Survey will increase for:</p> <ul style="list-style-type: none"> <li>• student voice and agency from 57% in 2021 to 80%</li> <li>• motivation and interest from 77% in 2021 to 90%</li> <li>• self-regulation and goal setting from 83% in 2021 to 90%</li> <li>• learning confidence from 63% in 2021 to 85%</li> </ul>	
		<p>By 2025 the percentage of positive responses on the School Staff Survey will increase for:</p> <ul style="list-style-type: none"> <li>• teacher collaboration from 32% in 2020 to 70%</li> <li>• use student feedback to improve practice from 67% in 2020 to 75%</li> <li>• trust in students and parents from 47% in 2020 to 75%</li> </ul>	
		<p>By 2025 the percentage of positive responses on the Parent Opinion Survey will increase for:</p> <ul style="list-style-type: none"> <li>• student voice and agency from 82% in 2021 to 90%</li> <li>• stimulating learning environment from 77% in 2021 to 85%</li> <li>• effective teaching from 78% in 2021 to 85%</li> <li>• student motivation and support from 77% in 2021 to 85%</li> </ul>	
Improve student wellbeing.	No	By 2025 attendance will improve such that:	

		<ul style="list-style-type: none"> <li>• average days absence will decrease from 18.6 in 2020 to 13.5 days</li> <li>• the percentage of students with more than 20 days will decrease from 30% in 2020 to 20%</li> </ul>	
		<p>By 2025 the percentage of positive responses on the Attitudes to School Survey will increase for:</p> <ul style="list-style-type: none"> <li>• teacher concern from 73% in 2021 to 80%</li> <li>• perseverance from 73% in 2021 to 80%</li> <li>• sense of connectedness from 73% in 2021 to 80%</li> </ul>	
		<p>By 2025 the percentage of positive responses on the School Staff Survey will increase for:</p> <ul style="list-style-type: none"> <li>• collective efficacy from 54% in 2020 to 85%</li> <li>• collective responsibility from 69% in 2020 to 85%</li> <li>• believe student engagement is key from 33% in 2020 to 85%</li> </ul>	

<b>Goal 1</b>	<b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	
<b>12-month target 1.1-month target</b>	<p>By the end of 2024, the percentage of students making one years growth in one year (Teacher Judgement in Number and Algebra) will be at or above 90%.</p> <p>By the end of 2024 the percentage of positive responses on the Attitudes to School Survey will increase for Student Voice and Agency to 70%.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b>	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes

<b>KIS 1.b</b>	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.		

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	<b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.			
<b>12-month target 1.1 target</b>	By the end of 2024, the percentage of students making one years growth in one year (Teacher Judgement in Number and Algebra) will be at or above 90%.  By the end of 2024 the percentage of positive responses on the Attitudes to School Survey will increase for Student Voice and Agency to 70%.			
<b>KIS 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy			
<b>Actions</b>	Build staff capacity to build an evidence based Numeracy Instructional Model			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- At risk students receive differentiated support</li> <li>- Students can articulate a typical Numeracy lesson structure</li> <li>- Leaders collaborate with teachers to consistently and explicitly implement the school's Numeracy Instructional Model</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Teacher's planners reflect the Instructional Model</li> <li>- Evidence in planners that 'at risk' students are receiving differentiated support</li> <li>- Observations and notes from coaching and learning walks reflect mentoring conversations</li> <li>- 5 week tracking documents (traffic light) shows monitoring of targets</li> <li>- Professional Learning Schedule reflects time dedicated to building staff capacity in mathematics</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>



Investigate evidence based Numeracy instructional practices	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$25,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Design an evidence based Numeracy Instructional Model including HITs	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$25,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Adequately resource staff with the materials required to support the Instructional Model	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Provide staff with professional learning opportunities (including professional reading) to support their understanding of the Maths Curriculum and pedagogy	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> School leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$21,806.24  <input checked="" type="checkbox"/> Equity funding will be used
Schedule time in the Professional Learning calendar to create and update curriculum documentation. This includes a dedicated Numeracy focus in PLTs	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$13,246.03  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Provide support to teachers to ensure consistent implementation of the Numeracy Instructional Model	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<b>KIS 1.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Build teacher capability to enhance student engagement and wellbeing (HIWS) Build teacher and student understanding of student voice and agency Revisit our school's Vision and Values statement to reflect our current culture and priorities			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Increased wellbeing for all students, particularly those most vulnerable</li> <li>- Greater student voice and agency for all students attributed to goal setting and greater feedback opportunities</li> <li>- Teachers understand the High Impact Wellbeing Strategies philosophy and can articulate the desired behaviours</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Teachers utilising a variety/range of student feedback tools</li> <li>- Provide teachers with professional learning on HIWS (PLS)</li> <li>- IEPs to contain wellbeing goals for students and contain a student developed goal</li> <li>- Students constructing their own learning goals, displayed in the classroom</li> <li>- School staff survey shows an increase in staff using student feedback to improve practice</li> <li>- Utilising school management system (Compass) to better monitor and document student wellbeing and incident management</li> <li>- New Vision and Values statement developed and celebrated</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Staff investigate a range of feedback tools to implement in their classes to improve student learning outcomes	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Build professional knowledge on enabling students to set appropriate and meaningful goals	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$30,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Conduct a thorough canvassing of all stakeholders to develop a new V and V statement. (Staff, student and wider community focus groups)	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$12,957.50  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide professional learning for staff on the 7 High Impact Wellbeing Strategies to enhance student wellbeing	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input checked="" 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	\$71,806.24	\$71,806.24	\$0.00
Disability Inclusion Tier 2 Funding	\$133,246.03	\$133,246.03	\$0.00
Schools Mental Health Fund and Menu	\$27,957.50	\$27,957.50	\$0.00
<b>Total</b>	<b>\$233,009.77</b>	<b>\$233,009.77</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Investigate evidence based Numeracy instructional practices	\$25,000.00
Design an evidence based Numeracy Instructional Model including HITs	\$25,000.00
Adequately resource staff with the materials required to support the Instructional Model	\$30,000.00
Provide staff with professional learning opportunities (including professional reading) to support their understanding of the Maths Curriculum and pedagogy	\$21,806.24
Schedule time in the Professional Learning calendar to create and update curriculum documentation. This includes a dedicated Numeracy focus in PLTs	\$13,246.03
Provide support to teachers to ensure consistent implementation of the Numeracy Instructional Model	\$30,000.00
Staff investigate a range of feedback tools to implement in their classes to improve student learning outcomes	\$30,000.00

Build professional knowledge on enabling students to set appropriate and meaningful goals	\$30,000.00
Conduct a thorough canvassing of all stakeholders to develop a new V and V statement. (Staff, student and wider community focus groups)	\$12,957.50
Provide professional learning for staff on the 7 High Impact Wellbeing Strategies to enhance student wellbeing	\$15,000.00
<b>Totals</b>	<b>\$233,009.77</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Investigate evidence based Numeracy instructional practices	from: Term 1 to: Term 2	\$25,000.00	<input checked="" type="checkbox"/> School-based staffing
Design an evidence based Numeracy Instructional Model including HITs	from: Term 1 to: Term 2	\$25,000.00	<input checked="" type="checkbox"/> School-based staffing
Provide staff with professional learning opportunities (including professional reading) to support their understanding of the Maths Curriculum and pedagogy	from: Term 1 to: Term 4	\$21,806.24	<input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		<b>\$71,806.24</b>	

## Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Adequately resource staff with the materials required to support the Instructional Model	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li>•</li> </ul>
Schedule time in the Professional Learning calendar to create and update curriculum documentation. This includes a dedicated Numeracy focus in PLTs	from: Term 1 to: Term 4	\$13,246.03	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>•</li> </ul>
Provide support to teachers to ensure consistent implementation of the Numeracy Instructional Model	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>•</li> </ul>
Staff investigate a range of feedback tools to implement in their classes to improve student learning outcomes	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>•</li> </ul>
Build professional knowledge on enabling students to set appropriate and meaningful goals	from: Term 1 to: Term 2	\$30,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Totals</b>		\$133,246.03	

## Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
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Conduct a thorough canvassing of all stakeholders to develop a new V and V statement. (Staff, student and wider community focus groups)	from: Term 2 to: Term 3	\$12,957.50	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives
Provide professional learning for staff on the 7 High Impact Wellbeing Strategies to enhance student wellbeing	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives
<b>Totals</b>		\$27,957.50	

### Additional funding planner – Total Budget

Activities and milestones	Budget
<b>Totals</b>	\$0.00

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

## Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	



## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Investigate evidence based Numeracy instructional practices	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School improvement team</li> <li><input checked="" type="checkbox"/> School leadership team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	from: Term 1 to: Term 2	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SEIL</li> <li><input checked="" type="checkbox"/> Leadership partners</li> <li><input checked="" type="checkbox"/> Learning specialist</li> </ul>	<input checked="" type="checkbox"/> On-site
Design an evidence based Numeracy Instructional Model including HITS	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School improvement team</li> <li><input checked="" type="checkbox"/> School leadership team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	from: Term 1 to: Term 2	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership partners</li> <li><input checked="" type="checkbox"/> Learning specialist</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> </ul>	<input checked="" type="checkbox"/> On-site
Provide staff with professional learning opportunities (including professional reading) to support their understanding of the Maths Curriculum and pedagogy	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School improvement team</li> <li><input checked="" type="checkbox"/> School leadership team</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole school pupil free day</li> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Primary Mathematics and Science specialists</li> <li><input checked="" type="checkbox"/> Leadership partners</li> <li><input checked="" type="checkbox"/> Learning specialist</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<input checked="" type="checkbox"/> On-site

Staff investigate a range of feedback tools to implement in their classes to improve student learning outcomes	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Build professional knowledge on enabling students to set appropriate and meaningful goals	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Conduct a thorough canvassing of all stakeholders to develop a new V and V statement. (Staff, student and wider community focus groups)	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Provide professional learning for staff on the 7 High Impact Wellbeing Strategies to enhance student wellbeing	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> Departmental resources HIWS	
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