

2023 Annual Implementation Plan

for improving student outcomes

Black Hill Primary School (2043)



Submitted for review by Donna Bishop (School Principal) on 20 December, 2022 at 11:30 AM
Endorsed by Anne Gawith (Senior Education Improvement Leader) on 20 February, 2023 at 09:56 AM
Endorsed by Samantha Retelj (School Council President) on 01 March, 2023 at 11:31 AM

Self-evaluation Summary - 2023

	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	Evolving
	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 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	

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	

Engagement	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	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Excelling
	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	NAPLAN results in 2022 were extremely disappointing and as a staff we have spent time reflecting on the results and analysing what needs to happen in 2023
Considerations for 2023	Ensure the rigour of Literacy and Numeracy teaching are consistent across the school and that teacher practice reflects the school agreed Instructional model

	Develop strategies and implement support for vulnerable students whose engagement and attendance at school is low through targeted support Learning specialist coaching P - 2
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To achieve learning growth in English and Mathematics
Target 2.1	<p>By 2023, increase the percentage of students achieving at or above expected level in Teacher Judgements:</p> <ul style="list-style-type: none"> • Reading and Viewing from 92% (2018) to 95% • Writing 84% (2018) to 95% • Number and Algebra 87% (2018) to 95%
Target 2.2	<p>By 2023, increase the percentage of students achieving expected or above benchmark growth in NAPLAN for:</p> <ul style="list-style-type: none"> • Reading from 76.1% (2019) to 95% • Writing from 68.1% (2019) to 95% • Numeracy from 85.3% (2019) to 98%

Target 2.3	<p>By 2023, 100% of students will be maintained in the NAPLAN top two bands for Reading, Writing and Numeracy from Year 3 to Year 5</p> <ul style="list-style-type: none"> • Reading (2019) 60% • Writing (2019) 54% • Numeracy (2019) 48%
Key Improvement Strategy 2.a Building practice excellence	Implement and embed a consistent PLC inquiry approach
Key Improvement Strategy 2.b Curriculum planning and assessment	Build teacher capabilities to use agreed formative assessment approaches to plan for teaching and learning
Key Improvement Strategy 2.c Building practice excellence	Embed consistent implementation of the BHPS instructional model
Goal 3	To improve the engagement of all students in their learning
Target 3.1	<p>By 2023, increase the percentage of students positively endorsing the following factors in the Attitudes to School Survey:</p> <ul style="list-style-type: none"> • student voice and agency 64% (2019) to 80% • self-regulation and goal setting from 87% (2019) to 95% • sense of confidence from 79% (2019) to 90% • stimulating learning from 79% (2019) to 90%

Target 3.2	By 2023, the average number of days absent per student will decrease from 16.5 (2019) to 12.0
Key Improvement Strategy 3.a Empowering students and building school pride	Build a shared understanding of student agency in leadership and learning at BHPS
Key Improvement Strategy 3.b Empowering students and building school pride	Develop a whole school plan to embed student agency and engagement
Key Improvement Strategy 3.c Building practice excellence	Build staff and student capabilities to activate student agency and engagement focused on student learning
Goal 4	To strengthen partnerships across the whole school community
Target 4.1	By 2023, improve the % of staff positive endorsement in the following factors in the Staff Opinion Survey: <ul style="list-style-type: none"> ● Parent and community involvement from 68% (2019) to 80% ● Trust in students and parents from 64% (2019) to 80% ● Collective focus on student learning from 72% (2019) to 80% ● Staff trust in colleagues from 54% (2019) to 80%
Target 4.2	By 2023, improve the % of students in Years 4 - 6 positive endorsement in the following factors in the Attitudes to School Survey: <ul style="list-style-type: none"> ● Managing bullying from (2019) 74% to 85% ● Resilience 79% (2019) to 85%

Target 4.3	<p>By 2023, improve positive percentage endorsement in <i>pride and confidence</i> from the School Performance Report:</p> <ul style="list-style-type: none"> • Sense of connectedness (students) 74% (2019) to 85% • School climate (staff) from 59% (2019) to 80% • General satisfaction (parents) 85% (2019) to 90%
Key Improvement Strategy 4.a Vision, values and culture	Review the school vision and values
Key Improvement Strategy 4.b Health and wellbeing	Embed school wide positive behaviour support processes to build student wellbeing and resilience
Key Improvement Strategy 4.c Parents and carers as partners	Build consistent communication between school and families

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Tutoring :sense of confidence from 76% (2022) to 90% positiveWell being Tier 2 supports: By 2023, increase the percentage of students positively endorsing the following factors in the Attitudes to School Survey (170 participants in 2022):Sense of connectedness (students) 76% (2022) (17% were neutral) to 85%Individual social and emotional well being : Life satisfaction 69% positive 20% neutral (2022) - target 75%Resilience 61% normal (2022) target 68% normal and reduce the 36% of students reporting low resilience (2022)Numeracy:By 2023, increase the percentage of students achieving:Number and Algebra 87% (2018) to 95% Teacher JudgementsNumeracy from 85.3% (2019) to 98% NAPLAN benchmark growthNumeracy (2019) 48% Maintaining top two bands</p>
To achieve learning growth in English and Mathematics	Yes	<p>By 2023, increase the percentage of students achieving at or above expected level in Teacher Judgements:</p> <ul style="list-style-type: none"> • Reading and Viewing from 92% (2018) to 95% • Writing 84% (2018) to 95% • Number and Algebra 87% (2018) to 95% 	By 2023, increase the percentage of students achieving at or above expected level in Teacher Judgements:Reading and Viewing from 92% (2018) to 95%Writing 84% (2018) to 95%

		<p>By 2023, increase the percentage of students achieving expected or above benchmark growth in NAPLAN for:</p> <ul style="list-style-type: none"> • Reading from 76.1% (2019) to 95% • Writing from 68.1% (2019) to 95% • Numeracy from 85.3% (2019) to 98% 	<p>By 2023, increase the percentage of students achieving expected or above benchmark growth in NAPLAN for: Reading from 76.1% (2019) to 95% Writing from 68.1% (2019) to 95%</p>
		<p>By 2023, 100% of students will be maintained in the NAPLAN top two bands for Reading, Writing and Numeracy from Year 3 to Year 5</p> <ul style="list-style-type: none"> • Reading (2019) 60% • Writing (2019) 54% • Numeracy (2019) 48% 	<p>By 2023, 100% of students will be maintained in the NAPLAN top two bands for Reading and Writing from Year 3 to Year 5 Reading (2019) 60% Writing (2019) 54%</p>
To improve the engagement of all students in their learning	Yes	<p>By 2023, increase the percentage of students positively endorsing the following factors in the Attitudes to School Survey:</p> <ul style="list-style-type: none"> • student voice and agency 64% (2019) to 80% • self-regulation and goal setting from 87% (2019) to 95% • sense of confidence from 79% (2019) to 90% • stimulating learning from 79% (2019) to 90% 	<p>By 2023, increase the percentage of students positively endorsing the following factors in the Attitudes to School Survey: Student voice and agency 64% (2019) to 80% Stimulating learning from 79% (2019) to 90%</p>
		<p>By 2023, the average number of days absent per student will decrease from 16.5 (2019) to 12.0</p>	<p>By 2023, the average number of days absent per student will decrease from 16.5 (2019) to 12.0</p>
To strengthen partnerships across the whole school community	Yes	<p>By 2023, improve the % of staff positive endorsement in the following factors in the Staff Opinion Survey:</p> <ul style="list-style-type: none"> • Parent and community involvement from 68% (2019) to 80% • Trust in students and parents from 64% (2019) to 80% • Collective focus on student learning from 72% (2019) to 80% • Staff trust in colleagues from 54% (2019) to 80% 	<p>By 2023, improve the % of staff positive endorsement in the following factors in the Staff Opinion Survey: Parent and community involvement from 68% (2019) to 80%</p>

	<p>By 2023, improve the % of students in Years 4 - 6 positive endorsement in the following factors in the Attitudes to School Survey:</p> <ul style="list-style-type: none"> • Managing bullying from (2019) 74% to 85% • Resilience 79% (2019) to 85% 	<p>By 2023, improve the % of students in Years 4 - 6 positive endorsement in the following factors in the Attitudes to School Survey: Managing bullying from (2019) 74% to 85%</p>
	<p>By 2023, improve positive percentage endorsement in <i>pride and confidence</i> from the School Performance Report:</p> <ul style="list-style-type: none"> • Sense of connectedness (students) 74% (2019) to 85% • School climate (staff) from 59% (2019) to 80% • General satisfaction (parents) 85% (2019) to 90% 	<p>By 2023, improve positive percentage endorsement in pride and confidence from the School Performance Report: General satisfaction (parents) 85% (2019) to 90% Community Participation 60% participation of families at whole school events Visitor records and statistics show an increase in community participation</p>

Goal 1	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
12 Month Target 1.1	<p>Tutoring : sense of confidence from 76% (2022) to 90% positive</p> <p>Well being Tier 2 supports: By 2023, increase the percentage of students positively endorsing the following factors in the Attitudes to School Survey (170 participants in 2022):</p> <p>Sense of connectedness (students) 76% (2022) (17% were neutral) to 85%</p> <p>Individual social and emotional well being : Life satisfaction 69% positive 20% neutral (2022) - target 75%</p> <p>Resilience 61% normal (2022) target 68% normal and reduce the 36% of students reporting low resilience (2022)</p> <p>Numeracy: By 2023, increase the percentage of students achieving:</p>

	Number and Algebra 87% (2018) to 95% Teacher Judgements Numeracy from 85.3% (2019) to 98% NAPLAN benchmark growth Numeracy (2019) 48% Maintaining top two bands	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 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 2023.	
Goal 2	To achieve learning growth in English and Mathematics	
12 Month Target 2.1	By 2023, increase the percentage of students achieving at or above expected level in Teacher Judgements: Reading and Viewing from 92% (2018) to 95% Writing 84% (2018) to 95%	
12 Month Target 2.2	By 2023, increase the percentage of students achieving expected or above benchmark growth in NAPLAN for: Reading from 76.1% (2019) to 95% Writing from 68.1% (2019) to 95%	
12 Month Target 2.3	By 2023, 100% of students will be maintained in the NAPLAN top two bands for Reading and Writing from Year 3 to Year 5	

	Reading (2019) 60% Writing (2019) 54%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Building practice excellence	Implement and embed a consistent PLC inquiry approach	Yes
KIS 2.b Curriculum planning and assessment	Build teacher capabilities to use agreed formative assessment approaches to plan for teaching and learning	Yes
KIS 2.c Building practice excellence	Embed consistent implementation of the BHPS instructional model	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.	<p>We have identified a need to continue improvement process for both reading and writing we have seen a drop in our data that makes both areas a significant concern for us. Clearly these are the areas the school needs to focus on.</p> <p>2022 NAPLAN data: NAPLAN data for writing indicates that approximately 77% of Year 3 students are scoring two or three out of six potential marks for sentence structure, which is below the State score. Year 5 student data shows that approximately 90% of students are scoring two or three out of six for sentence structure and 6% scoring a 4 or 5, which is also below the State score. The data across the board for reading and writing shows a marked increase in the students in the 10th percentile.</p>	
Goal 3	To improve the engagement of all students in their learning	
12 Month Target 3.1	By 2023, increase the percentage of students positively endorsing the following factors in the Attitudes to School Survey: Student voice and agency 64% (2019) to 80% Stimulating learning from 79% (2019) to 90%	
12 Month Target 3.2	By 2023, the average number of days absent per student will decrease from 16.5 (2019) to 12.0	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Empowering students and building school pride	Build a shared understanding of student agency in leadership and learning at BHPS	No
KIS 3.b Empowering students and building school pride	Develop a whole school plan to embed student agency and engagement	No
KIS 3.c Building practice excellence	Build staff and student capabilities to activate student agency and engagement focused on student 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 Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Science and Technology provides an element of hands on learning that supports students inquiry competencies and development of their collaborative and communication skills. Engagement in learning has been identified in the school data as area for improvement and in 2023 the area of science and technology is well placed to support this goal. Science and technology appeals to both kinesthetic and visual learners. In 2023 there will be a school improvement team with this as their focus. This team will lead this area across the school.	
Goal 4	To strengthen partnerships across the whole school community	
12 Month Target 4.1	By 2023, improve the % of staff positive endorsement in the following factors in the Staff Opinion Survey: Parent and community involvement from 68% (2019) to 80%	
12 Month Target 4.2	By 2023, improve the % of students in Years 4 - 6 positive endorsement in the following factors in the Attitudes to School Survey: Managing bullying from (2019) 74% to 85%	
12 Month Target 4.3	By 2023, improve positive percentage endorsement in pride and confidence from the School Performance Report: General satisfaction (parents) 85% (2019) to 90%	

	Community Participation 60% participation of families at whole school events Visitor records and statistics show an increase in community participation	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Vision, values and culture	Review the school vision and values	No
KIS 4.b Health and wellbeing	Embed school wide positive behaviour support processes to build student wellbeing and resilience	No
KIS 4.c Parents and carers as partners	Build consistent communication between school and families	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.	Community engagement team	

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	<p>Tutoring : sense of confidence from 76% (2022) to 90% positive</p> <p>Well being Tier 2 supports: By 2023, increase the percentage of students positively endorsing the following factors in the Attitudes to School Survey (170 participants in 2022):</p> <p>Sense of connectedness (students) 76% (2022) (17% were neutral) to 85% Individual social and emotional well being : Life satisfaction 69% positive 20% neutral (2022) - target 75% Resilience 61% normal (2022) target 68% normal and reduce the 36% of students reporting low resilience (2022)</p> <p>Numeracy: By 2023, increase the percentage of students achieving:</p> <p>Number and Algebra 87% (2018) to 95% Teacher Judgements Numeracy from 85.3% (2019) to 98% NAPLAN benchmark growth Numeracy (2019) 48% Maintaining top two bands</p>
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<p>Tutoring and interventions: Strengthen leader, teacher and tutor collaboration in diagnosing student learning point of need and monitoring of student growth in short cycles.</p> <p>Numeracy: Build staff capacity in assessment and differentiation in Numeracy, in order to identify and meet students' individual learning needs.</p>

	Review and update the school wide numeracy curriculum teaching and learning documentation.
Outcomes	<p>Tutoring / interventions outcomes: Students in need of targeted academic support or intervention will be identified and supported through classroom differentiated planning, tutoring or interventions administered by Education support. Teachers and tutors meet regularly at agreed times to collaborate, share curriculum and review student assessment data. Teachers and tutors use data from formative assessments to engage in regular conversation about student learning, including developing new learning goals for students in their IEP and identifying students for TLI support. Teachers and tutors maintain an accurate record of student data. Leaders support teaching staff to build differentiation practices. Learning specialists will support teaching staff to build assessment and differentiation practices through clear processes and professional learning.</p> <p>Numeracy Outcomes Leaders will support teaching staff to analyse and interpret data to audit the current numeracy scope and sequence. Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning. Students will be supported to learn at point of need. Teachers will confidently and accurately identify student learning needs of all of their students. Teachers will know and understand the school wide numeracy curriculum teaching and learning documentation.</p>
Success Indicators	<p>Tutoring / Intervention - Early Indicators</p> <ul style="list-style-type: none"> - Timetabling reflects TLI as a priority, with TLI small group intervention, tutor/teacher collaboration time and tutor planning time timetabled. - Timetabling reflects intervention program as a priority. - Curriculum documentation shows evidence of planning for learning at individual students' point of need. - IEPs developed for all students participating in interventions or tutoring. <p>Tutoring / Intervention - Late indicators:</p> <ul style="list-style-type: none"> - Longer term assessment data recorded in the TLI and school-based assessment tracking tool (spreadsheet). - End-of-year student survey shows changes to student sense of confidence. - Teacher Judgements / summative assessments reflect improved growth in students participating in intervention. <p>Numeracy - Early Indicators</p>

	<ul style="list-style-type: none"> - Differentiated planning documents and evidence of student learning at different levels based on student data. - Classroom observations and learning walks demonstrating strategies from the school wide numeracy curriculum teaching and learning documentation. - NAPLAN results benchmark growth. <p>Numeracy - Late indicators</p> <ul style="list-style-type: none"> - Essential assessment: Number general all. - NAPLAN results benchmark growth. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Tutoring</p> <p>Update tutor role statements to clearly outline roles and responsibilities based on learnings from 2022.</p> <p>Refine the whole-school processes for record-keeping and data-tracking to align with TLI.</p> <p>Review the whole school assessment schedule to establish cycles that enable staff to select and support students through TLI small group intervention.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$68,577.00</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>Interventions</p> <p>Review current practices and develop an agreed whole-school approach to numeracy and literacy intervention.</p> <p>Update the timetable to provide opportunities for the education support staff to work with identified students requiring intervention.</p> <p>Education support</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Education Support 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$199,619.39</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input checked="" 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
Review and update the school wide numeracy curriculum teaching and learning documentation, with a focus on the scope and sequence.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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
Coaching, classroom observations and learning walks focused on strategies from the school wide numeracy curriculum teaching and learning documentation.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<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>Review current assessment schedule and identify any gaps in the assessment resources available to the school. - Digital Assessment Library</p>	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Strengthen the school-wide approach, utilising Real Schools. Organise opportunities for vulnerable students to participate in a range of Tier 2 interventions and programs as appropriate. (Peaceful Kids and Seasons for Growth).			
Outcomes	Teachers will implement and model consistent practices in Real Schools strategies and provide weekly Resilience Rights and Respectful Relationships (RRRR) sessions. Vulnerable students will be identified and receive targeted support in a timely manner. Families of vulnerable students will receive regular communication and support from the school.			
Success Indicators	Early Indicators: - Documentation of programs. - Student pre and post surveys (students involved in intervention programs). - Focus groups from each PLT on experience of RRRR sessions and Real Schools strategies, ie Circles and P3, P3, F3, Affective statements. - Risk scale analysis data. - Documentation of communication processes regarding monitoring and escalating wellbeing concerns. - Documentation of planning for Real Schools strategies and Resilience Rights and Respectful Relationships (RRRR)			

	sessions being used in the classroom. Late Indicators: - Attendance data. - Risk scale analysis data. - Attitudes to School survey. - Documentation of communication processes regarding monitoring and escalating wellbeing concerns.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
- Implement a range of Tier 2 interventions and programs as appropriate (Peaceful Kids and Seasons for Growth), for vulnerable students.	<input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$59,529.05 <input 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
- Audit and develop curriculum resources to reflect wellbeing and social-emotional learning focus.	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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>- Identify and schedule appropriate professional learning for teachers, with regards to Real Schools and strategies from Peaceful Kids program.</p>	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" 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>- Promote wellbeing and mental health information in newsletters/Blueprint. - Wellbeing promotion across the school, ie Wellbeing RUOk day, National Check in week.</p>	<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

<ul style="list-style-type: none"> - Schedule regular times for communication with parents of vulnerable students – have communication with classroom teachers in regard to this communication. - Establish protocols and procedures for regular check-ins with parents of vulnerable students. 	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<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
Goal 2	To achieve learning growth in English and Mathematics			
12 Month Target 2.1	By 2023, increase the percentage of students achieving at or above expected level in Teacher Judgements: Reading and Viewing from 92% (2018) to 95% Writing 84% (2018) to 95%			
12 Month Target 2.2	By 2023, increase the percentage of students achieving expected or above benchmark growth in NAPLAN for: Reading from 76.1% (2019) to 95% Writing from 68.1% (2019) to 95%			
12 Month Target 2.3	By 2023, 100% of students will be maintained in the NAPLAN top two bands for Reading and Writing from Year 3 to Year 5 Reading (2019) 60% Writing (2019) 54%			
KIS 2.a Building practice excellence	Implement and embed a consistent PLC inquiry approach			

Actions	Develop the capacity of middle leadership to effectively implement and drive PLT inquiry cycles. Build teacher capacity to implement PLT inquiry cycles using the Improvement Cycle. Use the PLT Inquiry process to reflect and review the whole school instructional model for the teaching of Literacy.			
Outcomes	Leadership provides professional development for staff focussing on data and evidence. Teachers use the Improvement Cycle to collaboratively implement PLT inquiry cycles. Teachers collaborate on the development and implementation of teaching and learning strategies from the inquiry cycle. PLC/PLTs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons. Students will be supported to learn at their point of need. Students will report higher levels of confidence using their literacy skills.			
Success Indicators	Early Indicators: - Inquiry Cycle documents and team log evidence, that reflect the collection, analysis of data and evidence to inform planning and assessment of students' learning and growth. - Meeting minutes reflecting the collection and analysis of formative assessment tasks and planning, as a result of the analysis of data. - Observational notes from PLC / PLT meetings and learning walks, reflecting the use of the instructional model and agreed instructional practices. Late Indicators: - Planning documentation that reflects findings from inquiry cycle. - PLT mentors' reflection notes on the 10 conditions for effective PLT's.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Run a series of whole school professional learning sessions, through PLC's to upskill and educate all staff on the elements of research-based instruction, to have a balanced literacy approach to the teaching of reading and writing (word study).	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" 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>Conduct an audit of the whole school teaching and learning approach of literacy and reflect this in our agreed Instructional Model and teams' planning. Document whole school Teaching and learning plan.</p>	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input 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>Acquire resources supporting students' literacy development and up-skill teachers to effectively use them.</p>	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" 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
Regular scheduled coaching, classroom observations and learning walks focused on strategies from the school wide numeracy curriculum teaching and learning documentation Leaning specialist training in coaching to be completed. Professional observations course The POPL course: Contact the following email to have communication for registration sent out: professional.practice@education.vic.gov.au	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<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
KIS 2.b Curriculum planning and assessment	Build teacher capabilities to use agreed formative assessment approaches to plan for teaching and learning			
Actions	Build staff capability to identify appropriate formative and summative assessments, to collect student data, to improve teaching practises and student outcomes.			
Outcomes	Leaders support staff to improve the schools assessment practices through prioritising time and providing professional learning opportunities. Teachers use diagnostic, formative and summative assessment.			
Success Indicators	Early indicators: - Assessment schedules demonstrate a variety of diagnostic, formative and summative assessment. Late Indicators:			

- School records show that every student has completed a range of assessments across the year in all learning areas.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Conduct an audit of the current whole year assessment schedule for Literacy. Prioritise what assessment tools are best fit for our school to improve our student outcomes. Triage what data is needed for the end of year transition document.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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>Create an assessment schedule identifying pre-and post-assessment for Literacy.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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>Research available diagnostic assessments using tools such as the Digital Assessment Library, and determine which assessments are appropriate for the needs of the school.</p>	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</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 3</p>	<p>To improve the engagement of all students in their learning</p>			
<p>12 Month Target 3.1</p>	<p>By 2023, increase the percentage of students positively endorsing the following factors in the Attitudes to School Survey: Student voice and agency 64% (2019) to 80% Stimulating learning from 79% (2019) to 90%</p>			
<p>12 Month Target 3.2</p>	<p>By 2023, the average number of days absent per student will decrease from 16.5 (2019) to 12.0</p>			
<p>KIS 3.c Building practice excellence</p>	<p>Build staff and student capabilities to activate student agency and engagement focused on student learning</p>			
<p>Actions</p>	<p>Develop teachers' understanding and capacity to plan, implement and assess the Science and Technology curriculum.</p>			
<p>Outcomes</p>	<p>Students will report that they have increased voice and agency in the Science and Technology teaching and learning program. Students participate in point of need learning tasks. Students provide feedback to teachers to inform planning. Students will know what the next steps are to progress their learning in Science and Technology. Teachers understand and explicitly use differentiated Science and Technology learning activities.</p>			

	<p>Teachers demonstrate knowledge of student Science and Technology progression outlined in the Victorian Curriculum. Leaders will support the continuous development and documentation of the Science and Technology teaching and learning program.</p>			
<p>Success Indicators</p>	<p>Early indicators:</p> <ul style="list-style-type: none"> - Google surveys of students in Years 3 - 6 addressing students' perceptions of Student Voice and Agency and stimulating learning. - Student feedback on the Science and Technology teaching and learning program, through focus groups. - The teaching and learning program documentation shows evidence of planning for differentiation and knowledge of the Victorian Curriculum. - Assessment schedules demonstrate targeted use of formative and summative assessment for Science and Technology. <p>Late indicators:</p> <ul style="list-style-type: none"> - Attitudes to School Survey (AtoSS) factors: Student Voice and Agency and stimulating learning. - Student feedback on the Science and Technology teaching and learning program, through focus groups. - School records show that every student has completed assessments in Science and Technology across the year. 			
<p>Activities and Milestones</p>	<p>People Responsible</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Funding Streams</p>
<p>Feedback from students focus groups beginning and end of term that gather feedback on the learning programs.</p>	<p><input checked="" type="checkbox"/> STEM Coordinator</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<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>Assessment schedule - (not wanting to add extra assessment but focus on Assessment for Learning)</p>	<p><input checked="" type="checkbox"/> KLA Leader</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Teaching and learning program for Science and Technology documented and implemented.</p>	<p><input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> STEM Coordinator</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Goal 4</p>	<p>To strengthen partnerships across the whole school community</p>			
<p>12 Month Target 4.1</p>	<p>By 2023, improve the % of staff positive endorsement in the following factors in the Staff Opinion Survey:</p> <p>Parent and community involvement from 68% (2019) to 80%</p>			

12 Month Target 4.2	By 2023, improve the % of students in Years 4 - 6 positive endorsement in the following factors in the Attitudes to School Survey: Managing bullying from (2019) 74% to 85%
12 Month Target 4.3	By 2023, improve positive percentage endorsement in pride and confidence from the School Performance Report: General satisfaction (parents) 85% (2019) to 90% Community Participation 60% participation of families at whole school events Visitor records and statistics show an increase in community participation
KIS 4.c Parents and carers as partners	Build consistent communication between school and families
Actions	Build a shared understanding between whole staff and families of the crucial role the community play in the school, in regards to a child's education. Build staff capability to provide opportunities for community involvement in the school.
Outcomes	Whole staff and the school community will share a common understanding of the school approach to the role the community play in regards to a child's education. Whole staff plan and implement opportunities for community involvement in the school educational experiences. Parents / carers know when and how they can be involved in the school. Local Ballarat community members are given the opportunity to connect with our school.
Success Indicators	Early Indicators: - Documentation of opportunities for community involvement in the school that is accessible to the whole community. - Visitor records and statistics that attend the school and the reason (engagement). - Documented records of positive feedback for parents around their child's education Late indicators: - Feedback from staff, parents and students. - Parent opinion survey. - Statistics on volunteers in the school and at school events (involvement). - Records showing a minimum of two positive interactions with each student's family

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
School Improvement Team to work with community groups to identify and agree on defining community involvement in the school, planning and documenting and then implementing school wide - that support positive relationships and beliefs about everybody's role.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input checked="" 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
Establish a process for collecting and monitoring school-wide data, collect data and provide opportunities to reflect on this data.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement 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
Creating a schedule for planned opportunities that supports all staff involvement in community engagement at a whole school and PLT level.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 2	<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
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$68,577.40	\$68,577.40	\$0.00
Disability Inclusion Tier 2 Funding	\$199,619.39	\$199,619.39	\$0.00
Schools Mental Health Fund and Menu	\$58,279.05	\$58,279.05	\$0.00
Total	\$326,475.84	\$326,475.84	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
<p>Tutoring</p> <p>Update tutor role statements to clearly outline roles and responsibilities based on learnings from 2022.</p> <p>Refine the whole-school processes for record-keeping and data-tracking to align with TLI.</p> <p>Review the whole school assessment schedule to establish cycles that enable staff to select and support students through TLI small group intervention.</p>	\$68,577.00
<p>Interventions</p> <p>Review current practices and develop an agreed whole-school approach to numeracy and literacy intervention.</p> <p>Update the timetable to provide opportunities for the education support staff to work with identified students requiring intervention.</p> <p>Education support</p>	\$199,619.39

- Implement a range of Tier 2 interventions and programs as appropriate (Peaceful Kids and Seasons for Growth), for vulnerable students.	\$59,529.05
Totals	\$327,725.44

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<p>Tutoring</p> <p>Update tutor role statements to clearly outline roles and responsibilities based on learnings from 2022.</p> <p>Refine the whole-school processes for record-keeping and data-tracking to align with TLI.</p> <p>Review the whole school assessment schedule to establish cycles that enable staff to select and support students through TLI small group intervention.</p>	<p>from:</p> <p>Term 1</p> <p>to:</p> <p>Term 4</p>	\$68,577.40	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$68,577.40	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<p>Interventions</p> <p>Review current practices and develop an agreed whole-school</p>	<p>from:</p> <p>Term 1</p>	\$199,619.39	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • Occupational therapy

<p>approach to numeracy and literacy intervention. Update the timetable to provide opportunities for the education support staff to work with identified students requiring intervention. Education support</p>	<p>to: Term 4</p>		<ul style="list-style-type: none"> • Speech pathologists • Professional services (inclusive education related services) <p><input checked="" type="checkbox"/> CRT</p> <ul style="list-style-type: none"> • CRT (to attend Profile meetings) <p><input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties</p> <ul style="list-style-type: none"> •
Totals		\$199,619.39	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<p>- Implement a range of Tier 2 interventions and programs as appropriate (Peaceful Kids and Seasons for Growth), for vulnerable students.</p>	<p>from: Term 1 to: Term 4</p>	\$58,279.05	<p><input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives</p> <p>This activity will use Mental Health Menu programs</p> <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar) ○ Assign existing staff member to initiative (eduPay)
Totals		\$58,279.05	

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
- Identify and schedule appropriate professional learning for teachers, with regards to Real Schools and strategies from Peaceful Kids program.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Real Schools	<input checked="" type="checkbox"/> On-site
Run a series of whole school professional learning sessions, through PLC's to upskill and educate all staff on the elements of research-based instruction, to have a balanced literacy approach to the teaching of reading and writing (word study).	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Acquire resources supporting students' literacy development and up-skill teachers to effectively use them.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources EIL	<input checked="" type="checkbox"/> On-site
Teaching and learning program for Science and Technology documented and implemented.	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> STEM Coordinator	from: Term 1 to: Term 4	<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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>School Improvement Team to work with community groups to identify and agree on defining community involvement in the school, planning and documenting and then implementing school wide - that support positive relationships and beliefs about everybody's role.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
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