

2022 Annual Implementation Plan

for improving student outcomes

Cranbourne Carlisle Primary School (5510)



Submitted for review by Sally Webb (School Principal) on 13 December, 2021 at 01:13 PM
Endorsed by Anne Martin (Senior Education Improvement Leader) on 17 February, 2022 at 11:47 AM
Endorsed by Darren Smith (School Council President) on 18 February, 2022 at 03:56 PM

SSP Goals Targets and KIS

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.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a 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.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

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 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>Learning Priority Reduce the overall percentage to 20% of students NOT making 12 months or more growth, (based on teacher judgement) against the Victorian Curriculum in Mathematics (Number & Algebra). Year 1: from 33% <12 months growth (23 children) to 20% (15 children) Year 2: from 40% <12 months growth (29 children) to 20% (15 children) Year 3: from 48% <12 months growth (38 children) to 20% (16 children) Year 4: from 82% <12 months growth (59 students) to 20% (14 students) Year 5: from 72% <12 months growth (50 students) to 20% (14 students) Year 6: from 63% <12months growth (50 students) to 20% (16 students)</p> <p>Wellbeing Target Increase the school wide positive endorsement of the AToSS factor of 'Perseverance' from 57% (110 students) to 87% (172 students). Improve the positive endorsement of the AToSS factor 'perseverance' for Year 4 boys from 43% (11 boys) to 65% (20</p>

			<p>boys).</p> <p>Improve the positive endorsement of the AToSS factor 'perseverance' for Year 5 boys from 58% (15 boys) to 75% (21 boys).</p> <p>Improve the positive endorsement of the AToSS factor 'perseverance' for Year 6 girls from 50% (17 girls) to 65% (21 girls).</p>
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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>	
12 Month Target 1.1	<p>Learning Priority</p> <p>Reduce the overall percentage to 20% of students NOT making 12 months or more growth, (based on teacher judgement) against the Victorian Curriculum in Mathematics (Number & Algebra).</p> <p>Year 1: from 33% <12 months growth (23 children) to 20% (15 children)</p> <p>Year 2: from 40% <12 months growth (29 children) to 20% (15 children)</p> <p>Year 3: from 48% <12 months growth (38 children) to 20% (16 children)</p> <p>Year 4: from 82% <12 months growth (59 students) to 20% (14 students)</p> <p>Year 5: from 72% <12 months growth (50 students) to 20% (14 students)</p> <p>Year 6: from 63% <12months growth (50 students) to 20% (16 students)</p> <p>Wellbeing Target</p> <p>Increase the school wide positive endorsement of the AToSS factor of 'Perseverance' from 57% (110 students) to 87% (172 students).</p> <p>Improve the positive endorsement of the AToSS factor 'perseverance' for Year 4 boys from 43% (11 boys) to 65% (20 boys).</p> <p>Improve the positive endorsement of the AToSS factor 'perseverance' for Year 5 boys from 58% (15 boys) to 75% (21 boys).</p> <p>Improve the positive endorsement of the AToSS factor 'perseverance' for Year 6 girls from 50% (17 girls) to 65% (21 girls).</p>	
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

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.
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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	Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs. Develop a multi-tiered response to meet students' individual learning needs.
Outcomes	<ul style="list-style-type: none"> * Student data (teacher judgement, PAT, MOI, Essential Maths) will be reviewed to identify those in need of targeted support or intervention * Students with disabilities will be provided with necessary adjustments in response to specific learning needs * Students on an EAL curriculum will be supported by MEAs through oral language intervention to allow access to learning

	<ul style="list-style-type: none"> * Through weekly PLT meetings, teachers will use student data to identify learning needs and plan differentiated lessons in response * Teachers & Tutors will work together to plan differentiated teaching and learning to meet individual student needs * Tutors will provide targeted academic support to students * ES will be trained to support teacher interventions within the classroom * School wide professional development will focus on building data literacy skills to diagnostically review assessments and track student progress against Vic Curriculum standards & EAL benchmarks 			
Success Indicators	<ul style="list-style-type: none"> * Annual overview of staff training workshops including staff learning and reflection journals will highlight individual professional goals, actions and measurables. * Curriculum documents will show differentiation and identify individual students accordingly. * PLT minutes and inquiry cycles will reflect planning that supports individual needs, including data walls that identify students by name * Staff will begin to develop formative and summative tools such as proficiency scales that reflect student growth * Student IEPs will describe adjustments required to meet the needs of each student * Teacher judgements will show growth in learning * SSS factors: Instructional leadership and collective efficacy endorsements will improve * AToSS factors: Stimulating learning negative response of 5% will decrease: Advocate at school negative response will decrease from 7% 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	
Implement a school wide PD plan, following a PLC cycle of inquiry which prioritises our Instructional Model with a focus on data literacy, assessment and differentiation. Executive Team will meet weekly on a Friday to discuss the priorities for the coming week.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Develop a shared PDP goal with a focus on assessment and differentiation	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Review the assessment schedule and allocate meeting time for moderation of work.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2	

	<input checked="" type="checkbox"/> PLT Leaders		to: Term 4	
Employ Speech pathologist to upskill teachers, MEAs and ES to provide intervention support in class for EAL and 'at risk' students.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Build capacity of middle leaders to support PLTs with data literacy, planning and implementation of differentiated learning. Bastow Middle Leaders Training.	<input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Schedule end of term PLT showcase to build whole school understanding of PLC approaches to intervention and support.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Review and update IEPs each term	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Employ Speech pathologist to work with individuals and small groups of children.	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Employ Speech pathologist to work in classrooms with teachers to upskill and to provide professional learning to support inclusion and intervention strategies.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Establish a multi-tiered response model to support students' mental health and wellbeing Embed positive mental health and wellbeing approaches in staff PLT cycles Continue to develop the school's mental health and wellbeing program, Creating a Carlisle Community which will be implemented across the first two weeks of the year and for a week at the start of each term.
Outcomes	Students will report improved mental health and wellbeing Teachers will plan and implement daily social & emotional learning with a focus on respectful relationships and the school's CCC program Teachers will engage in professional learning that is informed by research to build their capacity to identify and respond to the social and emotional needs of their students. Leaders will support continuous development, documentation and revision of a school based, multi-tiered response model to mental health. Teachers will overtly plan for and use the language of resilience, confidence perseverance, motivation and effort to raise students' awareness of the qualities required to be happy, healthy and successful learners. Wellbeing staff will work in classrooms with teachers to build capacity, coach and mentor.
Success Indicators	Our Climate for Learning & Creating a Carlisle Community action plans will assist us to drive, implement and monitor our progress. Each class will create an agreement which outlines norms, processes and consequences. Classrooms will display consistent visuals of the school's values, mission statements, learning expectations and support resources. Leading Teacher Wellbeing will have a clearly defined role description. Staff will understand the school's referral process to engage with Allied Health Professionals for the purposes of assessments, classroom observations and professional learning. Curriculum documents and planning will show evidence of the inclusion each week of social/emotional learning. Learning coaches will support teachers to develop and embed social / emotional curriculum. Inclusive language will be actively promoted with our Wellbeing, Student Engagement, Inclusion and Values Policies being referenced in discussions with students, parents and teachers. AToSS data improvement from: 55% positive endorsement in life satisfaction; 58% sense of confidence; 57% perseverance; 66% effort, 55% Student voice & Agency and 56% managing bullying.

Activities and Milestones	People Responsible	Is this a PL Priority	When	
Include fortnightly Wellbeing priorities in staff PLC cycle of inquiry to embed consistent practices	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Employ school based psychologist to assist teachers to better understand and support student mental health needs.	<input checked="" type="checkbox"/> Allied Health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Allocate time for 2 wellbeing teachers to be released from class 3 days each week to work with peers and develop social emotional learning skills & support the Respectful Relationships program.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Employ a consultant to support the Leading Teacher Wellbeing with identifying the necessary supports required to ensure inclusive education is provided for all students.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Wellbeing content will be communicated through weekly newsletters and on the school's website.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Open ended investigations will be extended across the early years classes to develop social & communication skills with internal PD provided through tailored consultancy.	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	

School council will develop a sensory garden as an inclusive space for students who require a quiet area to play and / or learn.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	
Two wellbeing dogs will be trained as Therapy Dogs to support emotional regulation for children.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Actively implement Respectful Relationships curriculum across all year levels.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	

Activities and Milestones - Equity Funding

Activities and Milestones	When	Category
Employ Speech pathologist to upskill MEAs and ES to provide intervention support in class for EAL and 'at risk' students.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services
Review and update IEPs each term	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services
Employ Speech pathologist to work with individuals and small groups of children.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services
Employ school based psychologist to assist teachers to better understand and support student mental health needs.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services
Allocate time for 2 wellbeing teachers to be released from class 3 days each week to work with peers and develop social emotional learning skills & support the Respectful Relationships program.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Employ a consultant to support the Leading Teacher Wellbeing with identifying the necessary supports required to ensure inclusive education is provided for all students.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services
Open ended investigations will be extended across the early years	from: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources

classes to develop social & communication skills with internal PD provided through tailored consultancy.	to: Term 4	<input checked="" type="checkbox"/> Support services
Totals		

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Category
Two wellbeing dogs will be trained as Therapy Dogs to support emotional regulation for children.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Animal wellbeing programs Therapy Dogs Australia
Totals		

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Category
2 fulltime MEAs supporting Afghani Community	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
2 part-time MEAs supporting Pacifica & African communities	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing

Additional staffing for TLI	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Additional education support staff for unfunded students supporting social & emotional inclusion	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing
Totals		

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Implement a school wide PD plan, following a PLC cycle of inquiry which prioritises our Instructional Model with a focus on data literacy, assessment and differentiation. Executive Team will meet weekly on a Friday to discuss the priorities for the coming week.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Develop a shared PDP goal with a focus on assessment and differentiation	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Employ Speech pathologist to upskill MEAs and ES to provide intervention support	<input checked="" type="checkbox"/> Allied Health	from: Term 1	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Speech Pathologist	<input checked="" type="checkbox"/> On-site

in class for EAL and 'at risk' students.	<input checked="" type="checkbox"/> Leadership Team	to: Term 4				
Build capacity of middle leaders to support PLTs with data literacy, planning and implementation of differentiated learning. Bastow Middle Leaders Training.	<input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Middle Leaders training
Schedule end of term PLT showcase to build whole school understanding of PLC approaches to intervention and support.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> 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
Include fortnightly Wellbeing priorities in staff PLC cycle of inquiry to embed consistent practices	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Employ school based psychologist to assist teachers to better understand and support student mental health needs.	<input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants psychologist	<input checked="" type="checkbox"/> On-site

Allocate time for 2 wellbeing teachers to be released from class 3 days each week to work with peers and develop social emotional learning skills & support the Respectful Relationships program.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Open ended investigations will be extended across the early years classes to develop social & communication skills with internal PD provided through tailored consultancy.	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> External consultants Amanda Davis, Learning through Investigations	<input checked="" type="checkbox"/> On-site
Actively implement Respectful Relationships curriculum across all year levels.	<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"/> Demonstration lessons	<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