

2023 Annual Implementation Plan

for improving student outcomes

Sunbury Heights Primary School (5197)



Submitted for review by Laban Toose (School Principal) on 24 January, 2023 at 10:04 AM
Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 06 March, 2023 at 03:21 PM
Awaiting endorsement by School Council President

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.	Evolving
	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	Evolving
	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	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	<p>In 2022 via the AIP monitoring process, leadership team observations and a variety of feedback processes it has become clear that we have successfully developed and created an effective Literacy Instructional Model. We also commenced the development of a Numeracy Instructional model to further enhance and support student learning. PLC teams were effective in their development of Collaborative planning practices and PLC inquiry cycle activities.</p> <p>With the employment of a Substantive Principal, in term 3, and the commencement of the 2022 VGSA, there was an opportunity to reflect on current practices and progress toward achieving the KIS of the 2022 AIP.</p> <p>As a result of this opportunity the following work was undertaken</p> <ol style="list-style-type: none"> 1. Establishing an Organisational Structure that clearly defined the leadership roles of the school. 2. Redesign of the structure of the day including yard duty, specialist timetable and Meeting Schedule 3. Successful application into the 2023 Intake for School Wide Positive Behaviours. <p>These three key actions, taken in the second half of 2022 have laid the foundation for the work to be undertaken in the 2023 AIP. This will include continuing and finalising the work to develop and implement a Numeracy Instructional Model, Establishing SWPBS tier 1 foundations, and preparing for and undertaking a Strategic School Review in term 2.</p>
Considerations for 2023	<ol style="list-style-type: none"> 1. The school Review is scheduled for term 2. This will mean that the PRSE work will be undertaken in term 1. This will also result in a new School Strategic Plan and associated Annual Implementation Plan being created in term 3. 2. SWPBS training will commence in term 1 with dates to be confirmed. A SWPBS team will need to be established to undertake this work. 3. The Leading Teachers, Learning Specialists, School Improvement Team and PLC leadership team will need to be inducted into their new roles and responsibilities. 4. Implementation of the new VGSA - Time in Lieu, Restructure of the day, and changes to Yard duty Supervision as a result will need to be supported in term 1.
Documents that support this plan	<p>2022 VGSA PL Presentation.pptx.pdf (2.76 MB) AIP- Our Story.pptx (3.24 MB) Program of Instruction Decision Documentation 19_10_2022.pdf (0.14 MB) VGSA 2022 implementation decision documentation 19_10_2022 (1).pdf (0.27 MB) Workforce Planning Decision Documentation 19_10_2023.pdf (0.22 MB)</p>

SSP Goals Target and KIS

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.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.ay 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.by Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student outcomes in Literacy
Target 2.1	To improve the three-year average of NAPLAN medium to high growth in Reading Year 5 from 70% to 75%
Target 2.2	To improve the three-year average NAPLAN Reading top 2 bands Year 5 from 32% to 42%
Target 2.3	To improve three-year average teacher judgements for at and above level in Reading from 83% to 88%
Target 2.4	To improve the three-year average NAPLAN medium to high growth Writing Year 5 from 72% to 77%
Target 2.5	To improve the three-year average NAPLAN Writing top 2 bands Year 5 from 15% to 25%
Target 2.6	To improve three-year average teacher judgements for at and above level in Writing from 79% to 85%
Target 2.7	To improve three-year average teacher judgements and increase the percentage of students above level from 15% to 20%
Key Improvement Strategy 2.ay Instructional and shared leadership	Embed the Instructional model
Key Improvement Strategy 2.by Building practice excellence	Build teacher capacity to more effectively teach Literacy
Key Improvement Strategy 2.cy	Implement the PLC program to support teaching and learning

Building practice excellence	
Key Improvement Strategy 2.dy Building practice excellence	Build an organisational structure that supports growth in student learning
Goal 3	To improve student outcomes in Numeracy
Target 3.1	To improve the three-year average NAPLAN medium to high growth in Numeracy Year 3-5 from 74% to 80%
Target 3.2	To improve the three-year average NAPLAN Numeracy top 2 bands Year 5 from 20% to 30%
Target 3.3	To improve three-year average teacher judgements for at and above level in Number and Algebra from 82% to 88%
Target 3.4	To improve three-year average teacher judgements and increase the percentage of students above level from 18% to 25%
Key Improvement Strategy 3.ay Building practice excellence	Build teacher capacity to more effectively teach Numeracy
Key Improvement Strategy 3.by Evaluating impact on learning	Improve the collection, storage and use of student data
Key Improvement Strategy 3.cy Evaluating impact on learning	Reflect on the Instructional model and how it relates to Numeracy
Key Improvement Strategy 3.dy Evidence-based high-impact teaching strategies	Use the improvement cycle to improve student learning in Numeracy
Goal 4	To improve student engagement
Target 4.1	To improve AtoSS positive response for student voice and agency from a three-year average of 67% to a three-year average of 75%.
Target 4.2	To improve AtoSS positive response for Stimulated Learning from a three-year average of 80% to a three-year average of 90%.
Target 4.3	To improve SOS positive response for Promoting Student Ownership of Learning from 70% to 80%.
Target 4.4	To improve SOS positive response for use student feedback to improve practice from 60% to 80%.

Key Improvement Strategy 4.ay Empowering students and building school pride	Develop a school-wide understanding of student voice and agency in learning
Key Improvement Strategy 4.by Empowering students and building school pride	Design, implement and monitor a school-wide approach to empower student voice and agency
Key Improvement Strategy 4.cy Evidence-based high-impact teaching strategies	To use the school's Instructional Model and teacher feedback as a platform to enhance student voice and agency in student learning

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
<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>NAPLAN – top two bands• increase the percentage of students achieving in the top bands in Year 3 Reading from 39% in 2022 to 46% per cent in 2023, in Year 3 Writing from 36% in 2022 to 38% in 2023 and in Year 3 Numeracy from 32% in 2022 to 39% in 2023• increase the percentage of students achieving in the top bands in Year 5 Reading from 31% in 2022 to 42% per cent in 2023, in Year 5 Writing from 21% in 2022 to 25% in 2023 and in Year 5 Numeracy from 12% in 2022 to 20% in 2023• Decrease the percentage of students achieving in the bottom 2 bands in Year 3 Reading from 16% in 2022 to 10% per cent in 2023, in Year 3 Writing from 13% in 2022 to 10% in 2023 and in Year 3 Numeracy from 26% in 2022 to 20% in 2023• Decrease the percentage of students achieving in the bottom 2 bands in Year 5 Reading from 19% in 2022 to 15% per cent in 2023, in Year 5 Writing from 19% in 2022 to 15% in 2023 and in Year 5 Numeracy from 32% in 2022 to 25% in 2023NAPLAN Benchmark Growth• Increase the percentage of students achieving above benchmark growth in Reading from 27% in 2022 to 30% in 2023, in Writing from 24% in 2022 to 30% in 2023 and in Numeracy from 19% in 2022 to 22% in 2023. • Reduce the percentage of students achieving below benchmark growth in Reading from 27% in 2022 to 23% in 2023, in Writing from 26% in 2022 to 21% in 2023 and in Numeracy from 16% in 2022 to 15% in 2023. Teacher Judgements - At or Above Expected Level (Sem 1)• increase the percentage of students achieving at or above expected level from Foundation to Year 6 in Reading and Viewing from 71% in 2022 to 78% in 2023, in Writing from 68% in 2022 to 73% in 2023 and in Number and Algebra from 74% in 2022 to 81% in 2023. School Climate• Increase the percentage of staff positive endorsement in Collective Efficacy from 63% in 2022 to 70% in 2023• Increase the percentage of Staff positive endorsement in Academic Emphasis from 64% in 2022 to 70% in 2023• Increase the percentage of staff positive endorsement in Instructional Leadership from 83% in 2022 to 90% in 2023Student Attitude• Increase the percentage of student positive endorsement in Stimulating Learning from 78% in 2022 to 83% in 2023• Increase the percentage of student positive endorsement in Sense of Confidence from 74% in 2022 to 79% in 2023• Increase the percentage of student positive endorsement in Managing Bullying from 72% in 2022 to 76% in 2023</p>
To improve student outcomes in Literacy	No	To improve the three-year average of NAPLAN medium to high growth in Reading Year 5 from 70% to 75%	
		To improve the three-year average NAPLAN Reading top 2 bands Year 5 from 32% to 42%	
		To improve three-year average teacher judgements for at and above level in Reading from 83% to 88%	
		To improve the three-year average NAPLAN medium to high growth Writing Year 5 from 72% to 77%	
		To improve the three-year average NAPLAN Writing top 2 bands Year 5 from 15% to 25%	

		To improve three-year average teacher judgements for at and above level in Writing from 79% to 85%	
		To improve three-year average teacher judgements and increase the percentage of students above level from 15% to 20%	
To improve student outcomes in Numeracy	No	To improve the three-year average NAPLAN medium to high growth in Numeracy Year 3-5 from 74% to 80%	
		To improve the three-year average NAPLAN Numeracy top 2 bands Year 5 from 20% to 30%	
		To improve three-year average teacher judgements for at and above level in Number and Algebra from 82% to 88%	
		To improve three-year average teacher judgements and increase the percentage of students above level from 18% to 25%	
To improve student engagement	Yes	To improve AtoSS positive response for student voice and agency from a three-year average of 67% to a three-year average of 75%.	See above for targets set in 2023 Priorities Goals (12 Month Targets)
		To improve AtoSS positive response for Stimulated Learning from a three-year average of 80% to a three-year average of 90%.	See above for targets set in 2023 Priorities Goals (12 Month Targets)
		To improve SOS positive response for Promoting Student Ownership of Learning from 70% to 80%.	See above for targets set in 2023 Priorities Goals (12 Month Targets)
		To improve SOS positive response for use student feedback to improve practice from 60% to 80%.	See above for targets set in 2023 Priorities Goals (12 Month Targets)

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>NAPLAN – top two bands</p> <ul style="list-style-type: none"> increase the percentage of students achieving in the top bands in Year 3 Reading from 39% in 2022 to 46% per cent in 2023, in Year 3 Writing from 36% in 2022 to 38% in 2023 and in Year 3 Numeracy from 32% in 2022 to 39% in 2023 increase the percentage of students achieving in the top bands in Year 5 Reading from 31% in 2022 to 42% per cent in 2023, in Year 5 Writing from 21% in 2022 to 25% in 2023 and in Year 5 Numeracy from 12% in 2022 to 20% in 2023 Decrease the percentage of students achieving in the bottom 2 bands in Year 3 Reading from 16% in 2022 to 10% per cent in 2023, in Year 3 Writing from 13% in 2022 to 10% in 2023 and in Year 3 Numeracy from 26% in 2022 to 20% in 2023 Decrease the percentage of students achieving in the bottom 2 bands in Year 5 Reading from 19% in 2022 to 15% per cent in 2023, in Year 5 Writing from 19% in 2022 to 15% in 2023 and in Year 5 Numeracy from 32% in 2022 to 25% in 2023 <p>NAPLAN Benchmark Growth</p> <ul style="list-style-type: none"> Increase the percentage of students achieving above benchmark growth in Reading from 27% in 2022 to 30% in 2023, in Writing from 24% in 2022 to 30% in 2023 and in Numeracy from 19% in

	<p>2022 to 22% in 2023.</p> <ul style="list-style-type: none"> Reduce the percentage of students achieving below benchmark growth in Reading from 27% in 2022 to 23% in 2023, in Writing from 26% in 2022 to 21% in 2023 and in Numeracy from 16% in 2022 to 15% in 2023. <p>Teacher Judgements - At or Above Expected Level (Sem 1)</p> <ul style="list-style-type: none"> increase the percentage of students achieving at or above expected level from Foundation to Year 6 in Reading and Viewing from 71% in 2022 to 78% in 2023, in Writing from 68% in 2022 to 73% in 2023 and in Number and Algebra from 74% in 2022 to 81% in 2023. <p>School Climate</p> <ul style="list-style-type: none"> Increase the percentage of staff positive endorsement in Collective Efficacy from 63% in 2022 to 70% in 2023 Increase the percentage of Staff positive endorsement in Academic Emphasis from 64% in 2022 to 70% in 2023 Increase the percentage of staff positive endorsement in Instructional Leadership from 83% in 2022 to 90% in 2023 <p>Student Attitude</p> <ul style="list-style-type: none"> Increase the percentage of student positive endorsement in Stimulating Learning from 78% in 2022 to 83% in 2023 Increase the percentage of student positive endorsement in Sense of Confidence from 74% in 2022 to 79% in 2023 Increase the percentage of student positive endorsement in Managing Bullying from 72% in 2022 to 76% in 2023 	
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 4	To improve student engagement	
12 Month Target 4.1	See above for targets set in 2023 Priorities Goals (12 Month Targets)	
12 Month Target 4.2	See above for targets set in 2023 Priorities Goals (12 Month Targets)	
12 Month Target 4.3	See above for targets set in 2023 Priorities Goals (12 Month Targets)	
12 Month Target 4.4	See above for targets set in 2023 Priorities Goals (12 Month Targets)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a	Develop a school-wide understanding of student voice and agency in learning	No

Empowering students and building school pride		
KIS 4.b Empowering students and building school pride	Design, implement and monitor a school-wide approach to empower student voice and agency	Yes
KIS 4.c Evidence-based high-impact teaching strategies	To use the school's Instructional Model and teacher feedback as a platform to enhance student voice and agency in student learning	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	This KIS has been chosen as we believe it will be a focus of our 2023 Strategic School Review. In term 1 the school will undertake the Pre-Review Self Evaluation (PRSE) in preparation for the term 2 Strategic School review	

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>NAPLAN – top two bands</p> <ul style="list-style-type: none"> increase the percentage of students achieving in the top bands in Year 3 Reading from 39% in 2022 to 46% per cent in 2023, in Year 3 Writing from 36% in 2022 to 38% in 2023 and in Year 3 Numeracy from 32% in 2022 to 39% in 2023 increase the percentage of students achieving in the top bands in Year 5 Reading from 31% in 2022 to 42% per cent in 2023, in Year 5 Writing from 21% in 2022 to 25% in 2023 and in Year 5 Numeracy from 12% in 2022 to 20% in 2023 Decrease the percentage of students achieving in the bottom 2 bands in Year 3 Reading from 16% in 2022 to 10% per cent in 2023, in Year 3 Writing from 13% in 2022 to 10% in 2023 and in Year 3 Numeracy from 26% in 2022 to 20% in 2023 Decrease the percentage of students achieving in the bottom 2 bands in Year 5 Reading from 19% in 2022 to 15% per cent in 2023, in Year 5 Writing from 19% in 2022 to 15% in 2023 and in Year 5 Numeracy from 32% in 2022 to 25% in 2023 <p>NAPLAN Benchmark Growth</p> <ul style="list-style-type: none"> Increase the percentage of students achieving above benchmark growth in Reading from 27% in 2022 to 30% in 2023, in Writing from 24% in 2022 to 30% in 2023 and in Numeracy from 19% in 2022 to 22% in 2023. Reduce the percentage of students achieving below benchmark growth in Reading from 27% in 2022 to 23% in 2023, in Writing from 26% in 2022 to 21% in 2023 and in Numeracy from 16% in 2022 to 15% in 2023. <p>Teacher Judgements - At or Above Expected Level (Sem 1)</p> <ul style="list-style-type: none"> increase the percentage of students achieving at or above expected level from Foundation to Year 6 in Reading and Viewing from 71% in 2022 to 78% in 2023, in Writing from 68% in 2022 to 73% in 2023 and in Number and Algebra from 74% in 2022 to 81% in 2023. <p>School Climate</p> <ul style="list-style-type: none"> Increase the percentage of staff positive endorsement in Collective Efficacy from 63% in 2022 to 70% in 2023 Increase the percentage of Staff positive endorsement in Academic Emphasis from 64% in 2022 to 70% in 2023 Increase the percentage of staff positive endorsement in Instructional Leadership from 83% in 2022 to 90% in 2023 <p>Student Attitude</p> <ul style="list-style-type: none"> Increase the percentage of student positive endorsement in Stimulating Learning from 78% in 2022 to 83% in 2023 Increase the percentage of student positive endorsement in Sense of Confidence from 74% in 2022 to 79% in 2023 Increase the percentage of student positive endorsement in Managing Bullying from 72% in 2022 to 76% in 2023
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	<ul style="list-style-type: none"> - Professional Learning Plan for teachers to continue to professionally develop their understanding and embedding of the Numeracy Instructional Model in their classrooms. - Strategic Improvement Team to develop leadership capacity to lead a learning culture and to monitor and support the implementation of the AIP. - PLC leadership team to develop middle leaders' capacity to implement and further refine the PLC Process. - Classroom modelling and observations to build staff capacity. - Collaborative planning timetabled and supported by school leaders as knowledgeable others to ensure consistency.

Outcomes	<p>Students will...</p> <ul style="list-style-type: none"> - be able to understand and explain their role in each of the stages of the Instructional Model. - regularly give feedback at the end of the Instructional Model. <p>Teachers will...</p> <ul style="list-style-type: none"> - build on and develop their knowledge and understanding of the numeracy instructional model. - transfer and apply their understanding of the numeracy instructional model into collaborative planning. - Consistently implement the Numeracy Instructional model in their classroom. <p>Leaders will...</p> <ul style="list-style-type: none"> - have a clear and shared understanding of the Numeracy Instructional Model and its purpose. - support PLC leaders to facilitate collaborative planning of numeracy teams to effectively plan using the Instructional Model. - coach and support classroom teachers to develop their capacity to effectively implement the model in their classroom. 			
Success Indicators	<p>Early Indicators</p> <ol style="list-style-type: none"> 1. Staff complete professional learning that has been identified as a need from the responses to the 2022 AIP mid & end of year evaluation. 2. Unit and Lesson Plans reflect/based upon the Numeracy Instructional Model 3. Notes recorded during observations and learning walks reflect the use of the Numeracy Instructional Model as the foundation of daily numeracy teaching & learning 4. Teacher collaborative planning demonstrates understanding of key stages of the Numeracy Instructional Model <p>Late Indicators</p> <ol style="list-style-type: none"> 1. Observation notes from classroom observations and learning walks reflect consistent implementation of the Numeracy Instructional Model 2. Teacher Judgements and summative assessments reflect improved growth in numeracy outcomes for all students. 3. Staff surveys reflect positive increases in factors including collective efficacy and Guaranteed and Viable Curriculum. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff to participate in Professional Learning Community Inquiry Cycles on Tuesdays during meeting times	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
School improvement Team (SIT) meeting once a week to plan professional learning and monitor the implementation of the Annual Implementation Plan (AIP)	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Learning Community (PLC) Leaders meeting once a week to develop their capacity to lead and monitor the Professional Learning Community (PLC) cycle.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <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>Teachers to meet in Professional Learning Community (PLC) teams to collaboratively plan in the specialist timetable.</p>	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</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>Scheduled time for Learning Specialists and Leading Teachers to design, implement and support professional observations and coaching.</p>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</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>All members of staff will develop a SMART goal focused on the SHPS Numeracy Instructional Model</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</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>KIS 1.b Priority 2023 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			
<p>Actions</p>	<ul style="list-style-type: none"> - Introduce School-wide Positive Behaviour Support (SWPBS). - Establish SWPBS the essential features of Tier 1. - Implement SWPBS features with fidelity. 			
<p>Outcomes</p>	<p>Students will...</p> <ul style="list-style-type: none"> - identify expected behaviours in different settings. - understand the desired school behaviours and the procedures for responding to major and minor behaviours. - will recognise positive student behaviours through the student management system. <p>Teachers will...</p> <ul style="list-style-type: none"> - collaboratively develop social skills lessons to teach expected behaviours. - understand and support the SWPBS philosophy. - collect and collaboratively analyse student behaviour referral data. - use agreed practices and consistent language to correct behaviour errors. <p>Leaders will...</p> <ul style="list-style-type: none"> - ensure the whole school community has been consulted to develop the SWPBS mission statement and shared vision. - monitor and analyse behaviour referral data. - provide the opportunity for the school level SWPBS team to lead and sustain the implementation and monitoring of SWPBS. 			

Success Indicators	<p>Early Indicators</p> <ol style="list-style-type: none"> At least 80% progress on SWPBS Universal Prevention Part A Action Plan. SWPBS self-assessment survey indicates at least 70% of school-wide features 'in place' Tiered Fidelity inventory score of at least 70% <p>Late Indicators</p> <ol style="list-style-type: none"> Reduction in exclusionary discipline as measured through: Staff Behaviour referrals and student suspensions 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish an SWPBS team comprising relevant leaders, well-being staff, other staff and parent representation	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
The leadership team and SWPBS team complete the Universal Prevention Part A blended learning course	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <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
Implement a school-wide system to encourage expected behaviour and discourage inappropriate behaviour	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Review existing student management system (COMPASS) to determine whether it is suitable for collecting and monitoring SWPBS data	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Display the SWPBS expected behaviours and shared vision prominently in classroom and non-classroom settings	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review curriculum structure/timetable to allocate specific time for the teaching of social skills	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Plan for and document the teaching of social skills each week in all classes	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule opportunities for the SWPBS team leader to access scheduled coaching from the Area SWPBS implementation coach	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Present information sessions to parents/carers/kin	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 4	To improve student engagement			
12 Month Target 4.1	See above for targets set in 2023 Priorities Goals (12 Month Targets)			
12 Month Target 4.2	See above for targets set in 2023 Priorities Goals (12 Month Targets)			
12 Month Target 4.3	See above for targets set in 2023 Priorities Goals (12 Month Targets)			
12 Month Target 4.4	See above for targets set in 2023 Priorities Goals (12 Month Targets)			
KIS 4.b Empowering students and building school pride	Design, implement and monitor a school-wide approach to empower student voice and agency			
Actions	Undertake a Pre Review Self Evaluation (PRSE) in preparation for the term 2 School Strategic Review			
Outcomes	<ol style="list-style-type: none"> 1. The school will actively participate in the review process and develop a vision and values supported by 5-year plan of action with associated goals and targets 2. The school community will have an understanding of the enablers and barriers that were encountered over the past 5 years 3. The school community will develop an understanding of the work to be done/included in the next School Strategic Plan (SSP) 			
Success Indicators	Documentation of the school review process including the Pre-Review Self Evaluation (PRSE) report, panel report and new School Strategic Plan			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Curriculum Day - Staff to break into groups and review the FISO 2.0 Continuum and discuss/establish their view on the schools current achievements against the continuum (including gathering and recording evidence to support that view)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Complete the School Review Professional Development Workshop in term 1	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Plan and conduct student, teacher and community workshops/forums/surveys to gather data and feedback to be used in the Pre-Review Self Evaluation (PRSE)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Preparation of the PRSE report for the School Review	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Prepare and forward the VRQA Self-Assessment and required policy documentation to the school reviewer.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Participation in the Validation Day (first day of School Review)	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Participation in the Panel time on all review days including Field workdays & Final report Day.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$419,031.59	\$419,031.59	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$419,031.59	\$419,031.59	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Professional Learning Community (PLC) Leaders meeting once a week to develop their capacity to lead and monitor the Professional Learning Community (PLC) cycle.	\$20,000.00
Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS	\$20,000.00
Totals	\$40,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Professional Learning Community (PLC) Leaders meeting once a week to develop their capacity to lead and monitor the Professional Learning Community (PLC) cycle.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS	from: Term 1 to: Term 4	\$5,269.59	<input checked="" type="checkbox"/> School-based staffing
Totals		\$10,269.59	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Hiring of Wellbeing & Engagement Leading Teacher	\$119,539.00
Hiring of School Wide Positive Behaviours (SWPBS) Coordinator (0.8 EFT)	\$92,037.00
Leasing of 1:1 devices for all students in years 3-6	\$58,396.00
Hiring of Speech Pathologist (0.6 EFT)	\$55,451.00
Hiring of Local Technician to support implementation of year 3-6 1:1 program	\$83,339.00
Totals	\$408,762.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Hiring of Wellbeing & Engagement Leading Teacher	from: Term 1 to: Term 4	\$119,539.00	<input checked="" type="checkbox"/> School-based staffing
Hiring of School Wide Positive Behaviours (SWPBS) Coordinator (0.8 EFT)	from: Term 1 to: Term 4	\$92,037.00	<input checked="" type="checkbox"/> School-based staffing
Leasing of 1:1 devices for all students in years 3-6	from: Term 1 to: Term 4	\$58,396.00	<input checked="" type="checkbox"/> Assets
Hiring of Speech Pathologist (0.6 EFT)	from: Term 1 to: Term 4	\$55,451.00	<input checked="" type="checkbox"/> Support services
Hiring of Local Technician to support implementation of year 3-6 1:1 program	from: Term 1 to: Term 4	\$83,339.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$408,762.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Hiring of Wellbeing & Engagement Leading Teacher	from: Term 1 to: Term 4		
Hiring of School Wide Positive Behaviours (SWPBS) Coordinator (0.8 EFT)	from: Term 1 to: Term 4		
Leasing of 1:1 devices for all students in years 3-6	from: Term 1 to: Term 4		
Hiring of Speech Pathologist (0.6 EFT)	from: Term 1 to: Term 4		
Hiring of Local Technician to support implementation of year 3-6 1:1 program	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Hiring of Wellbeing & Engagement Leading Teacher	from: Term 1 to: Term 4	\$0.00	
Hiring of School Wide Positive Behaviours (SWPBS) Coordinator (0.8 EFT)	from: Term 1 to: Term 4	\$0.00	
Leasing of 1:1 devices for all students in years 3-6	from: Term 1 to: Term 4	\$0.00	
Hiring of Speech Pathologist (0.6 EFT)	from: Term 1 to: Term 4	\$0.00	
Hiring of Local Technician to support implementation of year 3-6 1:1 program	from: Term 1	\$0.00	

	to: Term 4		
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Staff to participate in Professional Learning Community Inquiry Cycles on Tuesdays during meeting times	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources School Wide Positive Behaviours Coach <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
School improvement Team (SIT) meeting once a week to plan professional learning and monitor the implementation of the Annual Implementation Plan (AIP)	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources School Wide Positive Behaviours Coach <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
Professional Learning Community (PLC) Leaders meeting once a week to develop their capacity to lead and monitor the Professional Learning Community (PLC) cycle.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Growth Coaching International	<input checked="" type="checkbox"/> Off-site WebEx online professional development
Scheduled time for Learning Specialists and Leading Teachers to design, implement and support professional observations and coaching.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> 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

All members of staff will develop a SMART goal focused on the SHPS Numeracy Instructional Model	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <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"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Establish an SWPBS team comprising relevant leaders, well-being staff, other staff and parent representation	<input checked="" type="checkbox"/> SWPBS Leader/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"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <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"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources School Wide Positive Behaviours Coach <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
The leadership team and SWPBS team complete the Universal Prevention Part A blended learning course	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources School Wide Positive Behaviours Coach <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> Off-site Attending SWPBS professional Learning in term 1
Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> SWPBS Leader/Team	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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <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"/> Departmental resources School Wide Positive Behaviours Coach <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> Off-site Attending SWPBS professional Learning in term 1
Schedule opportunities for the SWPBS team leader to access scheduled coaching from the Area SWPBS implementation coach	<input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources School Wide Positive Behaviours Coach	<input checked="" type="checkbox"/> On-site

<p>Curriculum Day - Staff to break into groups and review the FISO 2.0 Continuum and discuss/establish their view on the schools current achievements against the continuum (including gathering and recording evidence to support that view)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff 	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Complete the School Review Professional Development Workshop in term 1</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team 	<p>from: Term 1 to: Term 1</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Network Professional Learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site Via WebEx