

# 2023 Annual Implementation Plan

## for improving student outcomes

Meredith Primary School (1420)



Submitted for review by Lachlan Day (School Principal) on 15 December, 2022 at 11:39 AM  
Endorsed by Karen Biggelaar (Senior Education Improvement Leader) on 22 February, 2023 at 01:03 PM  
Endorsed by Meg Devlin (School Council President) on 27 February, 2023 at 10:04 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.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<b>Leadership</b>	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

<b>Engagement</b>	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	

<b>Support</b>	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	

<b>Enter your reflective comments</b>	2022 has seen Meredith Primary School complete a School Review and set a Strategic Plan for 2023-2026. It is clear through these evaluation practices we have identified some key areas of focus for the next four years. We have identified the need for improvement in whole school assessment practices, including PLC process that build teacher data literacy through collaboration in analysing fine grain data to identify next stages of learning for students. We will continue to develop teacher practice and capacity to effectively differentiate student learning and continued development of visible learning goals for each student within the classroom. Returning from remote and flexible learning this year has also had an impact on student voice and agency at Meredith Primary School. We will begin to strengthen our whole school approach in student
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	<p>voice and agency in 2023. In 2022 Disability Inclusion initiatives have been introduced and a huge amount of learning has gone into this space to help build the knowledge and skills of inclusive education at Meredith Primary School. 2022 has also highlighted the focus on community partnerships and engagement. We have welcomed back parents and carers to the school, increased community partnerships and strengthened our connections with local agencies and businesses.</p>
<p><b>Considerations for 2023</b></p>	<p>Clear focuses for Meredith Primary School in 2023 include:</p> <ul style="list-style-type: none"> <li>- Clearly defined documentation on staff roles and responsibilities</li> <li>- Continued accountability strategies for planning and reporting student growth</li> <li>- Implement peer observations and feedback program for all staff</li> <li>- Unpacking and developing a greater understanding of the proficiencies within the Victorian Mathematics Curriculum of understandings, fluency, problem solving and reasoning</li> <li>- Introduction of Sounds-Write including staff professional development</li> <li>- Continued development of writing rubrics for moderation/goal setting</li> <li>- Continue to strengthen community partnerships</li> <li>- Continue to build opportunities for parents and carers to participate in school based opportunities.</li> </ul>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p><b>2023 Priorities Goal</b> 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>
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	Maximise the learning growth of every student.
<b>Target 2.1</b>	<p>By 2026, increase the percentage of Year 5 students assessed as meeting and above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> <li>• Reading from 75% (2019-2021 average) to 80% (2023-2026 average)</li> <li>• Writing from 63% (2019-2021 average) to 75% (2023-2026 average)</li> <li>• Numeracy from 85% (2019-2021 average) to 90% (2023-2026 average)</li> </ul>
<b>Target 2.2</b>	<p>By 2026, increase the percentage of students achieving in the top two NAPLAN bands in:</p> <p>Year 3</p> <ul style="list-style-type: none"> <li>• Reading from 62% (2019-2022 average) to 65% (2023-2026 average)</li> <li>• Writing from 44% (2019-2022 average) to 50% (2023-2026 average)</li> </ul>

	<ul style="list-style-type: none"> <li>• Numeracy from 21% (2019-2022 average) to 35% (2023-2026 average)</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>• Reading from 38% (2019-2022 average) to 45% (2023-2026 average)</li> <li>• Writing from 20% (2019-2022 average) to 35% (2023-2026 average)</li> <li>• Numeracy from 25% (2019-2022 average) to 35% (2023-2026 average)</li> </ul>
<b>Target 2.3</b>	<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 59% (2019- 2021 average) to 75% (2023 – 2026 average)</li> <li>• Collective efficacy from 72% (2019 – 2021 average) to 80% (2023 – 2026 average)</li> </ul>
<b>Target 2.4</b>	<p>By 2026, increase the percentage of students working at or above level against the Victorian Curriculum in:</p> <ul style="list-style-type: none"> <li>• Reading from 84% (2019-2022 average) to 90% (2023-2026 average)</li> <li>• Writing from 71% (2019-2022 average) to 80% (2023-2026 average)</li> <li>• Numeracy from 79% (2019-2022 average) to 85% (2023-2026 average)</li> </ul>
<b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop and embed whole school collaborative approaches to curriculum planning and instructional approaches.
<b>Key Improvement Strategy 2.b</b>	Develop a consistent approach to assessment to inform differentiated learning and track progress.

Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Key Improvement Strategy 2.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embed a culture of professional learning and collaboration.
<b>Goal 3</b>	Strengthen student wellbeing and learner agency.
<b>Target 3.1</b>	By 2026, increase the percent positive response scores on AtoSS for Years 4-6 for the following factors: <ul style="list-style-type: none"> <li>• Perseverance from 69% (2019-2022 average) to 80% (2023-2026 average)</li> <li>• Sense of confidence from 81% (2019-2022 average) to 85% (2023-2026 average)</li> <li>• Student voice and agency from 70% (2019-2022 average) to 80% (2023-2026 average)</li> </ul>
<b>Target 3.2</b>	By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the student development module from 86% (2019-2021 average) to 89% (2023-2026 average).
<b>Target 3.3</b>	By 2026, decrease the percentage of students with 20+ days absence from 44% (2021) to 24%.
<b>Key Improvement Strategy 3.a</b>	Strengthen school partnerships to support and promote student wellbeing.

<p>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p><b>Key Improvement Strategy 3.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Empower students in their learning.</p>
<p><b>Key Improvement Strategy 3.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Develop and implement a whole school approach to student wellbeing.</p>

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2023 Priorities Goal</b> 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	NA
Maximise the learning growth of every student.	Yes	<p>By 2026, increase the percentage of Year 5 students assessed as meeting and above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> <li>• Reading from 75% (2019-2021 average) to 80% (2023-2026 average)</li> <li>• Writing from 63% (2019-2021 average) to 75% (2023-2026 average)</li> <li>• Numeracy from 85% (2019-2021 average) to 90% (2023-2026 average)</li> </ul>	<p>To increase the percentage of Year 5 students assessed as meeting and above benchmark growth in NAPLAN: Reading from 66% (2021) to 80% Writing from 75% (2021) to 80% Numeracy from 87% (2021) to 90%</p>
		<p>By 2026, increase the percentage of students achieving in the top two NAPLAN bands in: Year 3</p> <ul style="list-style-type: none"> <li>• Reading from 62% (2019-2022 average) to 65% (2023-2026 average)</li> <li>• Writing from 44% (2019-2022 average) to 50% (2023-2026 average)</li> </ul>	<p>To increase the percentage of students achieving in the top two NAPLAN bands in: Year 3 Reading from 38% (2022) to 65% Writing from 50% (2022) to 55% Numeracy from 25% (2022) to 35% Year 5 Reading from 25% (2022) to 45% Writing from 25% (2022) to 35% Numeracy from 0% (2022) to 35%</p>

		<ul style="list-style-type: none"> <li>Numeracy from 21% (2019-2022 average) to 35% (2023-2026 average)</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>Reading from 38% (2019-2022 average) to 45% (2023-2026 average)</li> <li>Writing from 20% (2019-2022 average) to 35% (2023-2026 average)</li> <li>Numeracy from 25% (2019-2022 average) to 35% (2023-2026 average)</li> </ul>	
		<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> <li>Academic emphasis from 59% (2019- 2021 average) to 75% (2023 – 2026 average)</li> <li>Collective efficacy from 72% (2019 – 2021 average) to 80% (2023 – 2026 average)</li> </ul>	<p>To increase the percentage positive endorsement in the School Staff Survey for the following factors: Academic emphasis from 69% (2022) to 75% Collective efficacy from 79% (2022) to 85%</p>
		<p>By 2026, increase the percentage of students working at or above level against the Victorian Curriculum in:</p> <ul style="list-style-type: none"> <li>Reading from 84% (2019-2022 average) to 90% (2023-2026 average)</li> <li>Writing from 71% (2019-2022 average) to 80% (2023-2026 average)</li> <li>Numeracy from 79% (2019-2022 average) to 85% (2023-2026 average)</li> </ul>	<p>To increase the percentage of students working at or above level against the Victorian Curriculum in: (Semester 2, 2021 results below) Reading from 76% (2022) to 90% Writing from 66% (2022) to 80% Numeracy from 75% (2022) to 85%</p>
Strengthen student wellbeing and learner agency.	Yes	<p>By 2026, increase the percent positive response scores on AtoSS for Years 4-6 for the following factors:</p> <ul style="list-style-type: none"> <li>Perseverance from 69% (2019-2022 average) to 80% (2023-2026 average)</li> <li>Sense of confidence from 81% (2019-2022 average) to 85% (2023-2026 average)</li> </ul>	<p>To increase the percent positive response scores on AtoSS for Years 4-6 for the following factors: Perseverance from 69% (2022) to 80% Sense of confidence from 77% (2022) to 85% Student voice and agency from 64% (2022) to 80%</p>

		<ul style="list-style-type: none"> <li>• Student voice and agency from 70% (2019-2022 average) to 80% (2023-2026 average)</li> </ul>	
		By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the student development module from 86% (2019-2021 average) to 89% (2023-2026 average).	To increase the percentage of positive endorsement in the Parent Opinion Survey for the student development module from 94% (2022) to 96%
		By 2026, decrease the percentage of students with 20+ days absence from 44% (2021) to 24%.	To decrease the percentage of students with 20+ days absence from 44% (2021) to 24%.

<b>Goal 1</b>	<b>2023 Priorities Goal</b> 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.	
<b>12 Month Target 1.1</b>	NA	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> 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
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

<p>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>	<p>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.</p>
<p><b>Goal 2</b></p>	<p><b>Maximise the learning growth of every student.</b></p>
<p><b>12 Month Target 2.1</b></p>	<p>To increase the percentage of Year 5 students assessed as meeting and above benchmark growth in NAPLAN:</p> <p>Reading from 66% (2021) to 80%  Writing from 75% (2021) to 80%  Numeracy from 87% (2021) to 90%</p>
<p><b>12 Month Target 2.2</b></p>	<p>To increase the percentage of students achieving in the top two NAPLAN bands in:</p> <p>Year 3</p> <p>Reading from 38% (2022) to 65%  Writing from 50% (2022) to 55%  Numeracy from 25% (2022) to 35%</p> <p>Year 5</p> <p>Reading from 25% (2022) to 45%  Writing from 25% (2022) to 35%  Numeracy from 0% (2022) to 35%</p>
<p><b>12 Month Target 2.3</b></p>	<p>To increase the percentage positive endorsement in the School Staff Survey for the following factors:</p> <p>Academic emphasis from 69% (2022) to 75%  Collective efficacy from 79% (2022) to 85%</p>
<p><b>12 Month Target 2.4</b></p>	<p>To increase the percentage of students working at or above level against the Victorian Curriculum in: (Semester 2, 2021 results below)</p>

	Reading from 76% (2022) to 90% Writing from 66% (2022) to 80% Numeracy from 75% (2022) to 85%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop and embed whole school collaborative approaches to curriculum planning and instructional approaches.	Yes
<b>KIS 2.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop a consistent approach to assessment to inform differentiated learning and track progress.	Yes
<b>KIS 2.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embed a culture of professional learning and collaboration.	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.	From the self evaluation and School Review findings from 2022 the focus areas for 2023 at Meredith Primary School are: <ul style="list-style-type: none"> <li>- Revisiting the schools writing program and participation in Sounds Write Professional Development for classroom teaching staff. Sounds-Write is a proven Systematic Synthetic Program approach based on the science of reading</li> <li>- Continual development of writing rubrics for moderation and goal setting</li> <li>- A clearly defined peer observation and feedback program for all staff</li> <li>- The development of visible learning goals for each student within the classroom</li> <li>- A continued focus on mathematical language within the classroom</li> </ul>	

	<ul style="list-style-type: none"> <li>- Develop a deeper knowledge of Essential Assessments and how this can be used to differentiate and target student learning goals more specifically in Numeracy</li> <li>- PLC will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons</li> <li>- Teachers will provide regular feedback and monitor student progress using the Digital Data Wall.</li> </ul>	
<b>Goal 3</b>	<b>Strengthen student wellbeing and learner agency.</b>	
<b>12 Month Target 3.1</b>	<p>To increase the percent positive response scores on AtoSS for Years 4-6 for the following factors:</p> <p>Perseverance from 69% (2022) to 80%  Sense of confidence from 77% (2022) to 85%  Student voice and agency from 64% (2022) to 80%</p>	
<b>12 Month Target 3.2</b>	To increase the percentage of positive endorsement in the Parent Opinion Survey for the student development module from 94% (2022) to 96%	
<b>12 Month Target 3.3</b>	To decrease the percentage of students with 20+ days absence from 44% (2021) to 24%.	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 3.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen school partnerships to support and promote student wellbeing.	No
<b>KIS 3.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Empower students in their learning.	Yes

<p><b>KIS 3.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Develop and implement a whole school approach to student wellbeing.</p>	<p>Yes</p>
<p>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>	<p>From the self evaluation and School Review findings from 2022 the focus areas for 2023 at Meredith Primary School are:</p> <ul style="list-style-type: none"> <li>- Strengthening whole school student voice and agency</li> <li>- Establish SWPBS the essential features of Tier 1</li> <li>- Begin to develop a whole school approach to Respectful Relationships that was previously delivered by our school chaplain</li> <li>- Teachers will include trauma informed practices in classes and in planning units of work</li> <li>- At risk students will be identified and receive targeted support in a timely manner.</li> </ul>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> 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.			
<b>12 Month Target 1.1</b>	NA			
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy			
<b>Actions</b>	1. Continuation of the Tutor Learning Initiative delivered by an experienced teacher. Students will be identified through PLC enquiry processes, with a narrow focus on mathematics, reading and writing.			
<b>Outcomes</b>	1. Tutor learning program to be embedded in classroom practice and improvement. 2. Disability Inclusion Profiles to be made for all students requiring interventions, adjustments and additional learning strategies to support their learning and wellbeing. 3. PLC to continue to have strong focus on cohort and whole school data sets stored on our Digital Data Wall.			
<b>Success Indicators</b>	1. Individual student learning goals visible within classrooms. 2. Student voice and agency - creating and achieving their own learning goals. 3. Continued development and improvement of consistently used Learning Intentions and Success Criteria in all classrooms. 4. Improved NAPLAN Results in Writing, Reading and Numeracy Data. 5. Continued staff development of data tracking. 6. Improved School Staff Survey Results in Academic Emphasis.			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Continued Tutor Learning to take place within classrooms consistently across the school, 5 days a week.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00  <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
Education Support Staff to be supported in Disability Inclusion Practices in classrooms and with funded DI students (Tier 3)	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <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
Professional development opportunities in Data Literacy	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <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
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	1. Strengthen the whole school approach towards social and emotional learning.			
<b>Outcomes</b>	1. Teachers will plan for and implement social and emotional learning within their curriculum areas. 2. Teachers will be able to recognise, respond to and refer students' mental health needs. 3. Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches. 4. Wellbeing team will directly support students' mental health and/or provide referrals.			
<b>Success Indicators</b>	1. Curriculum documentation will show plans for social and emotional learning. 2. Curriculum documentation will show adjustments and strategies being implemented for students within the classroom - as required. 3. Notes from peer observations will show how staff are embedding social and emotional learning.			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Employ a Disability Inclusion Coordinator.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$84,001.69  <input checked="" 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

<p>Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health.</p>	<p><input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 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>Provide the wellbeing team with additional coaching to build capacity and streamline the referral process.</p>	<p><input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 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>Develop and document policies and processes that show how regular student wellbeing data will be collected and managed.</p>	<p><input checked="" type="checkbox"/> Disability Inclusion Coordinator</p>	<p><input 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>

				<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
<b>Goal 2</b>	Maximise the learning growth of every student.			
<b>12 Month Target 2.1</b>	To increase the percentage of Year 5 students assessed as meeting and above benchmark growth in NAPLAN: Reading from 66% (2021) to 80% Writing from 75% (2021) to 80% Numeracy from 87% (2021) to 90%			
<b>12 Month Target 2.2</b>	To increase the percentage of students achieving in the top two NAPLAN bands in:  Year 3 Reading from 38% (2022) to 65% Writing from 50% (2022) to 55% Numeracy from 25% (2022) to 35%  Year 5 Reading from 25% (2022) to 45% Writing from 25% (2022) to 35% Numeracy from 0% (2022) to 35%			
<b>12 Month Target 2.3</b>	To increase the percentage positive endorsement in the School Staff Survey for the following factors:  Academic emphasis from 69% (2022) to 75% Collective efficacy from 79% (2022) to 85%			

<b>12 Month Target 2.4</b>	<p>To increase the percentage of students working at or above level against the Victorian Curriculum in: (Semester 2, 2021 results below)</p> <p>Reading from 76% (2022) to 90%  Writing from 66% (2022) to 80%  Numeracy from 75% (2022) to 85%</p>			
<b>KIS 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop and embed whole school collaborative approaches to curriculum planning and instructional approaches.			
<b>Actions</b>	1. Participation in Sounds-Write Professional Development for all teaching staff.			
<b>Outcomes</b>	<p>1. All teaching staff will be trained in Sounds-Write in Term 1. This is a structured, multi-sensory, incremental and code orientated, instructional approach to teaching students to read and spell.</p> <p>2. PLC will meet regularly to engage in reflective practice, evaluate and plan Sounds-Write Curriculum, assessments and lessons.</p> <p>3. Classroom teachers will be using the synthetic phonics based program to teach all of the key elements of conceptual understanding, factual knowledge, and the three essential skills of blending, segmenting and phoneme manipulation necessary for learning to read and spell and it does so on a daily basis until all children achieve the automaticity that underlines the fluency of every successful reader.</p>			
<b>Success Indicators</b>	<p>1. All staff will have completed the Sounds-Write training by the end of Term 1.</p> <p>2. Teachers will implement and model consistent routines across the school daily in the Literacy Block.</p> <p>3. Students in need of targeted academic support or intervention will be identified and supported.</p> <p>4. Improved learning growth in NAPLAN, PAT and Sounds-Write Assessments.</p> <p>5. Improved results in Teacher Judgements against the Victorian Curriculum in Writing and Reading.</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Sounds-Write Training	☑ Teacher(s)	☐ PLP Priority	from: Term 1	\$8,000.00

			to: Term 1	<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
<b>KIS 2.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop a consistent approach to assessment to inform differentiated learning and track progress.			
<b>Actions</b>	Student achievement to be monitored through the whole school Digital Data Wall and regular tracking of student individual growth for identify intervention and extension of student learning needs.			
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>1. Consistent completion of Digital Data Walls - all teaching staff.</li> <li>2. Regular monitoring of Digital Data Wall in PLC.</li> <li>3. Continual professional development of assessment tools to build staff data literacy.</li> <li>4. Professional Development of all teaching staff to identify student learning needs and track learning growth.</li> </ol>			
<b>Success Indicators</b>	<ol style="list-style-type: none"> <li>1. Embed processes and protocols that ensure at risk students/students with specific learning needs receive support.</li> <li>2. Utilise PLC for staff to collaboratively plan units of work with a focus on differentiation and meeting the needs of students with additional needs and/or disabilities.</li> <li>3. Track student learning growth using: PAT Assessments, NAPLAN, Sounds-Write and Essential Assessments.</li> </ol>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>

<p>All staff to enter all assessment data into the school Digital Data Wall - following school Assessment Schedule.</p>	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	<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><b>KIS 2.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Embed a culture of professional learning and collaboration.</p>			
<p><b>Actions</b></p>	<p>To develop and embed a consistent peer observation program across the school.</p>			
<p><b>Outcomes</b></p>	<p>1. Classroom and peer observations will be regular within all classrooms and for all staff. 2. Staff professional learning will be identified with classroom and peer observations.</p>			
<p><b>Success Indicators</b></p>	<p>1. Staff will have participated in a minimum number of peer observations both giving and receiving feedback from colleagues. 2. Staff will have participated in team teaching approaches. 3. Staff will have identified areas of professional development for themselves and colleagues. 4. Instructional model will be clearly evident during classroom observations and planning. 5. Every Literacy and Numeracy Lesson will have clearly identified and displayed Learning Intentions and Success Criteria. 6. General observations and reflection from staff on changes made to teaching and learning practices.</p>			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Peer Observation Program developed.	<input checked="" type="checkbox"/> All Staff	<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
Peer Observation Program Implemented in all classrooms.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 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
<b>Goal 3</b>	Strengthen student wellbeing and learner agency.			

<b>12 Month Target 3.1</b>	<p>To increase the percent positive response scores on AtoSS for Years 4-6 for the following factors:</p> <p>Perseverance from 69% (2022) to 80%</p> <p>Sense of confidence from 77% (2022) to 85%</p> <p>Student voice and agency from 64% (2022) to 80%</p>			
<b>12 Month Target 3.2</b>	<p>To increase the percentage of positive endorsement in the Parent Opinion Survey for the student development module from 94% (2022) to 96%</p>			
<b>12 Month Target 3.3</b>	<p>To decrease the percentage of students with 20+ days absence from 44% (2021) to 24%.</p>			
<p><b>KIS 3.b</b>  Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Empower students in their learning.</p>			
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. To increase student voice, agency and leadership through the development of a student leadership framework.</li> <li>2. To reflect on the structures, processes and practices that amplify student empowerment.</li> </ol>			
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>1. Increased student voice and agency in developing individual learning goals in Literacy and Numeracy.</li> <li>2. Develop a student leaders framework to support roles and responsibilities of students.</li> <li>3. Continued improvement in student contributions to their community.</li> <li>4. Students having a say in the improvement of their learning programs.</li> </ol>			
<b>Success Indicators</b>	<ol style="list-style-type: none"> <li>1. Students are more likely to persevere, and to have increased % in the AtoSS for perseverance.</li> <li>2. Students showing greater interest in their learning.</li> <li>3. Increased student ability to plan for learning.</li> <li>4. Students choosing more challenging tasks.</li> <li>5. Increased student resilience.</li> </ol>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>

Unpacking the Amplify document - Empowering students through voice, agency and leadership.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 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
Whole school Junior School Council(JSC)	<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
Beloka Leadership Camp	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$800.00  <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
Visual Individual Student Learning Goals - Writing Rubrics, Essential Assessments, Sound-Write Assessment and Monitoring	<input checked="" type="checkbox"/> All Staff	<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
Youth Leadership Conference - Melbourne Exhibition Centre. 2023 Melbourne Dream and Lead Primary School Leadership Conference	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$191.00  <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
<b>KIS 3.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and implement a whole school approach to student wellbeing.			
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Establish SWPBS the essential features of Tier 1.</li> <li>2. Strengthen implementation of the whole school approach to Respectful Relationships.</li> </ol>			
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>1. Leaders will provide the opportunity for the school level SWPBS team to lead and sustain the implementation and monitoring of SWPBS.</li> <li>2. Teachers collaboratively develop social skills lessons to teach expected behaviours.</li> <li>3. Teachers understand and support the SWPBS philosophy.</li> <li>4. Students understand and practice respectful relationships.</li> <li>5. Teachers' interactions with students, colleagues and others demonstrate respectful, gender equitable and inclusive behaviours and language.</li> </ol>			
<b>Success Indicators</b>	<ol style="list-style-type: none"> <li>1. SWPBS self-assessment survey indicates at least 70% of school-wide features 'in place'.</li> <li>2. Documented Respectful Relationships Action Plan.</li> <li>3. Curriculum documentation and timetable shows plans for explicit teaching of respectful relationships education.</li> </ol>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
1. Establish an SWPBS Team comprising relevant leaders, wellbeing staff, other staff and parent representation.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,647.38  <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
Establish a Respectful Relationships implementation team, and embed opportunity for student voice in team processes.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$15,000.00  <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
The leadership team and SWPBS team complete the Universal Prevention Part A blended learning course.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> SWPBS Leader/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
Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS.	<input checked="" type="checkbox"/> SWPBS Leader/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
Review existing student management system to determine whether it is suitable for collecting and monitoring SWPBS data.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish a Respectful Relationships implementation team, and embed opportunity for student voice in team processes.	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 2	\$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
Identify areas that might need improvement across the 6 elements of the whole-school approach to Respectful Relationships.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Development of a whole-school Respectful Relationships Action Plan.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 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
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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	\$47,530.10	\$47,530.10	\$0.00
Disability Inclusion Tier 2 Funding	\$51,471.59	\$51,471.59	\$0.00
Schools Mental Health Fund and Menu	\$30,647.38	\$30,647.38	\$0.00
<b>Total</b>	<b>\$129,649.07</b>	<b>\$129,649.07</b>	<b>\$0.00</b>

## Activities and Milestones – Total Budget

Activities and Milestones	Budget
Education Support Staff to be supported in Disability Inclusion Practices in classrooms and with funded DI students (Tier 3)	\$10,000.00
Professional development opportunities in Data Literacy	\$5,000.00
Employ a Disability Inclusion Coordinator.	\$84,001.69
1. Establish an SWPBS Team comprising relevant leaders, wellbeing staff, other staff and parent representation.	\$15,647.38
Establish a Respectful Relationships implementation team, and embed opportunity for student voice in team	\$15,000.00

processes.	
<b>Totals</b>	\$129,649.07

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Education Support Staff to be supported in Disability Inclusion Practices in classrooms and with funded DI students (Tier 3)	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Professional development opportunities in Data Literacy	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Employ a Disability Inclusion Coordinator.	from: Term 1 to: Term 4	\$32,530.10	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		\$47,530.10	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Employ a Disability Inclusion Coordinator.	from: Term 1 to: Term 4	\$51,471.59	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  •
<b>Totals</b>		\$51,471.59	

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

Activities and Milestones	When	Funding allocated (\$)	Category
1. Establish an SWPBS Team comprising relevant leaders, wellbeing staff, other staff and parent representation.	from: Term 1 to: Term 4	\$15,647.38	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Employ CRT to release staff member</li> <li>○ Build staff capacity (conference, course, seminar)</li> <li>○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)</li> </ul>
Establish a Respectful Relationships implementation team, and embed opportunity for student voice in team processes.	from: Term 2 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Respectful Relationships (free)  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Build staff capacity (conference, course, seminar)</li> <li>○ Employ CRT to release staff member</li> <li>○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)</li> </ul>
<b>Totals</b>		\$30,647.38	

### Additional Funding Planner – Total Budget

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

### Additional Funding Planner – Equity Funding

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

### Additional Funding Planner – Disability Inclusion Funding

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

### Additional Funding Planner – Schools Mental Health Fund and Menu

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Continued Tutor Learning to take place within classrooms consistently across the school, 5 days a week.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <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"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Employ a Disability Inclusion Coordinator.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Disability Inclusion Resources and Supports (DET)	<input checked="" type="checkbox"/> On-site
1. Establish an SWPBS Team comprising relevant leaders, wellbeing staff, other staff and parent representation.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Departmental resources School Wide Positive Behaviours - Consultant Martine Wakeham	<input checked="" type="checkbox"/> On-site

<p>Establish a Respectful Relationships implementation team, and embed opportunity for student voice in team processes.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Disability Inclusion Coordinator</li> <li><input checked="" type="checkbox"/> Respectful Relationships Implementation Team</li> </ul>	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Departmental resources</li> </ul> <p>Respectful Relationships - DET Project Lead/Liaison Officer Trevor Edwards</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
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