

2025 Annual Implementation Plan

for improving student outcomes

Dunkeld Consolidated School (6215)



Submitted for review by Brad Smallman (School Principal) on 19 December, 2024 at 01:41 PM
Endorsed by Joanne Amott (Senior Education Improvement Leader) on 04 February, 2025 at 09:55 AM

Self-evaluation summary - 2025

Dunkeld Consolidated School (6215)

	FISO 2.0 outcomes	Self-evaluation level	Evidence and analysis
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Embedding	
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Evolving	
	FISO 2.0 Dimensions	Self-evaluation level	Evidence and analysis
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding	

	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core		
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding	
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships		
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities		

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

Support and resources	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		

Assessment			

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Leadership			
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Engagement			

Support			

Future planning	Future planning includes a focus on the implementation of a refined literacy and numeracy instructional model in line with the WSW Learning Communities and building capacity of classroom teachers. In addition, the school will implement a MHiPS Leader and seek to implements SWPBS to cater for the needs of students and to ensure improved student outcomes.
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Extend the learning of all students	Yes	<p>By 2028, the percentage of students at the NAPLAN exceeding proficiency level will improve/be maintained:</p> <ul style="list-style-type: none"> • Year 3 Reading – from 0% (2023) to a rolling 3-year average of 15% • Year 5 Reading – maintain at 18% (2023) • Year 3 Numeracy – from 7% (2023) to a rolling 3-year average of 15% • Year 5 Numeracy – from 0% (2023) to a rolling 3-year average of 15% 	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>The percentage of students at the NAPLAN exceeding proficiency will be: Year 3 Reading – 5% Year 5 Reading – 18% Year 3 Numeracy – greater than 6% Year 5 Numeracy – greater than 8%</p>
		<p>By 2028, increase the 3-year average percentage of students achieving above expected growth against the Victorian Curriculum outcomes in:</p> <ul style="list-style-type: none"> • Number & Algebra from 7% (2023) to 15% • Measurement & Geometry 11% (2023) to 20% 	<p>Student achieving above the expected growth against the Victorian Curriculum will be: 15% for Victorian Curriculum Mathematics 2.0</p>
		<p>By 2028, the 3-year average percentage of students achieving above expected growth in:</p> <ul style="list-style-type: none"> • Year 2 Reading & Viewing - will increase from 10% (2023) to 15% <p>By 2028, the 3-year average percentage of students achieving below expected growth in:</p>	<p>Student achieving above the expected growth against the Victorian Curriculum will be: Year 2 Reading & Viewing 15%</p> <p>Student achieving below the expected growth against the Victorian Curriculum will be: Year 2 Reading & Viewing 15%</p>

		<ul style="list-style-type: none"> • Year 2 Reading & Viewing - will decrease from 23% (2023) to 15% or less 	
		<p>By 2028, increase the percentage positive endorsement of the following School Staff Survey factors:</p> <ul style="list-style-type: none"> • Collaborate to scaffold from 67% (2023) to 84% • Moderate assessments task together 67% (2023) to 81% 	<p>The positive endorsement of the following School Staff Survey factors will be: Collaborate to scaffold = greater than 80% Moderate assessments task together = greater than 80%</p>
Empower students to become engaged and self-motivated learners.	Yes	<p>By 2028, increase the percentage of positive endorsement in the students Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • Motivation and Interest – from 72% (2023) to 82% • Sense of confidence – from 80% (2023) to 90% • Perseverance – from 77% (2023) to 85% • Student Voice and Agency – from 62% (2023) to 75% 	<p>The positive endorsement of the following AToSS will be: Motivation and Interest 77% Sense of confidence 85% Perseverance – from 82% Student Voice and Agency – 68%</p>
		<p>By 2027, for positive endorsement in the School Staff Survey for:</p> <ul style="list-style-type: none"> • Academic emphasis – increase from 75% (2023) to 82% • Student ownership of learning goals – increase from 83% (2023) to 85% • Collective efficacy – maintain above 90% (2023) 	<p>The positive endorsement in the School Staff Survey will be: Academic emphasis - 80% Student ownership of learning goals - 85% Collective efficacy – maintain above 90%</p>

Goal 1	Extend the learning of all students
12-month target 1.1	<p>The percentage of students at the NAPLAN exceeding proficiency will be:</p> <p>Year 3 Reading – 5%</p> <p>Year 5 Reading – 18%</p>

	Year 3 Numeracy – greater than 6% Year 5 Numeracy – greater than 8%	
12-month target 1.2	Student achieving above the expected growth against the Victorian Curriculum will be: 15% for Victorian Curriculum Mathematics 2.0	
12-month target 1.3	Student achieving above the expected growth against the Victorian Curriculum will be: Year 2 Reading & Viewing 15% Student achieving below the expected growth against the Victorian Curriculum will be: Year 2 Reading & Viewing 15%	
12-month target 1.4	The positive endorsement of the following School Staff Survey factors will be: Collaborate to scaffold = greater than 80% Moderate assessments task together = greater than 80%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Identify and build on staff expertise to continue implementing consistent and effective pedagogical practices.	Yes
KIS 1.b Teaching and learning	Embed processes that support staff collaboration, assessment practices, curriculum planning, professional learning and collective efficacy.	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.	With the VTLM2.0 and the working commenced within the PLC for planning, collaboration, data and assessment, as well as the WSW LCs, in 2025 DSC will continue to focus on improving student outcomes. 2024 and the self-evaluation has affirmed that the school is on the right path as part of its ongoing commitment to improvement and staff are motivated to continue and extend on current work and practices.	
Goal 2	Empower students to become engaged and self-motivated learners.	

12-month target 2.1	The positive endorsement of the following AToSS will be: Motivation and Interest 77% Sense of confidence 85% Perseverance – from 82% Student Voice and Agency –68%	
12-month target 2.2	The positive endorsement in the School Staff Survey will be: Academic emphasis - 80% Student ownership of learning goals - 85% Collective efficacy – maintain above 90%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Build student capacity to set challenging learning goals and monitor their own progress.	Yes
KIS 2.b Engagement	Develop teacher capacity to challenge, engage and promote student agency in learning.	No
KIS 2.c Support and resources	Embed a school culture that prioritises student wellbeing and learning through systematic and responsive structures and processes.	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.	Upon review of AToSS data, DSC seeks to improve positive endorsement of Motivation and Interest, Sense of confidence, Perseverance, Student Voice and Agency.	

Define actions, outcomes, success indicators and activities

Goal 1	Extend the learning of all students
12-month target 1.1	The percentage of students at the NAPLAN exceeding proficiency will be: Year 3 Reading – 5% Year 5 Reading – 18% Year 3 Numeracy – greater than 6% Year 5 Numeracy – greater than 8%
12-month target 1.2	Student achieving above the expected growth against the Victorian Curriculum will be: 15% for Victorian Curriculum Mathematics 2.0
12-month target 1.3	Student achieving above the expected growth against the Victorian Curriculum will be: Year 2 Reading & Viewing 15% Student achieving below the expected growth against the Victorian Curriculum will be: Year 2 Reading & Viewing 15%
12-month target 1.4	The positive endorsement of the following School Staff Survey factors will be: Collaborate to scaffold = greater than 80% Moderate assessments task together = greater than 80%
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Identify and build on staff expertise to continue implementing consistent and effective pedagogical practices.
Actions	Develop and implement a whole-school literacy strategy
Outcomes	Leaders will: - oversee the documentation and implementation of the agreed Literacy Instructional Model

	<ul style="list-style-type: none"> - monitor and support classroom teachers to complete Sounds Write training - build all staff capacity to participate in PLCs with fidelity using FISO2.0 framework - Support staff in establishing and updating a Curriculum Map - conduct Learning walks and peer observations to support consistent implementation of embedded strategies - Undertake MHiPS training and oversee implementation - engage in SWPBS PL building staff capacity during the implementation year <p>Teachers will:</p> <ul style="list-style-type: none"> - document and implement of the agreed Literacy Instructional Model - complete Sounds Write training - participate in PLCs with fidelity using FISO2.0 framework - establishing and updating a Curriculum Map - participate in Learning walks and peer observations to evaluate the consistent implementation of embedded strategies - develop and understanding on MHiPS through shared professional knowledge/learning - engage in SWPBS PL to build capacity during the implementation year <p>Students will:</p> <ul style="list-style-type: none"> - improve literacy outcomes through understanding the routine/structure of the Literacy Instructional Model - develop phonological awareness through teacher delivery of Sounds Write lessons - benefit from teacher PLC work via targeted interventions as part of improvement cycles - have an awareness of the interconnectedness of their learning through subject via the Curriculum Map - benefit from teachers' evaluation of literacy strategies - have the support of MHiPS Leader and greater staff capacity in this area - participate in SWPBS learning contributing to the matrix, expectations and reward system
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> - documented Literacy Instructional Model - Sounds Write training enrolment and implantation - PLC work is data driven - Curriculum Map populated and referred to in daily practice - literacy strategies implemented and evaluated - Undertake MHiPS training - SWPBS PL UPA, Flow Chart and Matrix

	<p>Late indicators:</p> <ul style="list-style-type: none"> - documented Literacy Instructional Model (refined if required) - Sounds Write training completed and used by all teachers - PLC work uses cycles of enquiry and extends on previous cycles - Curriculum Map populated and referred to in daily practice, updated as required - literacy strategies implemented and evaluated, adapted as required as part of continuous improvement - MHiPS embedded in classroom teaching practice - SWPBS tiered fidelity inventory completed 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Implement the agreed and documents instructional models for:</p> <ul style="list-style-type: none"> * P-2 LITERACY * 3-6 LITERACY * NUMERACY EXPLICIT TEACHING/WORKSHOP MODEL *NUMERACY INQUIRY 	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$8,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<p>All classroom teachers to be trained in Sounds Write</p>	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$3,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Other funding will be used

Refine PLC practices ensuring the use of the PLC Model and FISO2.0	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	\$5,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Establish a whole school Curriculum Map	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	\$4,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
All teachers to participate in Peer Observation to review the implementation of literacy Instructional Model	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	\$4,000.00 ☑ Equity funding will be used ☑ Other funding will be used
Implement MHiPS Leader and engage in PL	☑ Mental health and wellbeing leader ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	\$4,000.00 ☑ Other funding will be used
SWPBS	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	\$30,362.75 ☑ Schools Mental Health Menu items will be used which

				may include DET funded or free items
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed processes that support staff collaboration, assessment practices, curriculum planning, professional learning and collective efficacy.			
Actions	Develop moderation practices to support planning and pedagogy for literacy and numeracy			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - review meeting protocols - facilitate regular and calendared moderation meetings - oversee Learning Walks and teacher participation - attend LLC and share professional knowledge - work together ensuring successful Collective Leadership <p>Teachers will:</p> <ul style="list-style-type: none"> - abide by agreed meeting protocols - participate in regular and calendared moderation meetings - engage in Learning Walks as a form of reflective practice - benefit in the shared professional knowledge and strategies from the WSW LLC - work together ensuring successful Collective Leadership <p>Students will:</p> <ul style="list-style-type: none"> - receive moderated feedback on work - benefit from teachers' participation in Learning Walks through improved pedagogical practice - receive improved instructional practice through LLC Teacher PL 			

Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> - Teacher participation and moderation meeting records - Semester 1 reports demonstrate teacher judgements aligned with expected student growth as a result of moderation - Learning Walks data used for reflective practice - LLC participation and PL discussions - Leadership Roles established <p>Late indicators:</p> <ul style="list-style-type: none"> - Teacher participation and moderation meeting records - Teacher judgements closely correlate to other data reference points (NAPLAN, PAT) - Embedded changes to moderations practices that influence teacher judgements for reporting - Embedded changes to practices that influence teacher pedagogy via Learning Walk reflections - Use of strategies from LLC becoming part of standard practice - Collective Leadership becomes the norm 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Refine meeting protocols and ensure that the school vision and values are reflected on meeting agendas AND refine the PLC Model	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Other funding will be used
Formal and Calendared moderation meetings	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00
Learning Walks	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00

Engagement in LLC and PL Sharing/Report Back	<input checked="" type="checkbox"/> Literacy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,500.00 <input checked="" type="checkbox"/> Other funding will be used
Establish a collaborative leadership approach with co-leaders of Literacy and Numeracy	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00
Goal 2	Empower students to become engaged and self-motivated learners.			
12-month target 2.1	The positive endorsement of the following AToSS will be: Motivation and Interest 77% Sense of confidence 85% Perseverance – from 82% Student Voice and Agency –68%			
12-month target 2.2	The positive endorsement in the School Staff Survey will be: Academic emphasis - 80% Student ownership of learning goals - 85% Collective efficacy – maintain above 90%			
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build student capacity to set challenging learning goals and monitor their own progress.			
Actions	Develop a school wide approach to student goal setting and monitoring			

Outcomes	Leaders will - establish the explanation of all students writing individual goals, building staff capacity to deliver this work - build teacher capacity in the establishment of student lead monitoring process(es) Teachers will: - support students to write goals with explicit teaching of a goal writing framework - implement student lead monitoring process(es) Students will: - develop an understanding of their own data and use this data to set and evaluate goals - monitor goals			
Success Indicators	Early Indicators will be: - all students writing and documenting termly goals - collection and ownership of student data Late indicators will be: - monitoring and evaluation of student learning goals - student referencing data in conferences			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Individual Student Goals linked to data sets	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 1	\$0.00
Collaborative Goals Documented on Semester 1 Reports	☑ All staff	☐ PLP Priority	from: Term 2 to: Term 2	\$0.00

Develop Student-lead Monitoring Process	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
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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	\$5,000.00	\$5,000.00	\$0.00
Disability Inclusion Tier 2 Funding	\$62,107.57	\$62,107.57	\$0.00
Schools Mental Health Fund and Menu	\$30,362.75	\$30,362.75	\$0.00
Total	\$97,470.32	\$97,470.32	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Implement the agreed and documents instructional models for: * P-2 LITERACY * 3-6 LITERACY * NUMERACY EXPLICIT TEACHING/WORKSHOP MODEL *NUMERACY INQUIRY	\$8,000.00
All classroom teachers to be trained in Sounds Write	\$3,000.00
Refine PLC practices ensuring the use of the PLC Model and FISO2.0	\$5,000.00
Establish a whole school Curriculum Map	\$4,000.00
All teachers to participate in Peer Observation to review the implementation of literacy Instructional Model	\$4,000.00

SWPBS	\$30,362.75
Totals	\$54,362.75

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Implement the agreed and documents instructional models for: * P-2 LITERACY * 3-6 LITERACY * NUMERACY EXPLICIT TEACHING/WORKSHOP MODEL *NUMERACY INQUIRY	from: Term 1 to: Term 4	\$1,000.00	✓ CRT
All teachers to participate in Peer Observation to review the implementation of literacy Instructional Model	from: Term 1 to: Term 4	\$4,000.00	✓ School-based staffing ✓ CRT
Totals		\$5,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Implement the agreed and documents instructional models	from: Term 1	\$7,000.00	✓ Professional learning for school-based staff •

for: * P-2 LITERACY * 3-6 LITERACY * NUMERACY EXPLICIT TEACHING/WORKSHOP MODEL *NUMERACY INQUIRY	to: Term 4		<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none">
All classroom teachers to be trained in Sounds Write	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none">
Refine PLC practices ensuring the use of the PLC Model and FISO2.0	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none">
Establish a whole school Curriculum Map	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> CRT (to attend school planning)
Totals		\$19,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
SWPBS	from: Term 1	\$30,362.75	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free) This activity will use Mental Health Menu staffing

	to: Term 4		○ Build staff capacity (conference, course, seminar)
Totals		\$30,362.75	

Additional funding planner – Total Budget

Activities and milestones	Budget
Student intervention programs	\$43,107.57
Totals	\$43,107.57

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Student intervention programs	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Student intervention programs	from: Term 1	\$43,107.57	<input checked="" type="checkbox"/> Professional learning for school-based staff •

	to: Term 4		<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Totals		\$43,107.57	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Student intervention programs	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
All classroom teachers to be trained in Sounds Write	✓ All staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning ✓ Preparation 	<ul style="list-style-type: none"> ✓ Network professional learning 	<ul style="list-style-type: none"> ✓ Literacy expertise 	<ul style="list-style-type: none"> ✓ Off-site SoundsWrite
Refine PLC practices ensuring the use of the PLC Model and FISO2.0	✓ All staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning ✓ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✓ Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> ✓ Literacy expertise ✓ PLC Initiative ✓ Internal staff ✓ High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> ✓ On-site
Establish a whole school Curriculum Map	✓ All staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning ✓ Preparation ✓ Design of formative assessments 	<ul style="list-style-type: none"> ✓ Whole school pupil free day ✓ PLC/PLT meeting 	<ul style="list-style-type: none"> ✓ Internal staff 	<ul style="list-style-type: none"> ✓ On-site
All teachers to participate in Peer Observation to review the implementation of literacy Instructional Model	✓ All staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Collaborative inquiry/action research team ✓ Peer observation including feedback and reflection ✓ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✓ Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> ✓ Internal staff 	<ul style="list-style-type: none"> ✓ On-site

Implement MHiPS Leader and engage in PL	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site MHiPS Program PL
SWPBS	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Learning Walks	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Engagement in LLC and PL Sharing/Report Back	<input checked="" type="checkbox"/> Literacy leader	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"/> Network professional learning	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site