

2023 Annual Implementation Plan

for improving student outcomes

Burwood Heights Primary School (4932)



Submitted for review by Esther Wood (School Principal) on 15 December, 2022 at 11:17 AM
Endorsed by Richard Lambert (Senior Education Improvement Leader) on 03 February, 2023 at 01:49 PM
Endorsed by Zoe Mallen (School Council President) on 21 March, 2023 at 02:39 PM

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	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	

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	Excelling
	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	Excelling
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Excelling
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	<p>Burwood Heights Primary School has been an authorised International Baccalaureate (IB) World School for two years. Collaborative Planning sessions occurred in level teams before and after school and were confidently run by the level co-ordinators and other experienced teachers.</p> <p>We identified Mathematics as an area to focus on in 2022, in-line with the Department of Education goals. Our tutoring program focused on Number and Algebra and we also reviewed our Mathematics planning and teaching, starting with surveying the teachers. The Middle and Senior School students had weekly Mathematics lesson in Term Two and Three</p>
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	<p>with a Specialist Mathematics teacher with their class teachers also attending. .</p> <p>Student Mental Health and Wellbeing was also a focus area in 2022 and is now a focus for the next four years in the School Strategic Plan. The continuation of employing a Mental Health and Wellbeing Co-ordinator to work with students, families and the community and daily check-ins for the Middle and Senior School students allowed us to continue to closely monitor and support students and families in the first full year back at school since 2019. The re-introduction of many of our Extra-Curricular Activities including the House Spirit Cup provided many opportunities for students to re-connect with their interest and their friends.</p> <p>Our end-of-year data showed that we have 44% of students achieving above the expected level in number and Algebra, which is a 9% increase from 2022. However, we have 9% of students achieving below the expected level in Number and Algebra which is an increase of 4% from 2022.</p> <p>Our 2022 NAPLAN results show our % of students meeting or above the benchmark growth in Numeracy has decreased significantly, while the % of students in the top-two bands have increased significantly.</p> <p>We have been identified as 'Renew' on our School Performance Report and we need to look at our programs further and support areas of weakness.</p>
<p>Considerations for 2023</p>	<p>Collaborative planning for the Units of Inquiry changed in 2022 as the planning sessions ran before and after school and were not attended by the IB Co-ordinator. This planning will still occur before and after school in 2023, however, the IB co-ordinator will attend meetings again to assist with quality lesson planning and to ensure detailed reflection occurs at the end of each unit.</p> <p>The Student Attitudes to School Survey in 2022 showed our lowest results were in: Student Voice and Agency 71% positive Stimulate Learning 76% positive</p> <p>There needs to be continual professional development of staff to improve teacher capacity (particularly new teachers to the profession) and as a staff develop innovative programmes to meet identified needs. Continued participation in the International Baccalaureate Primary Years network of schools and associated professional learning workshops is of very high importance to assist teachers in improving their own practice.</p> <p>We need to develop a different and more engaging and practical approach to Mathematics, facilitated by a designated</p>

	<p>Mathematics Specialist. The aim is to encourage students to confidently use their ideas to explain their thinking, have a thorough appreciation of the importance of Mathematics in their day-to-day lives and be motivated mathematicians. The aim is to improve students' and staff's confidence in the area of Mathematics.</p> <p>It is essential that the ongoing, gathering and analysis of student learning and well-being data is acted upon in a timely manner and discussed in teams regularly, in a purposeful and systematic manner. Assessment of student learning achievement and well-being outcomes must be seen as an integral part in all our school learning and well-being programmes, and prioritised as such, as it provides quality information about our students and informs our future planning. The assessment practices we have in place constitute a vital tool that enables our teachers to drive our students to success.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets 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.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Maximise learning outcomes for all students.
Target 2.1	Decrease the proportion of students making low NAPLAN growth in numeracy from 29 per cent in 2021 to 10 per cent in 2026.
Target 2.2	Decrease the proportion of students making low NAPLAN growth in reading from 24 per cent in 2021 to 10 per cent in 2026.
Target 2.3	Increase the proportion of Year 5 students achieving in the NAPLAN top two bands in writing from 36 per cent to 40 per cent in 2026.

Target 2.4	By 2026, improve the percentage of students achieving above the expected standard in Number and Algebra based on teacher judgements from 40% in 2021 to 45%.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop staff capacity, knowledge and creativity in mathematics and teaching and learning.
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Audit and refine assessment items, processes and practices.
Key Improvement Strategy 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop capacity of all staff to analyse and use data to inform effective teaching practice.
Goal 3	Improve student wellbeing and engagement.
Target 3.1	To improve the percentage positive responses from Year 5 and 6 students on the Attitudes to School Survey (AtoSS) for the factor 'student sense of confidence' from 74 per cent in 2021 to 80 per cent in 2026

Target 3.2	To improve the percentage positive responses on the Attitudes to School Survey (AtoSS) for the factor 'stimulated learning' from 77 per cent in 2021 to 80 per cent in 2026
Target 3.3	To improve the percentage positive responses on the Attitudes to School Survey (AtoSS) for the factor 'emotional awareness and regulation' from 74 per cent in 2021 to 80 per cent in 2026
Target 3.4	By 2026, improve the percentage of positive responses on the Parent Opinion Survey for the factor Confidence and resiliency skills from 76% in 2021 to 82%.
Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build staff knowledge, capability and awareness of current and emerging technologies.
Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop whole school teaching and learning strategies to empower students to take self-initiated action to progress their learning.
Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop whole school practices and processes to support emotional awareness, student confidence, self-regulation and mindfulness.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Improve student results in Mathematics, based on teacher judgement, in Measurement and Geometry from 34% above the expected standard to 38% above the expected standard by the end of 2023. Improve results in the Student Attitudes to School survey in regards to Emotional Awareness and Regulation, 'I know how to get through something even when I feel frustrated', from 59% positive in 2022 to 65% positive in 2023.</p>
Maximise learning outcomes for all students.	Yes	Decrease the proportion of students making low NAPLAN growth in numeracy from 29 per cent in 2021 to 10 per cent in 2026.	Decrease the proportion of students making low NAPLAN growth in numeracy from 29 per cent in 2021 to 25 per cent in 2023
		Decrease the proportion of students making low NAPLAN growth in reading from 24 per cent in 2021 to 10 per cent in 2026.	Decrease the proportion of students making low NAPLAN growth in reading from 24 per cent in 2021 to 21 per cent in 2023.
		Increase the proportion of Year 5 students achieving in the NAPLAN top two bands in writing from 36 per cent to 40 per cent in 2026.	Increase the proportion of Year 5 students achieving in the NAPLAN top two bands in writing from 36 per cent to 37 per cent in 2023.
		By 2026, improve the percentage of students achieving above the expected standard in Number and Algebra based on teacher judgements from 40% in 2021 to 45%.	By 2023, improve the percentage of students achieving above the expected standard in

			Number and Algebra based on teacher judgements from 40% in 2022 to 42% in 2023.
Improve student wellbeing and engagement.	Yes	To improve the percentage positive responses from Year 5 and 6 students on the Attitudes to School Survey (AtoSS) for the factor 'student sense of confidence' from 74 per cent in 2021 to 80 per cent in 2026	To improve the percentage positive responses from Year 5 and 6 students on the Attitudes to School Survey (AtoSS) for the factor 'student sense of confidence' from 74 per cent in 2021 to 76 per cent in 2023
		To improve the percentage positive responses on the Attitudes to School Survey (AtoSS) for the factor 'stimulated learning' from 77 per cent in 2021 to 80 per cent in 2026	To improve the percentage positive responses on the Attitudes to School Survey (AtoSS) for the factor 'stimulated learning' from 77 per cent in 2021 to 78 per cent in 2023
		To improve the percentage positive responses on the Attitudes to School Survey (AtoSS) for the factor 'emotional awareness and regulation' from 74 per cent in 2021 to 80 per cent in 2026	To improve the percentage positive responses on the Attitudes to School Survey (AtoSS) for the factor 'emotional awareness and regulation' from 74 per cent in 2021 to 76 per cent in 2023
		By 2026, improve the percentage of positive responses on the Parent Opinion Survey for the factor Confidence and resiliency skills from 76% in 2021 to 82%.	By 2023, improve the percentage of positive responses on the Parent Opinion Survey for the factor Confidence and resiliency skills from 76% in 2021 to 78%.

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	Improve student results in Mathematics, based on teacher judgement, in Measurement and Geometry from 34% above the expected standard to 38% above the expected standard by the end of 2023. Improve results in the Student Attitudes to School survey in regards to Emotional Awareness and Regulation, 'I know how to get through something even when I feel frustrated', from 59% positive in 2022 to 65% positive 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 2	Maximise learning outcomes for all students.	
12 Month Target 2.1	Decrease the proportion of students making low NAPLAN growth in numeracy from 29 per cent in 2021 to 25 per cent in 2023	
12 Month Target 2.2	Decrease the proportion of students making low NAPLAN growth in reading from 24 per cent in 2021 to 21 per cent in 2023.	
12 Month Target 2.3	Increase the proportion of Year 5 students achieving in the NAPLAN top two bands in writing from 36 per cent to 37 per cent in 2023.	
12 Month Target 2.4	By 2023, improve the percentage of students achieving above the expected standard in Number and Algebra based on teacher judgements from 40% in 2022 to 42% in 2023.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a	Develop staff capacity, knowledge and creativity in mathematics and teaching and learning.	Yes

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs		
KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Audit and refine assessment items, processes and practices.	No
KIS 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop capacity of all staff to analyse and use data to inform effective teaching practice.	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.	We need to start with developing staff capacity to teach Mathematics before focusing on analysis of what they have taught. We will still have Professional Learning sessions with a focus on analysing and using data.	
Goal 3	Improve student wellbeing and engagement.	
12 Month Target 3.1	To improve the percentage positive responses from Year 5 and 6 students on the Attitudes to School Survey (AtoSS) for the factor 'student sense of confidence' from 74 per cent in 2021 to 76 per cent in 2023	
12 Month Target 3.2	To improve the percentage positive responses on the Attitudes to School Survey (AtoSS) for the factor 'stimulated learning' from 77 per cent in 2021 to 78 per cent in 2023	

12 Month Target 3.3	To improve the percentage positive responses on the Attitudes to School Survey (AtoSS) for the factor 'emotional awareness and regulation' from 74 per cent in 2021 to 76 per cent in 2023	
12 Month Target 3.4	By 2023, improve the percentage of positive responses on the Parent Opinion Survey for the factor Confidence and resiliency skills from 76% in 2021 to 78%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build staff knowledge, capability and awareness of current and emerging technologies.	Yes
KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop whole school teaching and learning strategies to empower students to take self-initiated action to progress their learning.	No
KIS 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop whole school practices and processes to support emotional awareness, student confidence, self-regulation and mindfulness.	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.	<p>Engagement and Support are both areas we are excelling, however, we know more needs to be done. Staff knowledge of current and emerging technologies is key to ensuring they can effectively teach and support students to use technology safely and effectively.</p> <p>The need to improve support to increase student confidence and self-regulation were highlighted in our Student Attitudes to School survey results. 'Student sense of confidence' and 'Emotional awareness and regulation' were both at 74% and this is a target for our four year strategic plan.</p>	

Define Actions, Outcomes and Activities

Goal 1	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
12 Month Target 1.1	<p>Improve student results in Mathematics, based on teacher judgement, in Measurement and Geometry from 34% above the expected standard to 38% above the expected standard by the end of 2023.</p> <p>Improve results in the Student Attitudes to School survey in regards to Emotional Awareness and Regulation, 'I know how to get through something even when I feel frustrated', from 59% positive in 2022 to 65% positive in 2023.</p>
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<p>Build staff capacity in assessment and differentiation in numeracy in order to identify and meet students' individual learning needs</p> <p>Build tutor capability to deliver targeted support in numeracy to small groups</p>
Outcomes	<p>Students in need of targeted academic support or intervention will be identified and supported</p> <p>Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs</p> <p>Teachers will feel confident to teach and plan Mathematics at all levels</p> <p>Teachers will identify student learning needs based on diagnostic assessment data</p> <p>Teachers and tutors will plan for differentiation based on student learning data</p> <p>Teachers will implement differentiated teaching and learning to meet individual student needs</p> <p>Tutors will provide targeted academic support to students</p> <p>Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning</p>
Success Indicators	<p>Early indicators:</p> <p>Notes from Level Meetings will show discussions regarding numeracy data and strategies to support individual students' learning needs</p> <p>Curriculum documentation will show plans for differentiation</p> <p>Student Individual Education Plans will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.</p>

	<p>Tutor program planning and Individual Education Plans will show clear and targeted goals for individual students in the tutor program and their goal reviews will show progress. Late indicators: Victorian Curriculum teacher judgement in Measurement and Geometry will show growth in learning NAPLAN Results: Numeracy</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>The tutor will take part in online Professional Learning regarding the tutor program and with the leadership team select the best method/format for the tutor program in 2023.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Whole level Mathematics data will be collated and discussed in level teams at least twice each term with a focus on how to teach each student at their point of need.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s) 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Teachers will moderate Mathematics tasks in level teams.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish criteria for identifying students requiring individual and tailored support in Mathematics and analyse data.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop an individual and tailored support program for numeracy as part of the tutor program for 2023.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$82,530.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<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
All teachers will undertake Professional Learning on the effective use of data and differentiation.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <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
Re-introduce SOLO Mathematics into all levels with a focus on Measurement and Geometry.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Build relationships and engage with families of at-risk students Support students to develop their emotional awareness and self-regulation through the Mindful Movement Programme Formalise the Mindful Movement Program documentation to show how it assists students to develop emotional awareness, self-regulation and mindfulness. Increase student confidence in all areas of school life			
Outcomes	Families of at-risk students will receive regular communication and support from the school Mental Health and Wellbeing co-ordinator will meet with selected students on a weekly or fortnightly basis Students will feel connected and engaged in their class and have strong trusting relationships with their peers and teachers Students and their teachers will have high expectations for success Students will have a good image of themselves and feel positive about school Students will be resilient and be able to identify their emotions and seek support when required			
Success Indicators	Early indicators: Principal, Wellbeing co-ordinator and teachers will have documentation of communication with families of at-risk students Data of support meetings with students and Mental Health and Wellbeing co-ordinator show good progress Late indicators: Victorian Curriculum: Personal and Social Capability Attitude to School Survey factors: student sense of confidence, stimulated learning, emotional awareness and regulation Parent Opinion Survey for the factor Confidence and resiliency skills			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>Mental Health and Wellbeing co-ordinator will be allocated time each week to meet with and support individual students. Resources to be purchased: "Worry-Woos", Kindness Factory, Educational Support.</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$40,000.00</p> <p><input checked="" 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>Nominate one key contact per student who is at risk (Mental Health and Wellbeing co-ordinator, principal or class teacher) who will make regular contact with families of at-risk students and assist with referring to outside agencies if required. Ethnic aide will be used for selected families as required.</p>	<p><input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$35,000.00</p> <p><input checked="" 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>Students in Middle and Senior School and selected students in the Junior School classes will complete daily wellbeing surveys</p>	<p><input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team</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
<p>The Mindful Movement Programme will be extended to half-hour per fortnight for Middle and Senior School students and remain as a half-an-hour per fortnight for Junior School students. Junior School teachers will attend the programme with their class to ensure they help make links in the classroom.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 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 type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	Maximise learning outcomes for all students.			
12 Month Target 2.1	Decrease the proportion of students making low NAPLAN growth in numeracy from 29 per cent in 2021 to 25 per cent in 2023			
12 Month Target 2.2	Decrease the proportion of students making low NAPLAN growth in reading from 24 per cent in 2021 to 21 per cent in 2023.			
12 Month Target 2.3	Increase the proportion of Year 5 students achieving in the NAPLAN top two bands in writing from 36 per cent to 37 per cent in 2023.			
12 Month Target 2.4	By 2023, improve the percentage of students achieving above the expected standard in Number and Algebra based on teacher judgements from 40% in 2022 to 42% in 2023.			

<p>KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop staff capacity, knowledge and creativity in mathematics and teaching and learning.</p>
<p>Actions</p>	<p>Build staff capacity in assessment and differentiation in numeracy in order to identify and meet students' individual learning needs</p> <p>Build staff capacity to engage students in mathematics through creativity</p> <p>Support staff to embed the use of data walls for numeracy to inform targeted planning in English and Mathematics</p>
<p>Outcomes</p>	<p>Students in need of targeted academic support or intervention will be identified and supported</p> <p>Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs</p> <p>Teachers will feel confident to teach and plan Mathematics at all levels</p> <p>Teachers will identify student learning needs based on diagnostic assessment data</p> <p>Teachers and tutors will plan for differentiation based on student learning data</p> <p>Teachers will implement differentiated teaching and learning to meet individual student needs</p> <p>Tutors will provide targeted academic support to students</p> <p>Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning</p>
<p>Success Indicators</p>	<p>Early indicators:</p> <p>Notes from Level Meetings will show discussions regarding numeracy data and strategies to support individual students' learning needs</p> <p>Curriculum documentation will show plans for differentiation</p> <p>Student Individual Education Plans will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.</p> <p>Late indicators:</p> <p>Victorian Curriculum judgements will show growth in learning</p> <p>School Staff Survey factors: instructional leadership, collective efficacy</p> <p>NAPLAN Results: Reading, Writing and Numeracy</p>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Whole level Reading and Mathematics data will be collated and discussed in level teams at least twice each term with a focus on how to teach each student at their point of need.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Teachers will moderate Mathematics and Writing tasks in level teams.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish criteria for identifying students requiring individual and tailored support in English and Mathematics and analyse data.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Teacher(s)		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
Develop an individual and tailored support program for literacy and numeracy as part of the tutor program for 2023.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
All teachers will undertake Professional Learning on the effective use of data and differentiation.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Mathematics Specialist Teacher to have 2-3 days out of the classroom to model and team teach Mathematics lessons, mentor and coach.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" 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
Goal 3	Improve student wellbeing and engagement.			
12 Month Target 3.1	To improve the percentage positive responses from Year 5 and 6 students on the Attitudes to School Survey (AtoSS) for the factor 'student sense of confidence' from 74 per cent in 2021 to 76 per cent in 2023			
12 Month Target 3.2	To improve the percentage positive responses on the Attitudes to School Survey (AtoSS) for the factor 'stimulated learning' from 77 per cent in 2021 to 78 per cent in 2023			
12 Month Target 3.3	To improve the percentage positive responses on the Attitudes to School Survey (AtoSS) for the factor 'emotional awareness and regulation' from 74 per cent in 2021 to 76 per cent in 2023			
12 Month Target 3.4	By 2023, improve the percentage of positive responses on the Parent Opinion Survey for the factor Confidence and resiliency skills from 76% in 2021 to 78%.			
KIS 3.a	Build staff knowledge, capability and awareness of current and emerging technologies.			

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion				
Actions	Build staff knowledge in current and emerging technologies through Professional Learning Support staff to plan and teach about current technologies			
Outcomes	Staff will be aware of and understand about current and emerging technologies and be able to confidently teach students to use new technologies effectively and safely Students will be aware of the benefits and safety concerns of new technologies and be able to use appropriate new technologies safely			
Success Indicators	Early indicators: Planning documentation shows students have been taught about new and emerging technologies Late indicators: Victorian Curriculum: Digital Technologies			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
All teachers will undertake Professional Learning on current and emerging technologies	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" 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
Allocate Professional Learning time for teachers to plan lessons to effectively teach about current and emerging technologies and incorporate new technologies into lessons, where appropriate.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 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
KIS 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop whole school practices and processes to support emotional awareness, student confidence, self-regulation and mindfulness.			
Actions	Build relationships and engage with families of at-risk students Support students to develop their emotional awareness and self-regulation through the Mindful Movement Programme Formalise the Mindful Movement Program documentation to show how it assists students to develop emotional awareness, self-regulation and mindfulness. Increase student confidence in all areas of school life			

Outcomes	<p>Families of at-risk students will receive regular communication and support from the school Mental Health and Wellbeing co-ordinator will meet with selected students on a weekly or fortnightly basis Grade Six students will feel supported and trusted in their leadership roles Students will feel connected and engaged in their class and have strong trusting relationships with their peers and teachers Students and their teachers will have high expectations for success Students will have a good image of themselves and feel positive about school Students will be resilient and be able to identify their emotions and seek support when required</p>			
Success Indicators	<p>Early indicators: Principal, Wellbeing co-ordinator and teachers will have documentation of communication with families of at-risk students Data of support meetings with students and Mental Health and Wellbeing co-ordinator Grade Six leaders will have taken action by implementing programs and making changes around the school</p> <p>Late indicators: Victorian Curriculum: Personal and Social Capability Attitude to School Survey factors: student sense of confidence, stimulated learning, emotional awareness and regulation Parent Opinion Survey for the factor Confidence and resiliency skills</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Mental Health and Wellbeing co-ordinator will be allocated time each week to meet with and support individual students	<input checked="" type="checkbox"/> Principal	<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

<p>Nominate one key contact per student who is at risk (Mental Health and Wellbeing co-ordinator, principal or class teacher) who will make regular contact with families of at-risk students and assist with referring to outside agencies if required. Ethnic aide will be used for selected families as required.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,000.00 <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
<p>Formalise the Mindful Movement Programme documentation to show how it assists students to develop emotional awareness, self-regulation and mindfulness.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>The Mindful Movement Programme will be extended to half-hour per fortnight for Middle and Senior School students and remain as a half-an-hour per fortnight for Junior School students. Junior School teachers will attend the programme with their class to ensure they help make links in the classroom.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 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 type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish before school, recess, lunchtime and after school groups and activities that promote healthy habits, positive relationships and increase student confidence in areas of choice, including the outdoor learning centre.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input 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
Grade Six students will attend the Primary Dream and Lead Conference at the Melbourne Convention and Exhibition Centre as well as taking part in school-based leadership activities (User-pay).	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Students in Middle and Senior School and selected students in the Junior School classes will complete daily wellbeing surveys	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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	\$35,138.00	\$0.00	\$35,138.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$35,138.00	\$0.00	\$35,138.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Develop an individual and tailored support program for numeracy as part of the tutor program for 2023.	\$82,530.00
All teachers will undertake Professional Learning on the effective use of data and differentiation.	\$25,000.00
Mental Health and Wellbeing co-ordinator will be allocated time each week to meet with and support individual students. Resources to be purchased: "Worry-Woos", Kindness Factory, Educational Support.	\$40,000.00
Nominate one key contact per student who is at risk (Mental Health and Wellbeing co-ordinator, principal or class teacher) who will make regular contact with families of at-risk students and assist with referring to outside agencies if required. Ethnic aide will be used for selected families as required.	\$35,000.00
Totals	\$182,530.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Develop an individual and tailored support program for numeracy as part of the tutor program for 2023.	from: Term 1 to: Term 4		
All teachers will undertake Professional Learning on the effective use of data and differentiation.	from: Term 1 to: Term 4		
Mental Health and Wellbeing co-ordinator will be allocated time each week to meet with and support individual students. Resources to be purchased: "Worry-Woos", Kindness Factory, Educational Support.	from: Term 1 to: Term 4		
Nominate one key contact per student who is at risk (Mental Health and Wellbeing co-ordinator, principal or class teacher) who will make regular contact with families of at-risk students and assist with referring to outside agencies if required. Ethnic aide will be used for selected families as required.	from: Term 1 to: Term 4		
Totals		\$0.00	

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
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
All teachers will undertake Professional Learning on the effective use of data and differentiation.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Still being investigated	<input checked="" type="checkbox"/> On-site
Whole level Reading and Mathematics data will be collated and discussed in level teams at least twice each term with a focus on how to teach each student at their point of need.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Teachers will moderate Mathematics and Writing tasks in level teams.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)					
All teachers will undertake Professional Learning on the effective use of data and differentiation.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<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"/> External consultants Still investigating courses and presenters	<input checked="" type="checkbox"/> On-site
Mathematics Specialist Teacher to have 2-3 days out of the classroom to model and team teach Mathematics lessons, mentor and coach.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
All teachers will undertake Professional Learning on current and emerging technologies	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Experts in Digital Technologies for Primary School Students. Access eSmart resources too.	<input checked="" type="checkbox"/> On-site

<p>Allocate Professional Learning time for teachers to plan lessons to effectively teach about current and emerging technologies and incorporate new technologies into lessons, where appropriate.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<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>Formalise the Mindful Movement Programme documentation to show how it assists students to develop emotional awareness, self-regulation and mindfulness.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 3</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site