

# 2023 Annual Implementation Plan

## for improving student outcomes

Montmorency Primary School (4112)



Submitted for review by Janene Worsam (School Principal) on 31 January, 2023 at 03:18 PM  
Endorsed by Clare Read (Senior Education Improvement Leader) on 20 February, 2023 at 02:57 PM  
Endorsed by Nicole MacDonald (School Council President) on 26 February, 2023 at 08:37 AM

## Self-evaluation summary - 2023

	FISO 2.0 dimensions	Self-evaluation level
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	

<b>Assessment</b>	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	

<b>Engagement</b>	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	

<b>Support and resources</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	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>	Our school continues to work at strengthening practices in the areas of teaching and learning and assessment. A new leadership model will be introduced in 2023 to build capacity of emerging leaders. We will continue to build upon the strong culture and connectedness that is evident in the school community.
<b>Considerations for 2023</b>	We have a number of new staff members joining the team and have strategically placed new staff with experienced teachers.

	Numeracy improvement will continue to be a focus for 2023 and we have engaged with MAV. Wellbeing practices will be refined using the MPS wellbeing approach.
<b>Documents that support this plan</b>	

## 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	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Percentage of students (Foundation - Grade 6 average) assessed above expectations:            Reading: from 45% in 2022 to 47% in 2023            Writing: from 25% in 2022 to 27% in 2023            Maths: from 44% in 2022 to 46% in 2023            Variables in the SSS to reflect the following endorsement:            Moderate assessment tasks together: from 80% in 2022 to 85% in 2023            Use data for curriculum planning: from 80% in 2022 to 85% in 2023            Variables in the Student Attitude to School Survey to reflect the following percentage of positive student responses:            Emotional awareness and regulation: from 77% in 2022 to 80% in 2023            Student voice and agency: from 80% in 2022 to 85% in 2023            Sense of connectedness: maintain at 90% or above in 2023            Percentage of students achieving in the top two bands in NAPLAN:            Year 3 Reading from 83%(2022) to 85%            Writing from 69%(2022) to 71%            Numeracy from 55% (2022) to 58%            Year 5 Reading from 58%(2022) to 62%            Writing from 30%(2022) to 34%            Numeracy from 28% (2022) to 32%</p>
Raise achievement and improve learning growth in Literacy and Numeracy for all students	No	<p><b>NAPLAN</b>  <b>High relative growth 3-5 to be:</b></p> <ul style="list-style-type: none"> <li>Numeracy: from 9.5% in 2018 to above 25% in 2022</li> </ul>	

		<ul style="list-style-type: none"> <li>• Reading: from 19% in 2018 to above 25% in 2022</li> <li>• Writing: from 25% in 2018 to above 25% in 2022</li> </ul> <p><b>Low relative growth 3-5 to be:</b></p> <ul style="list-style-type: none"> <li>• Numeracy: from 38.1% in 2018 to be 25% or lower in 2022</li> <li>• Reading: from 28.6% in 2018 to be 25% or lower in 2022</li> <li>• Writing: from 29.4% in 2017 to be 25% or lower in 2022</li> </ul>	
		<p>The percentage of students (Foundation–Year 6 average) assessed above expectations to be:</p> <ul style="list-style-type: none"> <li>• Reading: from 45.8% in 2018 to 55% in 2022</li> <li>• Writing: from 22.8% in 2018 to 25% in 2022</li> <li>• Speaking and Listening from 11.32% in 2018 to 40% in 2022</li> <li>• Number and Algebra from 27.4% in 2018 to 40% in 2022</li> <li>• Measurement and Geometry from 18.9% in 2018 to 40% in 2022</li> <li>• Statistics and Probability from 12.14% in 2018 to 40% in 2022</li> </ul>	
		<p>Variables in the SSS to reflect the following endorsement:</p> <ul style="list-style-type: none"> <li>• Understand formative assessment: from 67% in 2018 to 80% in 2022</li> <li>• Understand how to analyse data: from 67% in 2018 to 80% in 2022</li> <li>• Moderate assessment tasks together: from 60% in 2018 to 80% in 2022</li> <li>• Use data for curriculum planning: from 67% in 2018 to 80% in 2022</li> </ul>	
Enhance the intellectual engagement of all students	No	<p>Variables in the AToSS to reflect the following percentage of positive student responses:</p> <ul style="list-style-type: none"> <li>• Student voice and agency: from 58% in 2018 to 85% in 2022</li> </ul>	

		<p>Variables in the SSS to reflect the following endorsement:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice: from 60% in 2018 to 85% in 2022</li> </ul>	
Develop highly motivated, creative and adaptive students who can contribute to, and benefit from, a stimulating 21st Century learning environment	No	<p>Variables in the AToSS to reflect the following percentage of positive student responses:</p> <ul style="list-style-type: none"> <li>• Stimulated learning: from 72% in 2018 to 90% in 2022</li> <li>• Motivation and Interest: from 77% in 2018 to 90% in 2022</li> </ul>	
		<p>Variables in the SSS to reflect the following endorsement:</p> <ul style="list-style-type: none"> <li>• Focus learning on real life problems: from 80% in 2018 to 90% in 2022</li> </ul>	

<b>Goal 1</b>	<p><b>2023 Priorities Goal</b>  <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></p>
<b>12-month target 1.1-month target</b>	<p>Percentage of students (Foundation - Grade 6 average) assessed above expectations:  Reading: from 45% in 2022 to 47% in 2023  Writing: from 25% in 2022 to 27% in 2023  Maths: from 44% in 2022 to 46% in 2023</p> <p>Variables in the SSS to reflect the following endorsement:  Moderate assessment tasks together: from 80% in 2022 to 85% in 2023  Use data for curriculum planning: from 80% in 2022 to 85% in 2023</p> <p>Variables in the Student Attitude to School Survey to reflect the following percentage of positive student responses:  Emotional awareness and regulation: from 77% in 2022 to 80% in 2023  Student voice and agency: from 80% in 2022 to 85% in 2023</p>

	<p>Sense of connectedness: maintain at 90% or above in 2023</p> <p>Percentage of students achieving in the top two bands in NAPLAN:</p> <p>Year 3  Reading from 83%(2022) to 85%  Writing from 69%(2022) to 71%  Numeracy from 55% (2022) to 58%</p> <p>Year 5  Reading from 58%(2022) to 62%  Writing from 30%(2022) to 34%  Numeracy from 28% (2022) to 32%</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b>	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>	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.	



## Define actions, outcomes, success indicators and activities

<p><b>Goal 1</b></p>	<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>
<p><b>12-month target 1.1 target</b></p>	<p>Percentage of students (Foundation - Grade 6 average) assessed above expectations: Reading: from 45% in 2022 to 47% in 2023 Writing: from 25% in 2022 to 27% in 2023 Maths: from 44% in 2022 to 46% in 2023</p> <p>Variables in the SSS to reflect the following endorsement: Moderate assessment tasks together: from 80% in 2022 to 85% in 2023 Use data for curriculum planning: from 80% in 2022 to 85% in 2023</p> <p>Variables in the Student Attitude to School Survey to reflect the following percentage of positive student responses: Emotional awareness and regulation: from 77% in 2022 to 80% in 2023 Student voice and agency: from 80% in 2022 to 85% in 2023 Sense of connectedness: maintain at 90% or above in 2023</p> <p>Percentage of students achieving in the top two bands in NAPLAN:</p> <p>Year 3 Reading from 83%(2022) to 85% Writing from 69%(2022) to 71% Numeracy from 55% (2022) to 58%</p> <p>Year 5 Reading from 58%(2022) to 62% Writing from 30%(2022) to 34% Numeracy from 28% (2022) to 32%</p>
<p><b>KIS 1.a</b> Priority 2023 Dimension</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>

<b>Actions</b>	<p>Embed consistent and explicit instructional models for Reading, Writing and Numeracy.          Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs.          Engage with external Numeracy consultants to enhance teacher capacity and student outcomes.</p>
<b>Outcomes</b>	<p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>- will use focus groups that will be implemented within the classroom.</li> <li>- will use assessment tools, such as PAT, EA, F&amp;P, to gather evidence</li> <li>- will accurately identify through the analysis of data, student learning needs</li> <li>- will implement differentiated teaching and learning programs to meet individual student needs</li> <li>- will consistently and explicitly implement the school's Reading, Writing and Numeracy instructional model</li> <li>- will consistently implement the agreed assessment schedule</li> <li>- will work in PLC/PLTs to meet and engage in reflective practices, analyse student data, evaluate and plan curriculum and to refine assessment practices and lessons</li> <li>- will provide regular feedback to students and parents</li> <li>- will model and encourage growth mindset in Numeracy</li> <li>- will implement a challenging and balanced maths program</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>- will set personal learning goals and monitor and reflect</li> <li>- will have clarity about pathways to skill acquisition and an understanding of how to progress to the next stage of learning</li> <li>- will celebrate success and achievement as each student works towards personal learning growth</li> <li>- will be familiar with routine and structure in the classroom to support student learning</li> <li>- differentiated resources and supports are provided to students in all learning areas</li> </ul> <p><b>Leaders</b></p> <ul style="list-style-type: none"> <li>-will ensure that instructional models and professional development sessions are focused on achieving consistency as well as utilising data and evidence-based strategies</li> <li>- will ensure that resourcing is allocated to support differentiated learning</li> <li>- will use staff expertise to deliver professional development, coaching and mentoring, to build the capacity of staff</li> <li>-will ensure that timetabling will accommodate classroom observations, coaching and mentoring</li> <li>-will ensure that the intervention program will up-skill and utilise education support staff</li> </ul>
<b>Success Indicators</b>	<p><b>Student Data:</b></p> <ul style="list-style-type: none"> <li>- Documented assessment schedule</li> <li>- Curriculum documentation will show plans for differentiation</li> <li>- Data wall indicating student progress and identifying students for support and extension</li> </ul>

	<ul style="list-style-type: none"> <li>- Assessment data from intervention and tutoring groups</li> </ul> <p>Evidence</p> <ul style="list-style-type: none"> <li>- Differentiation and consistency in instructional model is apparent during classroom observation and learning walk schedule</li> <li>- Differentiated resources being used to support learning</li> <li>- Updated instructional model in action</li> <li>- Implementation of new reading intervention program with staff appointed to lead</li> <li>- Use of evidence-based assessment tools and strategies</li> </ul>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review the Instructional Model in Numeracy and coaching of staff through MAV with a focus on implementing a challenging and balanced maths program.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$13,500.00
Professional Learning and classroom coaching/observation by LS in Numeracy and Literacy	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$20,000.00
Provide intervention through MiniLit and MacqLit as well as providing extension and enrichment school based programs and opportunities eg writing workshops, internal and external competitions.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Strengthen the implementation of the whole school approach to Respectful Relationships and social and emotional learning. Review, refine and document whole school approach to wellbeing including a tiered response to mental health and wellbeing.			

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Students will report increased understanding of protective factors and coping strategies</li> <li>- Teachers will plan for social and emotional learning</li> <li>- Staff will use consistent language, processes and approaches to teaching social and emotional learning and responding to student mental health needs</li> <li>- Leadership will support the development of staff understanding of whole school social and emotional wellbeing approach</li> </ul>			
<b>Success Indicators</b>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>- Evidence of engagement with RRRR cluster schools</li> <li>- Notes from learning walks will show how staff are embedding social and emotional learning</li> <li>- Curriculum documentation will show evidence of plans for social and emotional learning in classrooms</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>- AtoSS factors: emotional awareness and regulation, help seeking, resilience</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Appointing an Assistant Principal (Wellbeing) to support the mental health and wellbeing of the MPS community.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,930.37  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
As a Respectful Relationships lead school we engage with cluster schools, facilitating professional learning and collaboration with partner schools. Assistant Principal- Wellbeing to lead this area.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review staff professional learning needs in Respectful Relationships and develop a strategy to address any gaps. Identify	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

areas that may need improvement across the 6 elements of the whole school approach. Assistant Principal- Wellbeing to lead this area.			to: Term 4	
Increase foundation knowledge on concepts such as recognising and regulation emotions, handling challenging situations constructively, positive coping mechanisms, and stress management of all students. Assistant Principal- Wellbeing to lead this area.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Strengthen implementation of whole school social-emotional learning curriculum, Assistant Principal- Wellbeing to lead.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$17,936.30	\$17,936.30	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$50,930.37	\$50,930.37	\$0.00
<b>Total</b>	<b>\$68,866.67</b>	<b>\$68,866.67</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Provide intervention through MiniLit and MacqLit as well as providing extension and enrichment school based programs and opportunities eg writing workshops, internal and external competitions.	\$60,000.00
Appointing an Assistant Principal (Wellbeing) to support the mental health and wellbeing of the MPS community.	\$45,930.37
As a Respectful Relationships lead school we engage with cluster schools, facilitating professional learning and collaboration with partner schools. Assistant Principal-Wellbeing to lead this area.	\$0.00
Increase foundation knowledge on concepts such as recognising and regulation emotions, handling challenging situations constructively, positive coping mechanisms, and stress management of all students. Assistant Principal-Wellbeing to lead this area.	\$5,000.00

<b>Totals</b>	\$110,930.37
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### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Provide intervention through MiniLit and MacqLit as well as providing extension and enrichment school based programs and opportunities eg writing workshops, internal and external competitions.	from: Term 1 to: Term 4	\$17,936.30	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<b>Totals</b>		\$17,936.30	

### Activities and milestones - Disability Inclusion Funding

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

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

Activities and milestones	When	Funding allocated (\$)	Category
Appointing an Assistant Principal (Wellbeing) to support the mental health and wellbeing of the MPS community.	from: Term 1 to: Term 4	\$40,930.37	<input checked="" type="checkbox"/> Resilience, Rights and Respectful Relationships teaching resources (free)  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Assign existing staff member to initiative (eduPay)</li> </ul>

			<ul style="list-style-type: none"> <li>○ Activity-based non-consumables (equipment hire, etc)</li> <li>○ Build staff capacity (conference, course, seminar)</li> </ul>
As a Respectful Relationships lead school we engage with cluster schools, facilitating professional learning and collaboration with partner schools. Assistant Principal- Wellbeing to lead this area.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Respectful Relationships (free) <ul style="list-style-type: none"> <li><b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Assign existing staff member to initiative (eduPay)</li> <li>○ Build staff capacity (conference, course, seminar)</li> <li>○ Employ CRT to release staff member</li> </ul> </li> </ul>
Increase foundation knowledge on concepts such as recognising and regulation emotions, handling challenging situations constructively, positive coping mechanisms, and stress management of all students. Assistant Principal- Wellbeing to lead this area.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
<b>Totals</b>		\$50,930.37	

### 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
Totals		\$0.00	

### Additional funding planner – Schools Mental Health Fund and Menu

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

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Review the Instructional Model in Numeracy and coaching of staff through MAV with a focus on implementing a challenging and balanced maths program.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> External consultants  MAV	<input checked="" type="checkbox"/> On-site
Professional Learning and classroom coaching/observation by LS in Numeracy and Literacy	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection	<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"/> Learning specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Provide intervention through MiniLit and MacqLit as well as providing extension and enrichment school based programs and opportunities eg writing workshops, internal and external competitions.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

Appointing an Assistant Principal (Wellbeing) to support the mental health and wellbeing of the MPS community.	<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"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources  Respectful Relationships	<input checked="" type="checkbox"/> On-site
As a Respectful Relationships lead school we engage with cluster schools, facilitating professional learning and collaboration with partner schools. Assistant Principal- Wellbeing to lead this area.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources  Respectful Relationships	<input checked="" type="checkbox"/> On-site
Increase foundation knowledge on concepts such as recognising and regulation emotions, handling challenging situations constructively, positive coping mechanisms, and stress management of all students. Assistant Principal- Wellbeing to lead this area.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Strengthen implementation of whole school social-emotional learning curriculum, Assistant Principal- Wellbeing to lead.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site