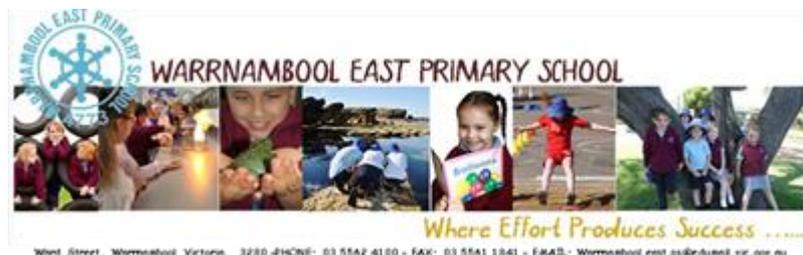


2022 Annual Implementation Plan

for improving student outcomes

Warrnambool East Primary School (4773)



Submitted for review by Robyn Ledin (School Principal) on 01 December, 2021 at 10:14 AM
Endorsed by Michelle Miller (Senior Education Improvement Leader) on 07 December, 2021 at 09:25 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

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

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

Support	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	

Enter your reflective comments	Having completed our school review in 2021 we are well placed to know areas for focus and improvement in 2022. Much of our 2021 work (Learner agency, PLC inquiry process, need for improvement in achievement and growth in Maths) will need to continue into 2022.
Considerations for 2022	Our new 4 year goals are: -improved achievement and growth for all students in literacy (2022 focus to complete literacy scope and sequence

	<p>documentation, refine draft instructional model, and fully implement PLC inquiry process) -improve achievement and growth for all students in numeracy (2022 focus to make regular and effective use of maths scope and sequence and proficiency scales, refine instructional model and fully implement PLC inquiry process) -Improve engagement and motivation to learn for all students (2022 focus to continue 2021's work on learner agency through developing a renewed culture of curiosity and student voice)</p> <p>An overall learning priority for 2022 is Numeracy in response to 2021 Naplan data, in particular low benchmark growth.</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve achievement and growth for all students in Literacy.
Target 2.1	<p>By 2025, increase the percentage of Year 5 students meeting or above NAPLAN benchmark growth:</p> <ul style="list-style-type: none"> • Reading—77% (2021) to 85% (2025) • Writing—75% (2021) to 85% (2025)
Target 2.2	<p>By 2025, increase the percentage of students in the top two NAPLAN bands:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Reading—57% (2021) to 63% (2025)

	<ul style="list-style-type: none"> • Writing—45% (2021) to 55% (2025) <p>Year 5</p> <ul style="list-style-type: none"> • Reading—38% (2021) to 43% (2025) • Writing—21% (2021) to 26% (2025)
Target 2.3	<p>By 2025, decrease the average percentage of Year 1–6 students making below expected learning growth (Semester 2 to Semester 2) according to teacher judgement against the Victorian Curriculum:</p> <ul style="list-style-type: none"> • Reading—23% (Semester 2, 2018–Semester 2, 2019) to 10% or below (Semester 2, 2023–Semester 2, 2024) • Writing—21% (Semester 2, 2018–Semester 2, 2019) to 10% or below (Semester 2, 2023–Semester 2, 2024)
Target 2.4	<p>By 2025, increase the percentage of positive endorsement for SSS factors:</p> <ul style="list-style-type: none"> • Collaborate to plan curriculum—37% (2019) to 80% (2025) • Collaborate to scaffold student learning—52% (2019) to 80% (2025) • Professional learning through peer observations—52% (2019) to 80% (2025)
Key Improvement Strategy 2.a Curriculum planning and assessment	Develop, document and implement a sequential Literacy curriculum that caters for the learning needs and interests of students.
Key Improvement Strategy 2.b	Embed a teacher inquiry process that enables teachers to analyse assessment data, respond to students' learning needs and evaluate the impact of teaching.

Building practice excellence	
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Build teacher capacity to consistently differentiate teaching and learning to ensure challenge and growth for every student in Literacy.
Goal 3	Improve achievement and growth for all students in Numeracy.
Target 3.1	By 2025, increase the percentage of Year 5 students meeting or above NAPLAN benchmark growth: <ul style="list-style-type: none"> • Numeracy—59% (2021) to 85% (2025)
Target 3.2	By 2025, increase the percentage of students in the top two NAPLAN bands: <p>Year 3</p> <ul style="list-style-type: none"> • Numeracy—33% (2021) to 41% (2025) <p>Year 5</p> <ul style="list-style-type: none"> • Numeracy—16% (2021) to 25% (2025)
Target 3.3	By 2025, decrease the average percentage of Year 1–6 students making below expected learning growth (Semester 2 to Semester 2) according to teacher judgement against the Victorian Curriculum: <ul style="list-style-type: none"> • Measurement & Geometry—20% (Semester 2, 2018–Semester 2, 2019) to 10% or below (Semester 2, 2023–Semester 2, 2024)

	<ul style="list-style-type: none"> • Number & Algebra—19% (Semester 2, 2018–Semester 2, 2019) to 10% or below (Semester 2, 2023–Semester 2, 2024) • Statistics & Probability—17% (Semester 2, 2018–Semester 2, 2019) to 10% or below (Semester 2, 2023–Semester 2, 2024)
Key Improvement Strategy 3.a Curriculum planning and assessment	Embed a sequential Numeracy curriculum that caters for the learning needs and interests of students.
Key Improvement Strategy 3.b Building practice excellence	Consistently implement an evidence-based instructional model.
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Build teacher capacity to consistently differentiate teaching and learning to ensure challenge and growth for every student in Numeracy.
Goal 4	Improve engagement and motivation to learn for all students.
Target 4.1	<p>By 2025, increase the percentage of positive endorsement for SSS factors:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice—67% (2019) to 85% (2025) • Support growth and learning of whole student—78% (2019) to 90% (2025) • Focus learning on real life problems—74% (2019) to 90% (2025)
Target 4.2	<p>By 2025, increase the percentage of positive endorsement for AToSS factors:</p> <ul style="list-style-type: none"> • Student voice and agency—74% (2019) to 85% (2025) • Stimulated learning—81% (2019) to 90% (2025)

	<ul style="list-style-type: none"> • Differentiated learning challenge—86% (2019) to 90% (2025)
Target 4.3	<p>By 2025, reduce the percentage of Prep–Year 6 students with 20 or more days absence per year:</p> <ul style="list-style-type: none"> • All students—25% (2019) to 20% (2025)
Key Improvement Strategy 4.a Intellectual engagement and self-awareness	Create a learning climate that promotes challenge, engagement and curiosity.
Key Improvement Strategy 4.b Intellectual engagement and self-awareness	Implement an instructional program that supports students to be reflective, questioning and self–monitoring learners.
Key Improvement Strategy 4.c Empowering students and building school pride	Strengthen learners’ agency within their classroom, the school and community.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the percentage of Year 5 students meeting or above NAPLAN benchmark growth: Reading 79% Writing 78% Numeracy 65%</p> <p>Increase the percentage of students in the top 2 NAPLAN bands: Year 3 Reading 59% Writing 48% Numeracy 35% Year 5 Reading 40% Writing 23% Numeracy 19%</p> <p>Decrease the average percentage of Year 1-6 students making below expected learning growth (Vic Curric Teacher Judgements Sem 2 to Sem 2) Reading 20% Writing 18% Number 17%</p> <p>Increase the percentage of positive</p>

			<p>endorsement for School Staff Survey factors: Collaborate to plan curriculum 48% Collaborate to scaffold student learning 59% Professional learning through peer observations 59%</p> <p>Increase the percentage of positive endorsement for School Staff Survey factors: Use student feedback to improve practice 71% Support growth and learning of whole student 81% Focus learning on real life problems 78%</p> <p>Increase the percentage of positive endorsement for Attitude to School Survey factors: Student voice and agency 77% Stimulated learning 83% Differentiated learning challenge 87%</p> <p>Reduce the percentage of Year Prep – 6 students with 20 or more days absence per year: All students 23%</p>
Improve achievement and growth for all students in Literacy.	No	<p>By 2025, increase the percentage of Year 5 students meeting or above NAPLAN benchmark growth:</p> <ul style="list-style-type: none"> • Reading—77% (2021) to 85% (2025) • Writing—75% (2021) to 85% (2025) 	

		<p>By 2025, increase the percentage of students in the top two NAPLAN bands:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Reading—57% (2021) to 63% (2025) • Writing—45% (2021) to 55% (2025) <p>Year 5</p> <ul style="list-style-type: none"> • Reading—38% (2021) to 43% (2025) • Writing—21% (2021) to 26% (2025) 	
		<p>By 2025, decrease the average percentage of Year 1–6 students making below expected learning growth (Semester 2 to Semester 2) according to teacher judgement against the Victorian Curriculum:</p> <ul style="list-style-type: none"> • Reading—23% (Semester 2, 2018–Semester 2, 2019) to 10% or below (Semester 2, 2023–Semester 2, 2024) • Writing—21% (Semester 2, 2018–Semester 2, 2019) to 10% or below (Semester 2, 2023–Semester 2, 2024) 	
		<p>By 2025, increase the percentage of positive endorsement for SSS factors:</p>	

		<ul style="list-style-type: none"> • Collaborate to plan curriculum—37% (2019) to 80% (2025) • Collaborate to scaffold student learning—52% (2019) to 80% (2025) • Professional learning through peer observations—52% (2019) to 80% (2025) 	
Improve achievement and growth for all students in Numeracy.	No	<p>By 2025, increase the percentage of Year 5 students meeting or above NAPLAN benchmark growth:</p> <ul style="list-style-type: none"> • Numeracy—59% (2021) to 85% (2025) 	
		<p>By 2025, increase the percentage of students in the top two NAPLAN bands:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Numeracy—33% (2021) to 41% (2025) <p>Year 5</p> <ul style="list-style-type: none"> • Numeracy—16% (2021) to 25% (2025) 	
		<p>By 2025, decrease the average percentage of Year 1–6 students making below expected learning growth (Semester 2</p>	

		<p>to Semester 2) according to teacher judgement against the Victorian Curriculum:</p> <ul style="list-style-type: none"> • Measurement & Geometry—20% (Semester 2, 2018–Semester 2, 2019) to 10% or below (Semester 2, 2023–Semester 2, 2024) • Number & Algebra—19% (Semester 2, 2018–Semester 2, 2019) to 10% or below (Semester 2, 2023–Semester 2, 2024) • Statistics & Probability—17% (Semester 2, 2018–Semester 2, 2019) to 10% or below (Semester 2, 2023–Semester 2, 2024) 	
Improve engagement and motivation to learn for all students.	No	<p>By 2025, increase the percentage of positive endorsement for SSS factors:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice—67% (2019) to 85% (2025) • Support growth and learning of whole student—78% (2019) to 90% (2025) • Focus learning on real life problems—74% (2019) to 90% (2025) 	
		<p>By 2025, increase the percentage of positive endorsement for AToSS factors:</p> <ul style="list-style-type: none"> • Student voice and agency—74% (2019) to 85% (2025) 	

		<ul style="list-style-type: none"> • Stimulated learning—81% (2019) to 90% (2025) • Differentiated learning challenge—86% (2019) to 90% (2025) 	
		<p>By 2025, reduce the percentage of Prep–Year 6 students with 20 or more days absence per year:</p> <ul style="list-style-type: none"> • All students—25% (2019) to 20% (2025) 	

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
12 Month Target 1.1	<p>Increase the percentage of Year 5 students meeting or above NAPLAN benchmark growth:</p> <p>Reading 79% Writing 78% Numeracy 65%</p> <p>Increase the percentage of students in the top 2 NAPLAN bands:</p> <p>Year 3 Reading 59% Writing 48% Numeracy 35%</p> <p>Year 5 Reading 40% Writing 23%</p>

	<p>Numeracy 19%</p> <p>Decrease the average percentage of Year 1-6 students making below expected learning growth (Vic Curric Teacher Judgements Sem 2 to Sem 2)</p> <p>Reading 20%</p> <p>Writing 18%</p> <p>Number 17%</p> <p>Increase the percentage of positive endorsement for School Staff Survey factors:</p> <p>Collaborate to plan curriculum 48%</p> <p>Collaborate to scaffold student learning 59%</p> <p>Professional learning through peer observations 59%</p> <p>Increase the percentage of positive endorsement for School Staff Survey factors:</p> <p>Use student feedback to improve practice 71%</p> <p>Support growth and learning of whole student 81%</p> <p>Focus learning on real life problems 78%</p> <p>Increase the percentage of positive endorsement for Attitude to School Survey factors:</p> <p>Student voice and agency 77%</p> <p>Stimulated learning 83%</p> <p>Differentiated learning challenge 87%</p> <p>Reduce the percentage of Year Prep – 6 students with 20 or more days absence per year:</p> <p>All students 23%</p>	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	
<p>KIS 1 Priority 2022 Dimension</p>	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>	<p>Yes</p>
<p>KIS 2 Priority 2022 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>	<p>Yes</p>

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<p>12 Month Target 1.1</p>	<p>Increase the percentage of Year 5 students meeting or above NAPLAN benchmark growth: Reading 79% Writing 78% Numeracy 65%</p> <p>Increase the percentage of students in the top 2 NAPLAN bands: Year 3 Reading 59% Writing 48% Numeracy 35% Year 5 Reading 40% Writing 23% Numeracy 19%</p> <p>Decrease the average percentage of Year 1-6 students making below expected learning growth (Vic Curric Teacher Judgements Sem 2 to Sem 2) Reading 20% Writing 18% Number 17%</p> <p>Increase the percentage of positive endorsement for School Staff Survey factors: Collaborate to plan curriculum 48% Collaborate to scaffold student learning 59% Professional learning through peer observations 59%</p> <p>Increase the percentage of positive endorsement for School Staff Survey factors:</p>

	<p>Use student feedback to improve practice 71%</p> <p>Support growth and learning of whole student 81%</p> <p>Focus learning on real life problems 78%</p> <p>Increase the percentage of positive endorsement for Attitude to School Survey factors:</p> <p>Student voice and agency 77%</p> <p>Stimulated learning 83%</p> <p>Differentiated learning challenge 87%</p> <p>Reduce the percentage of Year Prep – 6 students with 20 or more days absence per year:</p> <p>All students 23%</p>
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<p>Embed an instructional model that ensures high level teaching strategies informed by data</p> <p>Embed PLC processes into learning communities to ensure that high leverage teaching practices align with the WEPS instructional model and are informed by data</p>
Outcomes	<p>With a focus on Numeracy:</p> <p>Students will:</p> <ul style="list-style-type: none"> Be identified & engaged in TLI Have access to high quality worked examples Give feedback to teachers, and have feedback acted upon Be engaged in learning through the provision of quality differentiated learning tasks Have access to assessment outcomes, and be supported to improve results Know their growth will be acknowledged and celebrated Know and engage with their learning goals, act on feedback, & be able to articulate the next steps in their learning. Be able to articulate the usual structure of lessons <p>Teachers will:</p> <ul style="list-style-type: none"> Share responsibility for TLI student learning outcomes Develop aspirational worked examples for students Be responsive to students and their learning prior to, during and after lessons including the provision of feedback Follow PLC inquiry process to plan for, and implement differentiated learning- relentless focus on student data

	<p>Have a consistent understanding of what constitutes effective teaching, & effectively use high impact teaching strategies in response to students' learning needs</p> <p>Participate in student shadowing to determine if students are engaged and operating at their ability level or above</p> <p>Follow the WEPS instructional model with fidelity</p> <p>Participate in peer observations with a focus on high expectations</p> <p>Be prioritised for coaching and be responsive to this opportunity</p> <p>Leaders will:</p> <p>Manage resources strategically enabling implementation of high quality tutor programs</p> <p>Strategically utilise Numeracy expertise of tutors</p> <p>Provide timely and focused feedback through classroom observations</p> <p>Lead the PLC inquiry process</p> <p>Monitor the effectiveness of programs in meeting students' learning goals and needs, drawing on a range of evidence</p> <p>Communicate relevancy of data/processes/ expectations to build culture of high expectations rather than compliance</p> <p>Initiate and facilitate quality professional learning with Andrea Hillbrick</p> <p>Identify teachers to be included in coaching & monitor effectiveness</p>
<p>Success Indicators</p>	<p>EARLY:</p> <p>Benchmark assessments for all students involved in TLI</p> <p>-P-2 EOI and/or PATR; MOI; teacher judgements</p> <p>-Year 3-6 PATR F&P; PATM, MOI; teacher judgements</p> <p>Benchmark assessments for all students</p> <p>-P-2 EOI or PATR and/or F&P; Cold Writes; MOI and/or PATM; teacher judgements</p> <p>-Year 3-6 PATR and F&P; MOI and PATM; teacher judgements; Naplan if relevant</p> <p>Notes from Walk Throughs and Direct Observations by Leadership Team provide evidence of teachers undertaking responsive teaching, planning for differentiation and utilizing high leverage teaching practices – employing HITS with rigour, reflecting WEPS instructional model</p> <p>Percentage of teachers who have all planning uploaded to Compass weekly</p> <p>LATE:</p> <p>Improvement in results of post assessments for all students involved in TLI show learning growth</p> <p>-P-2 EOI and/or PATR; MOI</p> <p>-Year 3-6 PATR F&P; PATM, MOI</p> <p>Benchmark assessments for all students show learning growth</p> <p>-P-2 PATR and F&P; Cold Writes; PATM; teacher judgements</p> <p>-Year 3-6 PATR and F&P; PATM; teacher judgements; Naplan if relevant</p>

	<p>Improvement in percentage of teachers who have all planning uploaded to Compass weekly Consistent use of non-negotiables in planning documents</p> <p>•Improvement in Staff Survey: Increase the percentage of positive endorsement for School Staff Survey factors: Collaborate to plan curriculum 48% Collaborate to scaffold student learning 59% Professional learning through peer observations 59% Increase the percentage of positive endorsement for School Staff Survey factors: Use student feedback to improve practice 71% Support growth and learning of whole student 81% Focus learning on real life problems 78%</p> <p>Improvement in AToSS: Increase the percentage of positive endorsement for Attitude to School Survey factors: Student voice and agency 77% Stimulated learning 83% Differentiated learning challenge 87% Reduce the percentage of Year Prep – 6 students with 20 or more days absence per year: All students 23%</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish and define expectation of high expectations (of self, colleagues and students) – what does this look/feel/sound like	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Release teachers and leaders to participate in, reflect and improve practice through: Learning Walks, Direct Observations, student shadowing, Peer Observations. CRTs x 25 teachers x 2 days per year	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Refinement of pedagogical practice through consultation with Andrea Hillbrick: CRT release to enable staff to consult, collaboratively plan, participate in coaching and classroom observations with Andrea	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Leading Teacher (released 2 days per week from classroom) to lead teaching and learning in Senior School, lead Literacy across the school, lead data analysis to determine students for inclusion in TLI and measure impact, mentor LC leaders in PLC leadership	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$48,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Instructional Coach - supporting effective implementation of revised instructional model, shared data analysis, effective use of appropriate HITS	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$120,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Learning Specialist (released 1 day per week from classroom) to lead teaching and learning in Junior School, mentor LC leaders in PLC leadership	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$24,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Learning Community leaders released one hour per fortnight to meet with Junior/Senior School leaders for mentoring re	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<p>implementation of PLCs (released through Specialist timetable)</p>			<p>to: Term 4</p>	<p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Structure time for Instructional Coach to meet with teachers being coached 4 teachers x 1 hour x 10 weeks x 4 terms</p>	<p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$16,400.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Time scheduled for Tutors and classroom teachers to collaborate - data tracking, shared strategies - 18 teachers (9 half day CRTs) Years 1-6 and Tutors twice per term</p>	<p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$22,140.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

				<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
F&P Levelled Literacy Intervention 2 ESS x 3 days per week	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Bastow Leading Differentiation in Maths Accommodation, travel, course registration 5 x CRTs x 6 days (5 virtual workshops + project) = \$	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$12,300.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Instructional Leaders involved in leadership development 4 x 4CRTs \$3280 + \$2000 for the facilitator</p>	<p><input checked="" type="checkbox"/> PLC Leaders</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,280.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>KIS 2 Priority 2022 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			
<p>Actions</p>	<p>Build on the existing culture of nurture Be preventative and responsive to mental health needs</p>			
<p>Outcomes</p>	<p>Students will: Be supported in their ability to express emotions through classroom sessions around emotional literacy Demonstrate a sense of empowerment/voice Demonstrate how and where to seek assistance to support their own health and wellbeing Know the school values and what they look like, sound like and feel like Actively display the school values Demonstrate high expectations of themselves</p> <p>Teachers will: Learn, live, teach and embed the Positive Education ethos – language and actions will demonstrate Positive Education philosophy Plan for and implement Respectful Relationships curriculum Use First 20 Days document to establish routines and a safe learning environment</p>			

	<p>Design classroom spaces based on the nurture principles Use the language of school values Embed a culture of learner agency Identify students who require wellbeing support and liaise with the wellbeing team Be proactive in developing strong relationships with families, particularly families of vulnerable students Be committed to the school's processes for referral to the school wellbeing team Demonstrate high expectations for themselves, have high expectations of their students Utilise brain breaks/physical activities with a focus on participation not competition</p> <p>Leaders will: Communicate and promote a whole school approach to mental wellbeing Resource opportunities for Positive Education and RR professional learning Induct new staff into the school beliefs of nurture and restorative practice Promote school values through language and actions Monitor and build capacity of teachers to embed culture of learner agency Model development of strong relationships with families, particularly families of vulnerable students Ongoing evaluation of wellbeing programs and strategies to ensure improved outcomes Model high expectations of self, and promote high expectations of staff and students Resource and timetable increased options for physical activity</p>
<p>Success Indicators</p>	<p>Early: Calm classrooms will be observed during learning walks in Term 1 Time allocated in planners to Positive Education, Respectful Relationships and physical activity Term 1 playground reflections and Wellbeing Audit Data collected, collated and analysed</p> <p>Late: Improvement in AToSS: Increase the percentage of positive endorsement for Attitude to School Survey factors: Student voice and agency 77% Stimulated learning 83% Differentiated learning challenge 87% Reduce the percentage of Year Prep – 6 students with 20 or more days absence per year: All students 23% Decrease in number of students attending 'reflection' for challenging behaviour in the playground in Term 4 as compared to Term 1 Decrease in the number of students named in the Wellbeing Audit in Term 4 as compared to Term 1</p>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Student Mentor role - OOHC SSGs, Respectful Relationships management and promotion, connecting with families through Fathering Project and Community Crew,	<input checked="" type="checkbox"/> Lookout Centre/Designated Teacher <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Ongoing management and implementation of Nurture and Sensory Programs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$33,975.00 <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
Positive Education professional learning - Leading Positive Education registration 2 x \$165 (2 teachers) + CRTs x 2	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,150.00

			to: Term 1	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Positive Education professional learning for staff new to school (supported by wellbeing team member) 5 CRTs x 1 day + registration \$165 x 5	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,875.00 <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
Student Shadowing - ESS to shadow students whose behaviour escalates (may be impact of remote learning 2020 and 2021) to identify triggers, and to provide insight into behaviour and what this behaviour may be communicating to us	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,627.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Sensory Program (wellbeing and inclusion program) 2 x ESS 2 hours x 5 days per week	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$24,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Nurture Program (wellbeing and inclusion program) 2 x ESS 2 hours x 5 days per week	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$24,000.00 <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	\$454,747.00	\$454,747.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$38,000.00	\$38,000.00	\$0.00
Total	\$492,747.00	\$492,747.00	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Release teachers and leaders to participate in, reflect and improve practice through: Learning Walks, Direct Observations, student shadowing, Peer Observations. CRTs x 25 teachers x 2 days per year	\$20,000.00
Refinement of pedagogical practice through consultation with Andrea Hillbrick: CRT release to enable staff to consult, collaboratively plan, participate in coaching and classroom observations with Andrea	\$20,000.00
Leading Teacher (released 2 days per week from classroom) to lead teaching and learning in Senior School, lead Literacy across the school, lead data analysis to determine students for inclusion in TLI and measure impact, mentor LC leaders in PLC leadership	\$48,000.00
Instructional Coach - supporting effective implementation of revised instructional model, shared data analysis, effective use of appropriate HITS	\$120,000.00

Learning Specialist (released 1 day per week from classroom) to lead teaching and learning in Junior School, mentor LC leaders in PLC leadership	\$24,000.00
Structure time for Instructional Coach to meet with teachers being coached 4 teachers x 1 hour x 10 weeks x 4 terms	\$16,400.00
Time scheduled for Tutors and classroom teachers to collaborate - data tracking, shared strategies - 18 teachers (9 half day CRTs) Years 1-6 and Tutors twice per term	\$22,140.00
F&P Levelled Literacy Intervention 2 ESS x 3 days per week	\$12,000.00
Bastow Leading Differentiation in Maths Accommodation, travel, course registration 5 x CRTs x 6 days (5 virtual workshops + project) = \$	\$12,300.00
Instructional Leaders involved in leadership development 4 x 4CRTs \$3280 + \$2000 for the facilitator	\$5,280.00
Student Mentor role - OOHC SSGs, Respectful Relationships management and promotion, connecting with families through Fathering Project and Community Crew,	\$80,000.00
Ongoing management and implementation of Nurture and Sensory Programs	\$33,975.00
Positive Education professional learning - Leading Positive Education registration 2 x \$165 (2 teachers) + CRTs x 2	\$1,150.00
Positive Education professional learning for staff new to school (supported by wellbeing team member) 5 CRTs x 1 day + registration \$165 x 5	\$2,875.00
Student Shadowing - ESS to shadow students whose behaviour escalates (may be impact of remote learning 2020 and 2021) to identify triggers, and to provide insight into behaviour and what this behaviour may be communicating to us	\$50,627.00

Sensory Program (wellbeing and inclusion program) 2 x ESS 2 hours x 5 days per week	\$24,000.00
Totals	\$492,747.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Release teachers and leaders to participate in, reflect and improve practice through: Learning Walks, Direct Observations, student shadowing, Peer Observations. CRTs x 25 teachers x 2 days per year	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> CRT
Refinement of pedagogical practice through consultation with Andrea Hillbrick: CRT release to enable staff to consult, collaboratively plan, participate in coaching and classroom observations with Andrea	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Other External consultant Andrea Hillbrick
Leading Teacher (released 2 days per week from classroom) to lead teaching and learning in Senior School, lead Literacy across the school, lead data analysis to determine students for inclusion in TLI and measure impact, mentor LC leaders in PLC leadership	from: Term 1 to: Term 4	\$48,000.00	<input checked="" type="checkbox"/> School-based staffing
Instructional Coach - supporting effective implementation of revised instructional model, shared data	from: Term 1	\$120,000.00	<input checked="" type="checkbox"/> School-based staffing

analysis, effective use of appropriate HITS	to: Term 4		
Learning Specialist (released 1 day per week from classroom) to lead teaching and learning in Junior School, mentor LC leaders in PLC leadership	from: Term 1 to: Term 4	\$24,000.00	<input checked="" type="checkbox"/> School-based staffing
Structure time for Instructional Coach to meet with teachers being coached 4 teachers x 1 hour x 10 weeks x 4 terms	from: Term 1 to: Term 4	\$16,400.00	<input checked="" type="checkbox"/> CRT
Time scheduled for Tutors and classroom teachers to collaborate - data tracking, shared strategies - 18 teachers (9 half day CRTs) Years 1-6 and Tutors twice per term	from: Term 1 to: Term 4	\$22,140.00	<input checked="" type="checkbox"/> CRT
F&P Levelled Literacy Intervention 2 ESS x 3 days per week	from: Term 1 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> School-based staffing
Bastow Leading Differentiation in Maths Accommodation, travel, course registration 5 x CRTs x 6 days (5 virtual workshops + project) = \$	from: Term 1 to: Term 2	\$12,300.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Instructional Leaders involved in leadership development 4 x 4CRTs \$3280 + \$2000 for the facilitator	from: Term 1 to: Term 4	\$5,280.00	<input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Other leadership mentor TBD
Student Mentor role - OOHC SSGs, Respectful Relationships	from: Term 1	\$80,000.00	<input checked="" type="checkbox"/> School-based staffing

management and promotion, connecting with families through Fathering Project and Community Crew,	to: Term 4		
Student Shadowing - ESS to shadow students whose behaviour escalates (may be impact of remote learning 2020 and 2021) to identify triggers, and to provide insight into behaviour and what this behaviour may be communicating to us	from: Term 1 to: Term 4	\$50,627.00	<input checked="" type="checkbox"/> CRT
Sensory Program (wellbeing and inclusion program) 2 x ESS 2 hours x 5 days per week	from: Term 1 to: Term 4	\$24,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Totals		\$454,747.00	

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
Ongoing management and implementation of Nurture and	from: Term 1	\$33,975.00	<input checked="" type="checkbox"/> Tier 2/Category: Therapeutic models

Sensory Programs	to: Term 4		This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> o Additional teacher AP
Positive Education professional learning - Leading Positive Education registration 2 x \$165 (2 teachers) + CRTs x 2	from: Term 1 to: Term 1	\$1,150.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health This activity will use Mental Health Menu programs <ul style="list-style-type: none"> o Positive education Institute of Positive Education
Positive Education professional learning for staff new to school (supported by wellbeing team member) 5 CRTs x 1 day + registration \$165 x 5	from: Term 1 to: Term 1	\$2,875.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health This activity will use Mental Health Menu programs <ul style="list-style-type: none"> o Positive education Institute of Positive Education
Totals		\$38,000.00	

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
Release teachers and leaders to participate in, reflect and improve practice through: Learning Walks, Direct Observations, student shadowing, Peer Observations. CRTs x 25 teachers x 2 days per year	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Refinement of pedagogical practice through consultation with Andrea Hillbrick: CRT release to enable staff to consult, collaboratively plan, participate in coaching and classroom observations with Andrea	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> External consultants Andrea Hillbrick	<input checked="" type="checkbox"/> On-site
Instructional Coach - supporting effective implementation of revised instructional model, shared data analysis, effective use of appropriate HITS	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Structure time for Instructional Coach to meet with teachers being coached 4 teachers x 1 hour x 10 weeks x 4 terms	<input checked="" type="checkbox"/> Teacher(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"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Bastow Leading Differentiation in Maths Accommodation, travel, course registration 5 x CRTs x 6 days (5 virtual workshops + project) = \$	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site
Instructional Leaders involved in leadership development 4 x 4CRTs \$3280 + \$2000 for the facilitator	<input checked="" type="checkbox"/> PLC Leaders	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"/> External consultants Principal mentor	<input checked="" type="checkbox"/> On-site
Positive Education professional learning - Leading Positive Education registration 2 x \$165 (2 teachers) + CRTs x 2	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Institute of Positive Education	<input checked="" type="checkbox"/> On-site
Positive Education professional learning for staff new to school (supported by	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

wellbeing team member) 5 CRTs x 1 day + registration \$165 x 5	<input checked="" type="checkbox"/> Wellbeing Team	to: Term 1			Institute of Positive Education	
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