

2023 Annual Implementation Plan

for improving student outcomes

Campbellfield Heights Primary School (5034)



“Success for all”

Submitted for review by Susie Bellizia (School Principal) on 28 February, 2023 at 11:09 AM
Endorsed by Vivienne Tellefson (Senior Education Improvement Leader) on 28 February, 2023 at 08:20 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

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

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

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	<p>The period since the development of our previous Annual Implementation Plan has seen growth at Campbellfield Heights Primary School, particularly in Support and Resources.</p> <p>Key findings indicate the need to continue to maintain a focus on the development of staff capacity in the delivery of high-quality student outcomes in numeracy and literacy supported by consistent high quality instructional practices in these two areas. Work centered on refining assessment practices and building staff's ability to utilise data to differentiate and support</p>
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	students in their learning and wellbeing will be a priority. We will continue to build on our implementation of Respectful Relationships, in addition to maintaining SWPBS and Mental Health in Primary Schools Initiatives.
Considerations for 2023	<ul style="list-style-type: none"> Time allowance for instructional leaders Budget Workforce Planning Retain and build current practices Strengthening partnership with kindergarten/community Workforce shortages Activating student voice and agency through T & L focus DET Tutoring Learning Initiative Strengthen numeracy strategies Response to intervention - including mental health and wellbeing Building capacity of middle leaders Refine and improve use of IEPs Respectful Relationships Mental Health in Primary School Initiative
Documents that support this plan	Fiso 2.0 Illustrations of Practice Nov 2022.pdf (0.24 MB)

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	Improve student outcomes and maximise learning growth and achievement of all students in literacy and numeracy.
Target 2.1	Increase NAPLAN reading Year 3 top 2 bands from 17 per cent in 2019 to 37 per cent or above by 2024.
Target 2.2	Increase NAPLAN reading Year 5 top 2 bands from 0 per cent in 2019 to 10 per cent or above by 2024.
Target 2.3	Increase NAPLAN numeracy Year 3 top 2 bands from 22 per cent in 2019 to 32 per cent or above by 2024.

Target 2.4	Increase NAPLAN numeracy Year 5 top 2 bands from 0 per cent in 2019 to 10 per cent or above by 2024.
Target 2.5	To increase Numeracy At and Above Benchmark Growth Year 3-5 from 70 per cent in 2019 to 73 per cent in 2024.
Target 2.6	To increase Reading Above Benchmark Growth Year 3-5 from 6 per cent in 2019 to 16 per cent in 2024.
Target 2.7	To increase the percentage of Equity Funded students achieving middle relative growth in reading at year 5 from 36 per cent in 2019 to 44 per cent in 2024. To increase the percentage of Equity Funded students achieving high relative growth in reading at year 5 from 0 per cent in 2019 to 10 per cent in 2024.
Key Improvement Strategy 2.a Building practice excellence	Embed an Instructional model consistently across the school.
Key Improvement Strategy 2.b Evaluating impact on learning	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning.
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Implement high-impact teaching strategies.

Key Improvement Strategy 2.d Building practice excellence	Build teacher capacity to differentiate the learning to meet individual need.
Goal 3	Improve student engagement, agency and voice in their learning.
Target 3.1	By 2024 positive responses in the Attitudes to School survey Years 4 - 6 will increase for: <ul style="list-style-type: none"> • Motivation and interest from 84 per cent (2019) to 87 per cent (2024) • Student voice and agency from 81 per cent (2019) to 84 per cent (2024) • Respect for Diversity from 78 per cent (2019) to 81 per cent (2024) • Sense of confidence from 84 per cent (2019) to 87 per cent (2024)
Target 3.2	By 2024 positive responses in the School Staff Survey (Prim/Teach) will increase for: <ul style="list-style-type: none"> • Academic Emphasis from 37 per cent (2019) to 45 per cent (2024) • Collective Efficacy from 48 per cent (2019) to 56 per cent (2024) • Promote student ownership of learning from 79 per cent (2019) to 82 per cent (2024) • Understand formative assessment from 86 per cent (2019) to 89 per cent (2024) • Use high impact teaching strategies from 64 per cent (2019) to 69 per cent (2024) • Use student feedback ... from 64 per cent (2019) to 69 per cent (2024) • Understand how to analyse data from 64 per cent (2019) to 69 per cent (2024)
Target 3.3	By 2024 positive responses in the Parent Opinion Survey will increase for: <ul style="list-style-type: none"> • Effective teaching from 91 per cent (2019) to 94 per cent (2024)

Target 3.4	To decrease the number of 20 plus days from 30 per cent of students in 2019 to below 20 per cent of students in 2024.
Key Improvement Strategy 3.a Empowering students and building school pride	Develop and implement a school wide framework for student voice and agency.
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Build teacher capacity to understand and apply metacognitive practices and evidence based high impact teaching strategies.
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Develop and implement whole school approaches to inclusion focussing on student engagement in learning.
Goal 4	Improve student learning through enhanced parent engagement.
Target 4.1	By 2024 positive responses in the School Staff Survey (Prin/Teach) will increase for: <ul style="list-style-type: none"> • Trust in students and parents from 35 per cent (2019) to 43 per cent (2024) • Parent and community involvement from 41 per cent in (2019) to 49 per cent (2024)
Target 4.2	By 2024, Positive responses in the Parent Opinion Survey will increase for: <ul style="list-style-type: none"> • Parent participation and involvement from 79 per cent (2019) to 82 per cent (2024)

Key Improvement Strategy 4.a Building communities	Enhance learning partnerships between the students, staff and families.
Key Improvement Strategy 4.b Parents and carers as partners	Develop methods of communication and establish meaningful partnerships with parents/carers.

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>Increase the overall percentage of students at or above level against the Victorian Curriculum in Mathematics – Number and Algebra from 66% (2022) to 70% (2023) Increase the school-wide positive endorsement of the AtoSS factor 'Individual Social and Emotional Wellbeing' from 76% (2022) to 81% (2023) Increase the positive endorsement of the AtoSS factor 'Individual Social and Emotional Wellbeing' from 77% (2022) to 80% (2023) for Year 4-6 boys Positive responses in the Attitudes to School survey Years 4 - 6 will increase for: Motivation and interest from 84 per cent (2019) to 87 per cent (2023) Student voice and agency from 81 per cent (2019) to 84 per cent (2023) Respect for Diversity from 78 per cent (2019) to 81 per cent (2023) Sense of confidence from 84 per cent (2019) to 87 per cent (2023) Positive responses in the School Staff Survey (Prim/Teach) will increase for: Academic Emphasis from 37 per cent to (2019) to 45 per cent (2023) Collective Efficacy from 48 per cent (2019) to 54 per cent (2023) Promote student ownership of learning from 79 per cent (2019) to 82 per cent (2023) Understand formative assessment from</p>

			86 per cent (2019) to 89 per cent (2023) Use high impact teaching strategies from 64 per cent (2019) to 67 per cent (2023)Use student feedback ... from 64 per cent (2019) to 67 per cent (2023)Understand how to analyse data from 64 per cent (2019) to 67 per cent (2023)Positive responses in the Parent Opinion Survey will increase for: Effective teaching from 91 per cent (2019) to 94 per cent (2023)To decrease the number of 20 plus days from 30 per cent of students in 2019 to below 23 per cent of students in 2023.
Improve student outcomes and maximise learning growth and achievement of all students in literacy and numeracy.	Yes	Increase NAPLAN reading Year 3 top 2 bands from 17 per cent in 2019 to 37 per cent or above by 2024.	Increase NAPLAN reading Year 3 top 2 bands from 17 per cent in 2019 to 24 per cent or above by 2023.
		Increase NAPLAN reading Year 5 top 2 bands from 0 per cent in 2019 to 10 per cent or above by 2024.	Increase NAPLAN reading Year 5 top 2 bands from 0 per cent in 2019 to 7 per cent or above by 2023.
		Increase NAPLAN numeracy Year 3 top 2 bands from 22 per cent in 2019 to 32 per cent or above by 2024.	Increase NAPLAN numeracy Year 3 top 2 bands from 22 per cent in 2019 to 29 per cent or above by 2023.
		Increase NAPLAN numeracy Year 5 top 2 bands from 0 per cent in 2019 to 10 per cent or above by 2024.	Increase NAPLAN numeracy Year 5 top 2 bands from 0 per cent in 2019 to 7 per cent or above by 2023.
		To increase Numeracy At and Above Benchmark Growth Year 3-5 from 70 per cent in 2019 to 73 per cent in 2024.	To increase Numeracy At and Above Benchmark Growth Year 3-5 from 70 per cent in 2019 to 73 per cent in 2023.
		To increase Reading Above Benchmark Growth Year 3-5 from 6 per cent in 2019 to 16 per cent in 2024.	To increase Reading Above Benchmark Growth Year 3-5 from 6 per cent in 2019 to 13 per cent in 2023.

		<p>To increase the percentage of Equity Funded students achieving middle relative growth in reading at year 5 from 36 per cent in 2019 to 44 per cent in 2024.</p> <p>To increase the percentage of Equity Funded students achieving high relative growth in reading at year 5 from 0 per cent in 2019 to 10 per cent in 2024.</p>	<p>To increase the percentage of Equity Funded students achieving middle relative growth in reading at year 5 from 36 per cent in 2019 to 41 per cent in 2023. To increase the percentage of Equity Funded students achieving high relative growth in reading at year 5 from 0 per cent in 2019 to 7 per cent in 2023.</p>
<p>Improve student engagement, agency and voice in their learning.</p>	<p>No</p>	<p>By 2024 positive responses in the Attitudes to School survey Years 4 - 6 will increase for:</p> <ul style="list-style-type: none"> • Motivation and interest from 84 per cent (2019) to 87 per cent (2024) • Student voice and agency from 81 per cent (2019) to 84 per cent (2024) • Respect for Diversity from 78 per cent (2019) to 81 per cent (2024) • Sense of confidence from 84 per cent (2019) to 87 per cent (2024) 	
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		By 2024 positive responses in the Parent Opinion Survey will increase for: <ul style="list-style-type: none"> • Effective teaching from 91 per cent (2019) to 94 per cent (2024) 	
		To decrease the number of 20 plus days from 30 per cent of students in 2019 to below 20 per cent of students in 2024.	
Improve student learning through enhanced parent engagement.	Yes	By 2024 positive responses in the School Staff Survey (Prin/Teach) will increase for: <ul style="list-style-type: none"> • Trust in students and parents from 35 per cent (2019) to 43 per cent (2024) • Parent and community involvement from 41 per cent in (2019) to 49 per cent (2024) 	To increase School Staff Survey (Prin/Teach) results: Trust in students and parents from 35 per cent (2019) to 41 per cent (2023) Parent and community involvement from 41 per cent in (2019) to 47 per cent (2023)
		By 2024, Positive responses in the Parent Opinion Survey will increase for: <ul style="list-style-type: none"> • Parent participation and involvement from 79 per cent (2019) to 82 per cent (2024) 	To increase Parent Opinion Survey results: Parent participation and involvement from 79 per cent (2019) to 82 per cent (2023)

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	<p>Increase the overall percentage of students at or above level against the Victorian Curriculum in Mathematics – Number and Algebra from 66% (2022) to 70% (2023)</p> <p>Increase the school-wide positive endorsement of the AtoSS factor 'Individual Social and Emotional Wellbeing' from 76% (2022) to 81% (2023)</p> <p>Increase the positive endorsement of the AtoSS factor 'Individual Social and Emotional Wellbeing' from 77% (2022) to 80% (2023) for Year 4-6 boys</p> <p>Positive responses in the Attitudes to School survey Years 4 - 6 will increase for:</p>

	<p>Motivation and interest from 84 per cent (2019) to 87 per cent (2023) Student voice and agency from 81 per cent (2019) to 84 per cent (2023) Respect for Diversity from 78 per cent (2019) to 81 per cent (2023) Sense of confidence from 84 per cent (2019) to 87 per cent (2023)</p> <p>Positive responses in the School Staff Survey (Prim/Teach) will increase for: Academic Emphasis from 37 per cent to (2019) to 45 per cent (2023) Collective Efficacy from 48 per cent (2019) to 54 per cent (2023) Promote student ownership of learning from 79 per cent (2019) to 82 per cent (2023) Understand formative assessment from 86 per cent (2019) to 89 per cent (2023) Use high impact teaching strategies from 64 per cent (2019) to 67 per cent (2023) Use student feedback ... from 64 per cent (2019) to 67 per cent (2023) Understand how to analyse data from 64 per cent (2019) to 67 per cent (2023)</p> <p>Positive responses in the Parent Opinion Survey will increase for: Effective teaching from 91 per cent (2019) to 94 per cent (2023)</p> <p>To decrease the number of 20 plus days from 30 per cent of students in 2019 to below 23 per cent of students in 2023.</p>	
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	Improve student outcomes and maximise learning growth and achievement of all students in literacy and numeracy.	
12 Month Target 2.1	Increase NAPLAN reading Year 3 top 2 bands from 17 per cent in 2019 to 24 per cent or above by 2023.	
12 Month Target 2.2	Increase NAPLAN reading Year 5 top 2 bands from 0 per cent in 2019 to 7 per cent or above by 2023.	
12 Month Target 2.3	Increase NAPLAN numeracy Year 3 top 2 bands from 22 per cent in 2019 to 29 per cent or above by 2023.	
12 Month Target 2.4	Increase NAPLAN numeracy Year 5 top 2 bands from 0 per cent in 2019 to 7 per cent or above by 2023.	
12 Month Target 2.5	To increase Numeracy At and Above Benchmark Growth Year 3-5 from 70 per cent in 2019 to 73 per cent in 2023.	
12 Month Target 2.6	To increase Reading Above Benchmark Growth Year 3-5 from 6 per cent in 2019 to 13 per cent in 2023.	
12 Month Target 2.7	To increase the percentage of Equity Funded students achieving middle relative growth in reading at year 5 from 36 per cent in 2019 to 41 per cent in 2023. To increase the percentage of Equity Funded students achieving high relative growth in reading at year 5 from 0 per cent in 2019 to 7 per cent in 2023.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Building practice excellence	Embed an Instructional model consistently across the school.	Yes
KIS 2.b Evaluating impact on learning	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning.	No
KIS 2.c Evidence-based high-impact teaching strategies	Implement high-impact teaching strategies.	No
KIS 2.d Building practice excellence	Build teacher capacity to differentiate the learning to meet individual need.	No

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>With remote learning in 2020 and 2021, through evaluative measures in 2022 (surveys, observations, feedback) and changes in workforce, it is timely that CHPS evaluate, research and plan to enhance the whole school practices in order to achieve a whole school approach for literacy teaching and learning.</p> <p>2022 Results: Increase NAPLAN reading Year 3 top 2 bands to 21 per cent or above in 2022. Met - 45% Increase NAPLAN reading Year 5 top 2 bands to 4 per cent or above in 2022. Met - 7% Increase NAPLAN numeracy Year 3 top 2 bands to 26 per cent or above in 2022. PM - 17% Increase NAPLAN numeracy Year 5 top 2 bands to 4 per cent or above in 2022. Met - 4% To increase Numeracy At and Above Benchmark Growth Year 3-5 to 72 per cent in 2022. NM - 43% To increase Reading Above Benchmark Growth Year 3-5 to 10 per cent in 2022. Met - 13% To increase the percentage of Equity Funded students achieving middle relative growth in reading at year 5 to 38 per cent in 2022. Met - 64% To increase the percentage of Equity Funded students achieving high relative growth in reading at year 5 to 4 per cent in 2022. NM - 0%</p>	
<p>Goal 4</p>	<p>Improve student learning through enhanced parent engagement.</p>	
<p>12 Month Target 4.1</p>	<p>To increase School Staff Survey (Prin/Teach) results: Trust in students and parents from 35 per cent (2019) to 41 per cent (2023) Parent and community involvement from 41 per cent in (2019) to 47 per cent (2023)</p>	
<p>12 Month Target 4.2</p>	<p>To increase Parent Opinion Survey results: Parent participation and involvement from 79 per cent (2019) to 82 per cent (2023)</p>	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	
<p>KIS 4.a Building communities</p>	<p>Enhance learning partnerships between the students, staff and families.</p> <p>No</p>	
<p>KIS 4.b Parents and carers as partners</p>	<p>Develop methods of communication and establish meaningful partnerships with parents/carers.</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.

CHPS would like to enhance ways in which to enhance learning partnerships between students, staff and families. Families actively engaged in school events, and we would like to enhance ways to extend this participation to include student learning, including digital communication focusing on learning and a Parent Helper Program.

2022 Results:

Positive responses in the School Staff Survey (Prin/Teach) will increase for:

- Trust in students and parents to 39 per cent (2022) 44% met
- Parent and community involvement to 45 per cent (2022) 55% met

Positive responses in the Parent Opinion Survey will increase for:

- Parent participation and involvement to 81 per cent (2022) 100% met

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<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>
<p>12 Month Target 1.1</p>	<p>Increase the overall percentage of students at or above level against the Victorian Curriculum in Mathematics – Number and Algebra from 66% (2022) to 70% (2023)</p> <p>Increase the school-wide positive endorsement of the AtoSS factor ‘Individual Social and Emotional Wellbeing’ from 76% (2022) to 81% (2023)</p> <p>Increase the positive endorsement of the AtoSS factor ‘Individual Social and Emotional Wellbeing’ from 77% (2022) to 80% (2023) for Year 4-6 boys</p> <p>Positive responses in the Attitudes to School survey Years 4 - 6 will increase for: Motivation and interest from 84 per cent (2019) to 87 per cent (2023) Student voice and agency from 81 per cent (2019) to 84 per cent (2023) Respect for Diversity from 78 per cent (2019) to 81 per cent (2023) Sense of confidence from 84 per cent (2019) to 87 per cent (2023)</p> <p>Positive responses in the School Staff Survey (Prim/Teach) will increase for: Academic Emphasis from 37 per cent to (2019) to 45 per cent (2023) Collective Efficacy from 48 per cent (2019) to 54 per cent (2023) Promote student ownership of learning from 79 per cent (2019) to 82 per cent (2023) Understand formative assessment from 86 per cent (2019) to 89 per cent (2023) Use high impact teaching strategies from 64 per cent (2019) to 67 per cent (2023) Use student feedback ... from 64 per cent (2019) to 67 per cent (2023) Understand how to analyse data from 64 per cent (2019) to 67 per cent (2023)</p> <p>Positive responses in the Parent Opinion Survey will increase for: Effective teaching from 91 per cent (2019) to 94 per cent (2023)</p> <p>To decrease the number of 20 plus days from 30 per cent of students in 2019 to below 23 per cent of students 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	Build staff capacity in assessment and differentiation in Numeracy in order to identify and meet students' individual learning needs.
Outcomes	<ul style="list-style-type: none"> -Established a Numeracy team -Students in need of targeted Numeracy academic support or intervention will be identified and supported -Students will know what the next steps are to progress their learning in Numeracy -Teachers will identify student learning needs in Numeracy based on diagnostic assessment data -Teachers will plan for differentiation based on student learning Numeracy data -Teachers will implement differentiated teaching and learning to meet individual student needs using data from pre and post unit assessments -Teachers will provide targeted academic support to students through Numeracy goals in IEPs -Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning -Leaders will support teaching staff to revise current Number and Algebra Units -Leaders will monitor the learning outcomes of Koori students -Student Support Team will engage with KESOs in SSGs and development of IEPs of Koori students
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> -Curriculum documentation will show plans for differentiation in Numeracy -Formative and summative Numeracy assessment rubrics will show student learning growth -Students to identify their learning goal in Numeracy -Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning -Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed, including Koori students -Teachers will use current Number and Algebra Units <p>Late Indicators</p> <ul style="list-style-type: none"> -Victorian Curriculum teacher judgements will show increased learning growth in Number and Algebra -The percentage of students in the top two NAPLAN bands for Numeracy will increase -SSS factors: instructional leadership, collective efficacy -AtoSS factors: stimulated learning, advocate at school -Students identify their next steps for learning in Numeracy -Improved learning and wellbeing outcomes of Koori students

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
-Develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
-Build a team of teachers to review and strengthen current Number and Algebra units	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
-Review the assessment schedule and embed time for moderation of Numeracy assessment in the professional learning calendar	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
-Students trial formative and summative assessment rubrics for Number and Algebra units	<input checked="" type="checkbox"/> Student(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
-Review and update IEPs to include Numeracy goals for selected students working well-below and well-above the expected level in Number and Algebra	<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
-PLC inquiry cycle approach will support team planning	<input checked="" type="checkbox"/> PLC Leaders	<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
-Use peer observations with a focus with students identifying their learning goals in Numeracy	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>-Organise Learning Walks to observe staff practice and collect data on student experiences of Numeracy assessment and differentiation</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>-Organise end-of-term focus groups with students to gather feedback on student learning goals in Numeracy so that the practice can be modified for greater impact</p>	<p><input checked="" type="checkbox"/> Assistant Principal</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> <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>-Execute the professional learning plan to support staff to identify and meet students' individual Numeracy learning needs</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <p><input checked="" 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
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Whole School</p> <p>Strengthen whole school approach and policies towards mental health and social and emotional wellbeing</p> <p>Monitor the wellbeing outcomes of Koori students</p> <p>Engage with KESOs in SSGs and development of IEPs of Koori students</p> <p>Classroom level</p> <p>Build staff capacity to notice and respond to signs of student distress and emerging mental health health concerns</p> <p>Individual level</p> <p>Students with emerging or acute wellbeing needs are identified and referred and supported appropriately</p>			
Outcomes	<p>Students will be able to explain positive mental health and where they can seek support at school</p> <p>Student Leaders will be able to recognise and respond to peer mental health needs</p> <p>Staff will be able to recognise, respond to and refer students wellbeing & mental health needs</p> <p>Leaders will support the continuous development, documentation and revision of whole school mental health and wellbeing approaches</p> <p>Student Support team will coordinate to support a targeted approach to student mental health and wellbeing needs</p>			
Success Indicators	<p>Early indicators</p> <p>Curriculum documentation/evaluation tools and policies will show plans for social and emotional learning/mental health improvement</p> <p>Notes from LW's indicate embedding of wellbeing approaches</p> <p>Staff feedback indicates an improved understanding of supporting students with regulation</p> <p>Whole school plan to implementation of the ZONES</p> <p>Late indicators</p> <p>P&S capabilities</p>			

	AtoSS factors SST minutes Student leadership minutes SWPBS fidelity data Attendance data wellbeing survey pre/post			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Plan and Schedule School staff professional learning of a whole school framework for supporting students with Self-regulation (ZONES OF REGULATION)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Implementation of a whole school framework for supporting students with Self-regulation (ZONES OF REGULATION)	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<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
Implementation, monitoring and evaluation of Positive behaviour support strategies (lunch time clubs)	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Plan and implement strategies to build teacher/student relationships through termly activities	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <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
Explore links with community services to support both students and families (mental health/RR)	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

	<input checked="" type="checkbox"/> Wellbeing Team		to: Term 2	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review current school well being and mental health protocols and policies using the mental health in primary school evaluation tools.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Build capacity for staff around RRRR implementation	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<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
Refine Student Support processes	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule for Learning Walks and Class Observations of RR, SWPBS	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 2	Improve student outcomes and maximise learning growth and achievement of all students in literacy and numeracy.
12 Month Target 2.1	Increase NAPLAN reading Year 3 top 2 bands from 17 per cent in 2019 to 24 per cent or above by 2023.
12 Month Target 2.2	Increase NAPLAN reading Year 5 top 2 bands from 0 per cent in 2019 to 7 per cent or above by 2023.
12 Month Target 2.3	Increase NAPLAN numeracy Year 3 top 2 bands from 22 per cent in 2019 to 29 per cent or above by 2023.
12 Month Target 2.4	Increase NAPLAN numeracy Year 5 top 2 bands from 0 per cent in 2019 to 7 per cent or above by 2023.
12 Month Target 2.5	To increase Numeracy At and Above Benchmark Growth Year 3-5 from 70 per cent in 2019 to 73 per cent in 2023.
12 Month Target 2.6	To increase Reading Above Benchmark Growth Year 3-5 from 6 per cent in 2019 to 13 per cent in 2023.
12 Month Target 2.7	To increase the percentage of Equity Funded students achieving middle relative growth in reading at year 5 from 36 per cent in 2019 to 41 per cent in 2023. To increase the percentage of Equity Funded students achieving high relative growth in reading at year 5 from 0 per cent in 2019 to 7 per cent in 2023.
KIS 2.a Building practice excellence	Embed an Instructional model consistently across the school.
Actions	Literacy Leaders will use adaptive expertise to explore challenges and seek to understand issues in context before creating a whole school literacy strategy
Outcomes	-Established a Literacy team -Analyse whole school data -Audit current tier 1 classroom instruction -Research evidence-based practices that enhance learning in Literacy -A common phonics screener for F-2 and 3-6 on a needs basis
Success Indicators	-CHPS will have a viable literacy team -The literacy team will meet no less than twice a term -The literacy will observe all classroom literacy practices -Review whole school literacy data collection process -Whole school professional learning plan based on evidence based literacy practices

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop a Literacy Team	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Schedule meetings for Literacy Team to meet	<input checked="" type="checkbox"/> Assistant 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
Schedule regular learning walks	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review whole school literacy data collection process	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Complete a whole school professional learning plan based on evidence based literacy practices	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 4 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 4	Improve student learning through enhanced parent engagement.			
12 Month Target 4.1	To increase School Staff Survey (Prin/Teach) results: Trust in students and parents from 35 per cent (2019) to 41 per cent (2023) Parent and community involvement from 41 per cent in (2019) to 47 per cent (2023)			
12 Month Target 4.2	To increase Parent Opinion Survey results: Parent participation and involvement from 79 per cent (2019) to 82 per cent (2023)			
KIS 4.b Parents and carers as partners	Develop methods of communication and establish meaningful partnerships with parents/carers.			
Actions	Enhance learning partnerships between students, staff and families through regular communication Gain feedback from students, staff and families regarding learning partnerships Continue 'Building Communities Team' to set goals and evaluate learning and wellbeing partnerships Community Hub establishes a 'Parent Helper Program'			
Outcomes	Building Communities Team identifies evidence-based practices that enhance learning partnerships between students, staff and families Feedback obtained from students, staff and families is positive and feedback is growth-focussed Learning partnerships between students, staff and families is enhanced via digital and in-person communication Successful 'Parent Helper Program'			
Success Indicators	Results from surveys Focus Group outcomes Building Communities Team Meeting Minutes Parent Helper attendance data			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>Access to Compass and ClassDojo for all families, including 'how to guide' for various modules</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Regular communication regarding Student Learning and Wellbeing via Newsletter, Compass, ClassDojo and Social Media</p>	<p><input checked="" type="checkbox"/> All Staff</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> <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>Focus groups regarding learning partnerships</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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
Building Communities Team meet twice a term	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Parent Helper Program developed and ran through the Community Hub	<input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$410,120.20	\$410,120.20	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$410,120.20	\$410,120.20	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
-Execute the professional learning plan to support staff to identify and meet students' individual Numeracy learning needs	\$2,000.00
Plan and implement strategies to build teacher/student relationships through termly activities	\$4,000.00
Totals	\$6,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
-Execute the professional learning plan to support staff to identify and	from: Term 1	\$2,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

meet students' individual Numeracy learning needs	to: Term 4		
Plan and implement strategies to build teacher/student relationships through termly activities	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$6,000.00	

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
Staff Conference	\$10,000.00
Assessment Program	\$2,000.00

Materials and Requisites P-6	\$18,654.00
Laptop Leasing - student use	\$15,000.00
Professional Learning	\$6,000.00
Staffing	\$352,466.20
Totals	\$404,120.20

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Staff Conference	from: Term 3 to: Term 3	\$10,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Assessment Program	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Materials and Requisites P-6	from: Term 1 to: Term 4	\$18,654.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Laptop Leasing - student use	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Assets
Professional Learning	from: Term 1	\$6,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

	to: Term 4		
Staffing	from: Term 1 to: Term 4	\$352,466.20	<input checked="" type="checkbox"/> School-based staffing
Totals		\$404,120.20	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Staff Conference	from: Term 3 to: Term 3		
Assessment Program	from: Term 1 to: Term 4		
Materials and Requisites P-6	from: Term 1 to: Term 4		
Laptop Leasing - student use	from: Term 1 to: Term 4		
Professional Learning	from: Term 1		

	to: Term 4		
Staffing	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Staff Conference	from: Term 3 to: Term 3		
Assessment Program	from: Term 1 to: Term 4	\$0.00	
Materials and Requisites P-6	from: Term 1 to: Term 4	\$0.00	
Laptop Leasing - student use	from: Term 1 to: Term 4	\$0.00	
Professional Learning	from: Term 1	\$0.00	

	to: Term 4		
Staffing	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Plan and Schedule School staff professional learning of a whole school framework for supporting students with Self-regulation (ZONES OF REGULATION)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> External consultants Zones of Regulation	<input checked="" type="checkbox"/> On-site
Implementation of a whole school framework for supporting students with Self-regulation (ZONES OF REGULATION)	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Zones of Regulation	<input checked="" type="checkbox"/> On-site
Build capacity for staff around RRRR implementation	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <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"/> Departmental resources Respectful Relationships	<input checked="" type="checkbox"/> On-site