

2021 Annual Implementation Plan

for improving student outcomes

New Gisborne Primary School (0467)



Submitted for review by Andrew Kozak (School Principal) on 14 March, 2021 at 11:02 AM
Endorsed by Christopher Eeles (Senior Education Improvement Leader) on 14 March, 2021 at 01:32 PM
Endorsed by Laura Shea (School Council President) on 03 May, 2021 at 01:23 PM

Self-evaluation Summary - 2021

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Evolving

Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Evolving
	Intellectual engagement and self-awareness	Evolving

Community engagement in learning	Building communities	Embedding
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Evolving moving towards Embedding

Enter your reflective comments	<p>2020 has been a unique year. The significant periods of remote and flexible learning that took place during Terms 2 and 3 impacted in a number of ways on a range of school achievement measures. Whilst there has been clear evidence that some students were impacted more than others, it is also quite obvious from anecdotal evidence that a significant number of students also experienced delays in their social and emotional development. The remote learning program put in place at New Gisborne PS, specifically from April onwards, prioritised the teaching of the core curriculum areas of Reading, Writing and Number. This continued to be the case in Term 4, 2020 when a conscious decision was made to leave out some curriculum areas in order to allow for additional time to play 'catch-up'. Whilst the school is generally happy with the effort of the teachers, students and parents during 2020, we are pleased that DET has continued to prioritise learning catch-up and extension, having happy, active and healthy students, and further building on stronger connections with families, carers and communities for 2021.</p> <p>2020 was also a Year of Review for New Gisborne PS and this took place during early Term 4. Whilst every school has scope for improvement, it was pleasing to receive praise from the Review Panel on multiple fronts. The panel particularly noted that the use of multiple sources of data are used to inform point of need teaching and this is embedded consistently across the school. Additionally, the panel concluded that a whole-school instructional model was fully in place and excellent</p>
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	<p>progress was being made in using evidence-based teaching and learning approaches. Parent Opinion Survey and Staff Opinion Survey outcomes continue to remain high and parent approval of the way the school approached remote learning was at 94%. The difficulties represented by 2020 were plenty but the school performed well under pressure and achieved very good outcomes nonetheless.</p>
<p>Considerations for 2021</p>	<p>Summative data on student achievement in Reading, Writing and Number during Term 4 2020, shows that some targeted catch-up is going to be required in 2021. 35 students out of a cohort of just over 90 in Foundation, and going into Year 1 in 2021, will need extra support during Term 1 to reach the Little Learners Love Literacy benchmark expected at the end of Foundation. We have high confidence that this is very achievable well before the end of Term 1 using our Early Intervention Teacher, Classroom Teachers and the two 0.6 Tutors. Students in Years 2 to 6 will, using summative data from 2020, also be targeted for support, primarily using the allocated tutors.</p> <p>As mentioned above, DETs priorities of learning catch-up and extension, having happy, active and healthy students, and further building on stronger connections with families, carers and communities will drive school improvement in 2021. These priorities are quite consistent with some of the school's own goals. Further embedding the use of learning intentions and success criteria will allow for targeted explicit teaching to take place in areas that require it. Additionally, this will help the school to increase the number of students demonstrating low to medium benchmark growth in Reading and Spelling. The number of students displaying anxiety has also increased. During Term 4, 2020, we were still having issues with some students being reluctant to come to school. Many of the younger students have not had their school routines clearly established and this will require additional time and effort at the start of 2021.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To improve learning outcomes in Literacy for all students.
Target 2.1	<p>NAPLAN Data</p> <ul style="list-style-type: none"> • Improve the percentage of students achieving above benchmark growth in NAPLAN Reading from 22 per cent in 2019 to 25 per cent in 2024. • Increase the percentage of students in the top two NAPLAN Writing bands at Year 3 from 53 per cent in 2019 to 66 per cent 2024. • Maintain the percentage of students achieving above benchmark growth in NAPLAN Writing at 36 per cent or above. • Improve the percentage of students achieving above benchmark growth in NAPLAN Spelling from 26% in 2019 to 29 per cent in 2024.

Target 2.2	<p>School Staff Survey (SSS)</p> <ul style="list-style-type: none"> • Increase the percentage of positive endorsement for Academic emphasis, from 77.6 per cent in 2019 to 85 per cent 2024. • Increase the percentage of positive endorsement for Teacher collaboration, from 67.6 per cent in 2019 to 75 per cent in 2024.
Key Improvement Strategy 2.a Evaluating impact on learning	<p>Build staff and student capacity to use multiple sources of data and feedback, to move literacy learning forward.</p>
Key Improvement Strategy 2.b Curriculum planning and assessment	<p>Collaboratively develop, document and implement a whole school approach to the teaching of reading.</p>
Key Improvement Strategy 2.c Building practice excellence	<p>Embed a whole school approach to the teaching of spelling.</p>
Goal 3	<p>To improve learning outcomes in Numeracy for all students.</p>
Target 3.1	<p>NAPLAN Data</p> <ul style="list-style-type: none"> • Improve the percentage of students achieving above benchmark growth in NAPLAN Numeracy from 17 per cent in 2019 to 25 per cent in 2024. • Increase the percentage of students at Year 5 in the top two NAPLAN Numeracy bands from 47 per cent in 2019 to 56 per cent in 2024.
Target 3.2	<p>SSS</p>

	<ul style="list-style-type: none"> • Increase the percentage of staff positive endorsement for Understand how to analyse data from 67 per cent in 2019 to 75 per cent 2024. • Maintain the percentage of staff positive endorsement for Guaranteed and viable curriculum, at or above 84 per cent.
Key Improvement Strategy 3.a Curriculum planning and assessment	Collaboratively develop, document and implement a whole school approach to the teaching of numeracy.
Key Improvement Strategy 3.b Evaluating impact on learning	Build staff and student capacity to use multiple sources of data and feedback, to move numeracy learning forward.
Key Improvement Strategy 3.c Building practice excellence	Challenge and support teachers to improve their numeracy instructional practice.
Goal 4	To improve student engagement and wellbeing.
Target 4.1	<p>Student attendance</p> <ul style="list-style-type: none"> • Decrease student absence Foundation–Year 6 from 14.1 days in 2019 to 12 days in 2024. • Decrease the percentage of students with 20 or more days of absence from 22 per cent in 2019 to 18 per cent in 2024.
Target 4.2	<p>SSS</p> <ul style="list-style-type: none"> • Increase the percentage of staff positive endorsement for Professional learning through peer observation from 59 per cent in 2019 to 65 per cent in 2024.

	<ul style="list-style-type: none"> • Maintain the percentage of staff positive endorsement for Using student feedback to improve practice, at or above 81 per cent.
Target 4.3	<p>AToSS</p> <ul style="list-style-type: none"> • Increase the percentage of student positive endorsement for Student voice and agency from 75 per cent in 2019 to 80 per cent in 2024. • Increase the percentage of student positive endorsement for Teacher concern from 79 per cent in 2019 to 82 per cent in 2024.
Key Improvement Strategy 4.a Intellectual engagement and self-awareness	Embed a culture that fosters intellectual engagement and self-awareness.
Key Improvement Strategy 4.b Evaluating impact on learning	Develop and implement a school-wide approach to continuous reporting.
Key Improvement Strategy 4.c Empowering students and building school pride	Build staff capacity to enable students to be active participants in their learning.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <ul style="list-style-type: none"> • At a minimum maintain the percentage of students achieving above Benchmark Growth in NAPLAN Reading at 22% as in 2019. • Increase the percentage of students in the Top Two NAPLAN Writing Bands at Year Three from 53% in 2019 to 56% in 2021. • Maintain the percentage of students achieving above Benchmark Growth in NAPLAN Writing at 36% or above. • Improve the percentage of students achieving above Benchmark Growth in NAPLAN Numeracy from 17% in 2019 to 19% in 2021. • Increase the percentage of students at Year Five in the Top Two NAPLAN Numeracy Bands from 47% in 2019 to 49% in 2021. • Increase the percentage of student positive endorsement for Student Voice and Agency from 75% in 2019 to 76% in 2021. • Increase the percentage of student positive endorsement for Teacher

			Concern from 79% in 2019 to 80% in 2021.
To improve learning outcomes in Literacy for all students.	No	<p>NAPLAN Data</p> <ul style="list-style-type: none"> • Improve the percentage of students achieving above benchmark growth in NAPLAN Reading from 22 per cent in 2019 to 25 per cent in 2024. • Increase the percentage of students in the top two NAPLAN Writing bands at Year 3 from 53 per cent in 2019 to 66 per cent 2024. • Maintain the percentage of students achieving above benchmark growth in NAPLAN Writing at 36 per cent or above. • Improve the percentage of students achieving above benchmark growth in NAPLAN Spelling from 26% in 2019 to 29 per cent in 2024. 	
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To improve learning outcomes in Numeracy for all students.	No	<p>NAPLAN Data</p> <ul style="list-style-type: none"> • Improve the percentage of students achieving above benchmark growth in NAPLAN Numeracy from 17 per cent in 2019 to 25 per cent in 2024. • Increase the percentage of students at Year 5 in the top two NAPLAN Numeracy bands from 47 per cent in 2019 to 56 per cent in 2024. 	
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To improve student engagement and wellbeing.	No	<p>Student attendance</p> <ul style="list-style-type: none"> • Decrease student absence Foundation–Year 6 from 14.1 days in 2019 to 12 days in 2024. • Decrease the percentage of students with 20 or more days of absence from 22 per cent in 2019 to 18 per cent in 2024. 	

		<p>SSS</p> <ul style="list-style-type: none"> • Increase the percentage of staff positive endorsement for Professional learning through peer observation from 59 per cent in 2019 to 65 per cent in 2024. • Maintain the percentage of staff positive endorsement for Using student feedback to improve practice, at or above 81 per cent. 	
		<p>AToSS</p> <ul style="list-style-type: none"> • Increase the percentage of student positive endorsement for Student voice and agency from 75 per cent in 2019 to 80 per cent in 2024. • Increase the percentage of student positive endorsement for Teacher concern from 79 per cent in 2019 to 82 per cent in 2024. 	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<ul style="list-style-type: none"> • At a minimum maintain the percentage of students achieving above Benchmark Growth in NAPLAN Reading at 22% as in 2019. • Increase the percentage of students in the Top Two NAPLAN Writing Bands at Year Three from 53% in 2019 to 56% in 2021. • Maintain the percentage of students achieving above Benchmark Growth in NAPLAN Writing at 36% or above. • Improve the percentage of students achieving above Benchmark Growth in NAPLAN Numeracy from 17% in 2019 to 19% in 2021.

	<ul style="list-style-type: none"> • Increase the percentage of students at Year Five in the Top Two NAPLAN Numeracy Bands from 47% in 2019 to 49% in 2021. • Increase the percentage of student positive endorsement for Student Voice and Agency from 75% in 2019 to 76% in 2021. • Increase the percentage of student positive endorsement for Teacher Concern from 79% in 2019 to 80% in 2021.
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority Yes
KIS 3 Building communities	Connected schools priority 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 2021.

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<ul style="list-style-type: none"> • At a minimum maintain the percentage of students achieving above Benchmark Growth in NAPLAN Reading at 22% as in 2019. • Increase the percentage of students in the Top Two NAPLAN Writing Bands at Year Three from 53% in 2019 to 56% in 2021. • Maintain the percentage of students achieving above Benchmark Growth in NAPLAN Writing at 36% or above. • Improve the percentage of students achieving above Benchmark Growth in NAPLAN Numeracy from 17% in 2019 to 19% in 2021. • Increase the percentage of students at Year Five in the Top Two NAPLAN Numeracy Bands from 47% in 2019 to 49% in 2021. • Increase the percentage of student positive endorsement for Student Voice and Agency from 75% in 2019 to 76% in 2021. • Increase the percentage of student positive endorsement for Teacher Concern from 79% in 2019 to 80% in 2021.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<ul style="list-style-type: none"> • Maintain PLC structure to support teacher collaboration and use of multiple sources of data to inform point of need teaching • PLCs to continue to prioritise differentiation of instruction in planning documentation • Continue to develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support • Revisit and strengthen the use of HITS in classrooms, with a focus on Explicit and Differentiated Teaching and Feedback • Establish a targeted support program for students utilising available tutors (2 x 0.6 EFT) under the co-ordination of the Intervention Teacher
Outcomes	<ul style="list-style-type: none"> • PLCs will meet twice weekly to engage in reflective practice, analyse data, evaluate and plan curriculum, assessments, lessons • Teachers will use HITS to plan lessons and units – focusing on Explicit and Differentiated Teaching and Feedback • Teachers will consistently and explicitly implement the school's instructional model • Teachers and support staff will have a consistent understanding of core-curriculum priority areas • Teachers will consistently implement the agreed assessment schedule • Teacher will provide regular feedback and monitor student progress using Compass Analytics • Teachers will provide students with the opportunity to work at their level using differentiated resources

	<ul style="list-style-type: none"> • Students in need of targeted academic support or intervention will be identified and supported • Designated teachers and leaders will establish intervention/small group tutoring programs • Students and teachers will have more time to work on content at the students point of need • Teachers will confidently and accurately identify student learning needs of their students • Students will experience success and celebrate the acquisition of knowledge • Students will know what their next steps are to progress their learning 			
Success Indicators	<ul style="list-style-type: none"> • Teachers' systematically use formative and summative assessment data to improve teaching and student learning • Teacher records and observations of student progress • Classroom observations and learning walks demonstrating take up of professional learning strategies • Student feedback on differentiation, the instructional model, and use of common strategies • A documented assessment schedule and evidence of teachers inputting data and moderating assessments • Differentiated curriculum documents and evidence of student learning at different levels • Data used to identify students for tailored supports • Differentiated resources used in tailored supports • Assessment data and student surveys from intervention groups show improved outcomes for students • Appointment/staffing of programs • Progress against Individual Education Plans • PLC teams work effectively to map student needs to the curriculum • Planning demonstrates HIT's focus for improved teaching and learning • Tutor anecdotal records and observations on student progress 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<ul style="list-style-type: none"> • Identify and allocate physical and financial resourcing for individual and tailored support programs - intervention, tutoring, LS support and teaching & learning coach 	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$130,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> • Implement a tutoring program for students identified as NOT having made expected learning gain in 2020. 	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> Develop a 2021 specific assessment schedule to regularly collect and input student learning progress data, including student data from the small group tutoring and school intervention programs. 	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<ul style="list-style-type: none"> Revitalise and refocus attention on the whole school You Can Do It program, with a particular emphasis on Resilience and Persistence Target professional learning on ensuring an agreed approach to monitoring and responding to student wellbeing concerns is in place across the school Maintain the close links the school has with Macedon Ranges Health, Cobaw Community Health and the Gisborne TWEENS Clinic 			
Outcomes	<ul style="list-style-type: none"> Teachers will model and are consistent in agreed routines Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing Leaders will strengthen engagement with regional and external support agencies Teachers and leaders will integrate social-emotional learning into school practice, policies and programs Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use At-risk students will be identified and receive targeted support in a timely manner Students will have strong relationships with peers Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate Families of at-risk students will receive regular communication and support from the school Students will experience more success in classes Students and families will be connected to allied health and mental health services 			
Success Indicators	<ul style="list-style-type: none"> Curriculum documentation reflecting social and emotional learning – YCDI!/Capabilities Students actively engaged in classroom-based, whole-school wellbeing programs – evidenced by observations, feedback and participation Decrease in the number of students requiring assistance from Regional/external providers Documentation of resources for wellbeing programs – Updated YCDI! Teacher reports of student wellbeing concerns Data used to identify students in need of targeted support Data of counselling services accessed by students and families 			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<ul style="list-style-type: none"> Develop curriculum resources which reflect a wellbeing and social-emotional learning focus 	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Liaise and consult with staff on implementing a monitoring and referral processes for students deemed to have wellbeing concerns 	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Schedule and organise professional learning for teachers on implementing wellbeing programs across the school 	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,500.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	<ul style="list-style-type: none"> Strengthen engagement in regional and network communities of practice Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning Strengthen and adapt the school-wide approach to digital learning and policies regarding digital access and devices Ensure students requiring specific interventions are engaged with external agencies and supports 			
Outcomes	<ul style="list-style-type: none"> The wider community will feel welcome in the school and regularly use school facilities Teachers will have strong relationships with students and parents/carers/kin Students will feel connected to their school and have positive attitudes to attendance Teachers and support staff will have strong relationships with parents/carers/kin of at-risk students All students will be connected to resources and learning opportunities Teachers can regularly connect with the parents/carers/kin of all students 			

Success Indicators	<ul style="list-style-type: none"> • Whole school surveys (SSS, AToSS) • Class participation data • Positive student perception and survey data (internal surveys, AToSS) • Pulse checks with parents/carers/kin • Attendance data • Attendance in intervention/tailored support programs • Number of referrals, documented outcomes of student referral meetings • Frequency of communications with parents/carers/kin • Parent/carer/kin surveys and interviews • Teachers, students and families have become more connected by communicating, collaborating and sharing work online 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<ul style="list-style-type: none"> • Investigate and forge closer links with external support networks and agencies, secondary schools, early learning centres and community organisations 	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> • Investigate the ease of community access to school newsletters, social media, and information sessions 	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> • Explore how best to facilitate the use of school grounds and facilities as a community hub for sports and events 	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$132,000.00	\$19,215.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$132,000.00	\$19,215.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<ul style="list-style-type: none"> Identify and allocate physical and financial resourcing for individual and tailored support programs - intervention, tutoring, LS support and teaching & learning coach 	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$130,000.00	\$19,215.00
<ul style="list-style-type: none"> Develop curriculum resources which reflect a wellbeing and social-emotional learning focus 	from: Term 1 to: Term 4		\$2,000.00	\$0.00
Totals			\$132,000.00	\$19,215.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<ul style="list-style-type: none"> Implement a tutoring program for students identified as NOT having made expected learning gain in 2020. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> Develop curriculum resources which reflect a wellbeing and social-emotional learning focus 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> Schedule and organise professional learning for teachers on implementing wellbeing programs across the school 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team 	from: Term 1 to: Term 2	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site