

# 2023 Annual Implementation Plan

## for improving student outcomes

Mount Eliza Primary School (1368)



Submitted for review by Kim Wheeler (School Principal) on 05 March, 2023 at 06:04 PM

Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 06 March, 2023 at 08:31 AM

Endorsed by Dean Charge (School Council President) on 07 March, 2023 at 02:57 PM

## Self-evaluation Summary - 2023

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

<b>Leadership</b>	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	

<b>Engagement</b>	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	

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

<b>Enter your reflective comments</b>	Based on reflective work by all staff at the end of Term 4 2022, it was identified that on the whole we have moved into the 'embedding' phase in three out of the five elements. Whilst there are nuances in each of the five areas where there are clear areas for growth, staff felt that there has been significant work done to warrant this rating.
<b>Considerations for 2023</b>	Leadership, PLC and Priority Leaders, Teachers, staff and School Council will unpack the FISO model in conjunction with the priorities to ensure clarity around 'where to next' in terms of the model dimensions. To this end, the 2023 AIP actions

	were aligned with the FISO 2.0 elements for ease of organisation and reflection. The school will also unpack the new Strategic Plan and consider goals and priorities to support the changes in staffing and programs.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p><b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	Improve the learning growth of every student in literacy and numeracy.
<b>Target 2.1</b>	<p>Increase the percentage of students achieving above benchmark growth in NAPLAN for:</p> <ul style="list-style-type: none"> <li>• Writing from 18% (2021) to 22% (2026)</li> <li>• Reading from 29% (2021) to 31% (2026)</li> <li>• Numeracy from 29% (2021) to 31% (2026).</li> </ul>
<b>Target 2.2</b>	<p>Increase the percentage of Year 5 students achieving in the top two bands in NAPLAN for:</p> <ul style="list-style-type: none"> <li>• Writing from 19% (2021) to 23% (2026)</li> <li>• Reading from 51% (2021) to 54% (2026)</li> <li>• Numeracy from 47% (2021) to 49% (2026).</li> </ul>

<b>Target 2.3</b>	<p>Increase the percentage positive endorsement for the School Staff Survey factors:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 66% (2021) to 71% (2026)</li> <li>• Guaranteed and viable curriculum from 75% (2021) to 78% (2026)</li> <li>• Knowledge of high impact teaching strategies from 72% (2021) to 77% (2026).</li> </ul>
<b>Target 2.4</b>	<p>Increase the percentage positive endorsement for the Attitude to School Survey factors:</p> <ul style="list-style-type: none"> <li>• Effective teaching time from 76% (2021) to 82% (2026)</li> <li>• Differentiated learning challenge from 81% (2021) to 85% (2026).</li> </ul>
<b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document and embed an agreed school instructional model
<b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a common approach to curriculum planning and documentation across the school
<b>Key Improvement Strategy 2.c</b> Systematic use of assessment strategies and measurement practices to obtain and	Strengthen teacher capacity to analyse and use all forms of soft and hard learning data including visual and oral information from students to inform differentiated learning

provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Goal 3</b>	Strengthen social and emotional wellbeing of students.
<b>Target 3.1</b>	<p>Increase the percentage positive endorsement for the Attitude to School Survey factors:</p> <ul style="list-style-type: none"> <li>• Emotional awareness and regulation from 76% (2021) to 78% (2026)</li> <li>• Sense of inclusion from 86% (2021) to 89% (2026)</li> <li>• Sense of connectedness from 78% (2021) to 80% (2026).</li> </ul>
<b>Target 3.2</b>	<p>Increase the percentage positive endorsement for the Parent Opinion Survey factor:</p> <ul style="list-style-type: none"> <li>• Confidence and resilience skills from 92% (2021) to 93% (2026).</li> </ul>
<b>Key Improvement Strategy 3.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen teacher capacity to analyse and use data to support improved whole school wellbeing practices
<b>Key Improvement Strategy 3.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and implement multi-tiered systems of support that enhance student wellbeing, engagement and inclusion.

<b>Goal 4</b>	Empower students to be engaged learners.
<b>Target 4.1</b>	<p>Increase the percentage positive endorsement for the Attitude to School Survey factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 60% (2021) to 65% (2026)</li> <li>• Stimulated learning from 69% (2021) to 77% (2026)</li> <li>• Self regulation and goal setting from 82% (2021) to 86% (2026).</li> </ul>
<b>Target 4.2</b>	<p>Increase the percentage positive endorsement for the School Staff Survey factor:</p> <ul style="list-style-type: none"> <li>• Promote student ownership of learning goals from 78% (2021) to 82% (2026)</li> </ul>
<b>Target 4.3</b>	<p>Increase the percentage positive endorsement for the Parent Opinion Survey factor:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 83% (2021) to 86% (2026).</li> </ul>
<p><b>Key Improvement Strategy 4.a</b>  Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Strengthen teacher knowledge and practice to activate student voice and learner agency so students can act as partners in improving outcomes
<p><b>Key Improvement Strategy 4.b</b>  Activation of student voice and agency, including in leadership and learning, to</p>	Build student capacity to set challenging learning goals and monitor their own growth



<p>strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 4.c</b>          Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop and implement an inquiry-based approach that supports the reciprocity of teachers as researchers working with students to improve the levels of challenging and engagement for students.</p>

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.  Improve the learning growth of every student by at least 12 months in literacy and numeracy.
Improve the learning growth of every student in literacy and numeracy.	No	Increase the percentage of students achieving above benchmark growth in NAPLAN for: <ul style="list-style-type: none"> <li>• Writing from 18% (2021) to 22% (2026)</li> <li>• Reading from 29% (2021) to 31% (2026)</li> <li>• Numeracy from 29% (2021) to 31% (2026).</li> </ul>	
		Increase the percentage of Year 5 students achieving in the top two bands in NAPLAN for: <ul style="list-style-type: none"> <li>• Writing from 19% (2021) to 23% (2026)</li> <li>• Reading from 51% (2021) to 54% (2026)</li> <li>• Numeracy from 47% (2021) to 49% (2026).</li> </ul>	
		Increase the percentage positive endorsement for the School Staff Survey factors: <ul style="list-style-type: none"> <li>• Academic emphasis from 66% (2021) to 71% (2026)</li> <li>• Guaranteed and viable curriculum from 75% (2021) to 78% (2026)</li> </ul>	

		<ul style="list-style-type: none"> <li>• Knowledge of high impact teaching strategies from 72% (2021) to 77% (2026).</li> </ul>	
		<p>Increase the percentage positive endorsement for the Attitude to School Survey factors:</p> <ul style="list-style-type: none"> <li>• Effective teaching time from 76% (2021) to 82% (2026)</li> <li>• Differentiated learning challenge from 81% (2021) to 85% (2026).</li> </ul>	
Strengthen social and emotional wellbeing of students.	No	<p>Increase the percentage positive endorsement for the Attitude to School Survey factors:</p> <ul style="list-style-type: none"> <li>• Emotional awareness and regulation from 76% (2021) to 78% (2026)</li> <li>• Sense of inclusion from 86% (2021) to 89% (2026)</li> <li>• Sense of connectedness from 78% (2021) to 80% (2026).</li> </ul>	
		<p>Increase the percentage positive endorsement for the Parent Opinion Survey factor:</p> <ul style="list-style-type: none"> <li>• Confidence and resilience skills from 92% (2021) to 93% (2026).</li> </ul>	
Empower students to be engaged learners.	No	<p>Increase the percentage positive endorsement for the Attitude to School Survey factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 60% (2021) to 65% (2026)</li> <li>• Stimulated learning from 69% (2021) to 77% (2026)</li> <li>• Self regulation and goal setting from 82% (2021) to 86% (2026).</li> </ul>	
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<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
<b>12 Month Target 1.1</b>	Improve the learning growth of every student by at least 12 months in literacy and numeracy.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> 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
<b>KIS 1.b</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.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12 Month Target 1.1</b>	Improve the learning growth of every student by at least 12 months in literacy and numeracy.
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<p>Leadership:</p> <ul style="list-style-type: none"> <li>- Support for staff to build their capacity in implementing evidence-based approaches to learning in their classrooms.</li> </ul> <p>Support and resources:</p> <ul style="list-style-type: none"> <li>- Development of consistent tools and processes for communication, organisation and data collection at MEPS to support student learning.</li> <li>- Identification and support for students with low learning growth via the use of differentiated teaching, IEPs and targeted interventions, such as participation in the TLI program.</li> </ul> <p>Teaching and learning:</p> <ul style="list-style-type: none"> <li>- Building of PLC structures to support use of hard and soft data to inform teaching and learning.</li> <li>- Refinement of consistent high impact instructional practices, with a particular focus on numeracy, i.e., MEPS Numeracy Instructional Practice Model. Strengthening of staff capacity to plan for, implement and reflect on the use of High Impact Teaching Strategies (HITS) to maximise learning growth.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>- Identification of a wide variety of assessment practices with a focus on gathering soft and hard data.</li> </ul> <p>Engagement:</p> <ul style="list-style-type: none"> <li>- Further research into patterns of achievement and engagement across cohorts and/or genders, particularly in Mathematics.</li> <li>- Refinement of the approach to sub school 'Area Themes' to enhance student agency, voice and engagement.</li> </ul>
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- facilitate the development of an overarching instructional model that is the school's framework for teaching and learning at MEPS.</li> <li>- support the school in the transition to the Compass platform.</li> </ul>

	<p>Leaders and Teachers will:</p> <ul style="list-style-type: none"> <li>- build on the PLC processes to create a culture of working collaboratively to continuously improve teaching and learning. This will include teams meeting and engaging in reflective practice; analysing a range of data; and planning and evaluating curriculum, lessons and assessments to ensure students are learning at their point of need.</li> <li>- develop their understanding of the purpose and use of different assessments.</li> <li>- ensure that accurate student achievement is recorded in semester based reports via Compass that provide families with purposeful and individualised information about their child.</li> <li>- seek to link the specialist and classroom programs to engage learners in real life contexts and deliver opportunities for guided inquiry.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- begin to develop a consistent approach to curriculum planning.</li> <li>- select and implement the most effective pedagogical approach to meet the needs of their learners.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- be aware of the lesson structure and how this supports their learning (HITS)</li> <li>- be able to articulate the purpose and process of the MEPS Numeracy Instructional Model and how it supports their learning.</li> <li>- know how to set goals and what it means to successfully achieve them.</li> <li>- recognise themselves as mathematicians and use the language of Mathematics accurately.</li> <li>- demonstrate increased engagement in their learning</li> </ul>
<p><b>Success Indicators</b></p>	<p>Early Indicators</p> <ul style="list-style-type: none"> <li>- Staff supported via coaching cycles to develop their capacity to implement evidence based teaching approaches.</li> <li>- PL schedule facilitating PLC meetings and attendance at PLC Open Days at Network schools.</li> <li>- PLC protocols and processes implemented by teams.</li> <li>- Curriculum documentation will show plans for differentiation, including incorporation of HITS, particularly in numeracy.</li> <li>- TLI data will show learning growth for students tagged as 'catch up'.</li> <li>- Staff will be following the Numeracy Instructional Practice model.</li> <li>- Student responses in the plenary (reflection) section of the instructional models.</li> <li>- Student feedback on differentiation, instructional practice models and use of common strategies.</li> <li>- Teams are considering the type and purpose of assessment measures and selecting those that are the most relevant for their learners.</li> </ul> <p>Late Indicators</p> <ul style="list-style-type: none"> <li>- MEPS Instructional Model developed and a plan for embedding this across the school.</li> <li>- Compass platform embedded across the school and the wider community in all areas.</li> </ul>

	<ul style="list-style-type: none"> <li>- Year level planners are shared and organised with a view to developing access for all staff and consistency.</li> <li>- NAPLAN (growth of top two bands particularly in Year 5)</li> <li>- PAT results</li> <li>- Whole school shared data approach</li> <li>- Updated Inquiry Map developed for Prep - Year 6</li> <li>- Improved results in surveys, including AtoSS, PIVOT, Staff Opinion Survey and Parent Opinion Survey</li> </ul> <p>Long-term changes in students' attitudes towards Mathematics:</p> <ul style="list-style-type: none"> <li>- Students are able to access their mathematical vocabulary to understand what the question is asking them to solve a greater range of problems.</li> <li>- Students are able to demonstrate conceptual understanding and the skills that lay the foundations for the Mathematics proficiencies of Understanding, Fluency, Problem Solving and Reasoning.</li> <li>- Students are making sense of problems and persevere in solving them.</li> <li>- All students are able to use multiple representations and strategies (i.e., concrete, pictorial &amp; abstract) to solve problems.</li> </ul>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<ul style="list-style-type: none"> <li>- Define leadership structures and teams so that the work is meaningful.</li> </ul>	<input checked="" type="checkbox"/> Leadership 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

<p>- Identification of specific HITS so that by the end of the four-year SSP we have covered them in depth. Consider identifying one strategy per semester to support observations and PLC cycles.</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 3</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>- Investigate the Science of Reading.</p>	<p><input checked="" type="checkbox"/> Literacy Leader</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$2,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>- Continue to strengthen understanding and work around IEP and IBP processes for consistent and purposeful implementation.</p>	<p><input checked="" type="checkbox"/> Disability Inclusion Coordinator</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$1,500.00</p> <p><input type="checkbox"/> Equity funding will be used</p>



				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
- Develop and implement a PL plan that is responsive and supports staff to manage systems and to identify and meet students' individual needs, particularly Tier 2 and those with disabilities.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" 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
- Embed time for moderation in the meeting/PL schedule.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders	<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
- Promote a focus on developing fluency in Mathematics in our learners both inside and outside the classroom through teacher action and parent engagement.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <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
- Implementation of a range of assessments, with results documented for growth and analysed to inform future planning.  - Review assessment schedule and realign student reports on the Compass platform.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
- Inquiry themes and key concepts will be mapped across the year Prep - Year 6.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

<p>- Link specialist programs to our sub school themes and inquiry units.</p>	<p><input checked="" type="checkbox"/> Teacher(s)</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>- Roll out Cyber Safety Project to support student safety online.</p>	<p><input checked="" type="checkbox"/> STEM Coordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(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> <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>Employ Head of Inclusion and Intervention (HII) as Disability Inclusion Coordinator and relevant staff to support student inclusion in learning, including School Counsellor role.</p>	<p><input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$160,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<p>Leadership:</p> <ul style="list-style-type: none"> <li>- Strengthening the whole school approach towards social and emotional learning with a focus on embedding our school's Philosophy, Mission, Vision and Values.</li> </ul> <p>Support and resources:</p> <ul style="list-style-type: none"> <li>- Development of consistent tools and processes for engagement, communication, organisation and data collection at MEPS to support student wellbeing.</li> <li>- Using a response to intervention approach for managing student engagement and wellbeing</li> </ul> <p>Teaching and learning:</p> <ul style="list-style-type: none"> <li>- Development of principles and practices that support the successful implementation of our MEPS Wellbeing model, using the High Impact Wellbeing Strategies as a supporting reference.</li> <li>- Building of staff capacity to collect, analyse and respond to student wellbeing data.</li> </ul> <p>Engagement:</p> <ul style="list-style-type: none"> <li>- Building on our school vision to build a 'community connected in kindness through relationships, learning and values' by empowering students with friendship skills.</li> <li>- Organisation of opportunities for at-risk students to participate in a range of Tier 2 interventions and programs as appropriate.</li> </ul>			
<b>Outcomes</b>	<p>Whole School:</p> <ul style="list-style-type: none"> <li>- Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting social and emotional wellbeing.</li> <li>- The MEPS Wellbeing Model will have clearly articulated practices and procedures followed by the school community.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Support the continuous development, documentation and revision of whole school wellbeing approaches.</li> </ul>			

	<p>Leaders and Teachers will:</p> <ul style="list-style-type: none"> <li>- Integrate social and emotional wellbeing learning into school practice and programs.</li> <li>- Support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers.</li> <li>- Recognise, respond to and refer students' mental health needs.</li> <li>- Connect students and families to allied health and mental health services where appropriate.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Implement a range of interventions in their classroom to support student wellbeing.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Develop strong relationships with peers/staff</li> <li>- Report improved emotional awareness and resilience</li> <li>- Feel supported and engaged in the school and contribute to a strong classroom culture.</li> <li>- Use their friendship skills to create lasting and meaningful relationships within the school community to build a sense of belonging and connectedness.</li> </ul>
<p><b>Success Indicators</b></p>	<p>Early Indicators</p> <ul style="list-style-type: none"> <li>- Student support resources displayed around the school will show how students can seek support.</li> <li>- Internal and external professional learning attendance and shared readings for staff are documented</li> <li>- Documentation of referrals/communication processes.</li> <li>- Case managers will be assigned as the lead to support students with acute wellbeing needs.</li> <li>- Documentation of frameworks, policies or programs</li> <li>- Curriculum documentation will show plans for social and emotional learning ?e.g., RRRR and circle time</li> <li>- Observations of changes to practices</li> <li>- IEP and SSG documents will be developed, implemented and shared with all key stakeholders to support student learning and wellbeing.</li> <li>- Consistent use of Compass chronicle to record and track student behaviour and wellbeing.</li> <li>- Staff and students will have documents that outline the steps to support the Wellbeing Model.</li> <li>- Consistent collection of student data using Compass to support a greater understanding of student needs across the staffing profile.</li> <li>- Engagement data from learning management systems such as compass.</li> <li>- Use of Pastoral Care notes in Compass Chronicle to enable a collective responsibility for student engagement and wellbeing from the entire staff team.</li> </ul> <p>Late Indicators</p> <ul style="list-style-type: none"> <li>- Familiarity with Victorian Curriculum: Personal and Social Capabilities</li> <li>- Health and wellbeing dashboards investigated through Compass</li> <li>- Students' engagement in wellbeing programs.</li> </ul>

	<ul style="list-style-type: none"> <li>- Teacher reports of student wellbeing concerns (see Compass Chronicle).</li> <li>- Semester 2 judgements against the Wellbeing Capabilities see Wellbeing Capabilities Curriculum map for further information.</li> <li>- Tracking of students using an Response to Intervention framework.</li> <li>- Compass Chronicle Behaviour data; tracking of suspensions.</li> <li>- Evidence of social and emotional learning content across year level planners.</li> <li>- Attendance data</li> <li>- Improved student, staff and parent perception survey results. AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress and resilience.</li> <li>- Students will use the language of friendship to solve issues in the yard.</li> <li>- Use of Compass to track attendance data and inform action to keep students engaged.</li> </ul>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<ul style="list-style-type: none"> <li>- Develop and document policies and processes that show how regular student wellbeing data will be collected and managed.</li> <li>- Develop consistent processes for using Compass Chronicle to document student wellbeing data.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Disability Inclusion Coordinator</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<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
<ul style="list-style-type: none"> <li>- Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 3 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>- Develop a professional learning plan to increase staff capacity in explicitly teaching social emotional skills from the Personal and Social Capability (may include Foundation resources from the Schools Mental Health Menu)</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 3 to: Term 4</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used <input 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>- Review staff role statements to provide clarity of responsibility of teachers, education support staff and middle leaders.</p> <p>- Refine key wellbeing roles and responsibilities to support student engagement and wellbeing.</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <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
- Investigate the Schools Mental Health Menu in preparation for the roll out of the Mental Health funding in 2024.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 3 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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
- Define roles and update processes for collaboration between student leaders and the wellbeing team, to ensure all concerns about student mental health are recorded and addressed.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 3 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
- Audit and develop curriculum resources to reflect wellbeing and social-emotional learning focus.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00



	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders		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
- Gather data on student wellbeing needs to inform recruitment of mental health professionals.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <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
- Continue to strengthen understanding and work around IEP and IBP processes for consistent and purposeful implementation. Increase use of student voice to support the process.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team <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
- Consider best modes of practice and efficacy for utilising the School Counsellor role.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$26,000.00  <input type="checkbox"/> Equity funding will be used <input checked="" 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 student peer support training for student leaders.	<input checked="" type="checkbox"/> Student(s) <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

<p>- Develop clear practices and procedures that support the four components of the wellbeing model: Setting Up, Solutions, Supporting and Sharing.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$1,500.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>- Support student leaders to run student focus groups to seek feedback on the schools' approach to supporting student mental health.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>- Establish lunchtime and after-school clubs that promote healthy habits and positive relationships</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Student(s)</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> </ul>

				<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
- Roll out of 'Friendology' program	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$3,000.00 <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

# Funding Planner

## Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$16,577.10	\$16,500.00	\$77.10
Disability Inclusion Tier 2 Funding	\$171,609.77	\$159,500.00	\$12,109.77
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$188,186.87</b>	<b>\$176,000.00</b>	<b>\$12,186.87</b>

## Activities and Milestones – Total Budget

Activities and Milestones	Budget
- Investigate the Science of Reading.	\$2,000.00
- Continue to strengthen understanding and work around IEP and IBP processes for consistent and purposeful implementation.	\$1,500.00
- Develop and implement a PL plan that is responsive and supports staff to manage systems and to identify and meet students' individual needs, particularly Tier 2 and those with disabilities.	\$5,000.00
- Roll out Cyber Safety Project to support student safety online.	\$2,000.00
Employ Head of Inclusion and Intervention (HII) as Disability Inclusion Coordinator and relevant staff to support student inclusion in learning, including School Counsellor role.	\$160,000.00
- Develop a professional learning plan to increase staff capacity in explicitly teaching social emotional skills from	\$0.00

the Personal and Social Capability (may include Foundation resources from the Schools Mental Health Menu)	
- Investigate the Schools Mental Health Menu in preparation for the roll out of the Mental Health funding in 2024.	\$0.00
- Gather data on student wellbeing needs to inform recruitment of mental health professionals.	\$2,000.00
- Consider best modes of practice and efficacy for utilising the School Counsellor role.	\$26,000.00
- Develop clear practices and procedures that support the four components of the wellbeing model: Setting Up, Solutions, Supporting and Sharing.	\$1,500.00
- Roll out of 'Friendology' program	\$3,000.00
<b>Totals</b>	<b>\$203,000.00</b>

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
- Investigate the Science of Reading.	from: Term 2 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
- Develop and implement a PL plan that is responsive and supports staff to manage systems and to identify and meet students' individual needs, particularly Tier 2 and those with disabilities.	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

- Roll out Cyber Safety Project to support student safety online.	from: Term 1 to: Term 4	\$7,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
- Gather data on student wellbeing needs to inform recruitment of mental health professionals.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services
- Develop clear practices and procedures that support the four components of the wellbeing model: Setting Up, Solutions, Supporting and Sharing.	from: Term 1 to: Term 4	\$1,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
- Roll out of 'Friendology' program	from: Term 2 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		\$16,500.00	

## Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
- Continue to strengthen understanding and work around IEP and IBP processes for consistent and purposeful implementation.	from: Term 1 to: Term 4	\$1,500.00	<input checked="" type="checkbox"/> Professional learning for school-based staff  • <input checked="" type="checkbox"/> CRT  • CRT (to attend Profile meetings)

- Develop and implement a PL plan that is responsive and supports staff to manage systems and to identify and meet students' individual needs, particularly Tier 2 and those with disabilities.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning  •
Employ Head of Inclusion and Intervention (HII) as Disability Inclusion Coordinator and relevant staff to support student inclusion in learning, including School Counsellor role.	from: Term 1 to: Term 4	\$130,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  •
- Consider best modes of practice and efficacy for utilising the School Counsellor role.	from: Term 1 to: Term 4	\$26,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  •
<b>Totals</b>		\$159,500.00	

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

Activities and Milestones	When	Funding allocated (\$)	Category
- Develop a professional learning plan to increase staff capacity in explicitly teaching social emotional skills from the Personal and Social Capability (may include Foundation resources from the Schools Mental Health Menu)	from: Term 3 to: Term 4	\$0.00	
- Investigate the Schools Mental Health Menu in preparation for the roll out of the Mental Health funding in 2024.	from: Term 3 to: Term 4	\$0.00	



<b>Totals</b>		\$0.00	
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### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
<b>Totals</b>	\$0.00

### Additional Funding Planner – Equity Funding

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

### Additional Funding Planner – Disability Inclusion Funding

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

### Additional Funding Planner – Schools Mental Health Fund and Menu

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
- Identification of specific HITS so that by the end of the four-year SSP we have covered them in depth. Consider identifying one strategy per semester to support observations and PLC cycles.	<input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
- Investigate the Science of Reading.	<input checked="" type="checkbox"/> Literacy Leader	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
- Continue to strengthen understanding and work around IEP and IBP processes for consistent and purposeful implementation.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
- Develop and implement a PL plan that is responsive and supports staff to manage systems and to identify and meet students' individual needs, particularly Tier 2 and those with disabilities.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site PLC Network schools

				<input checked="" type="checkbox"/> Network Professional Learning		
- Embed time for moderation in the meeting/PL schedule.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
- Develop a professional learning plan to increase staff capacity in explicitly teaching social emotional skills from the Personal and Social Capability (may include Foundation resources from the Schools Mental Health Menu)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
- Develop clear practices and procedures that support the four components of the wellbeing model: Setting Up, Solutions, Supporting and Sharing.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site