

2024 Annual Implementation Plan

for improving student outcomes

Kingston Heath Primary School (5101)



Submitted for review by Katelyn Joyce (School Principal) on 07 December, 2023 at 10:38 AM
Endorsed by Tim Wilson (Senior Education Improvement Leader) on 04 March, 2024 at 03:56 PM
Endorsed by Alex Saides (School Council President) on 15 March, 2024 at 05:29 PM

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	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.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

Support and resources	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	

Future planning	<p>As the school will undertake a review in term 2, the focus for the first half of 2024 will be to: Improve learning growth in writing and numeracy for every student. Improve student wellbeing across the school.</p> <p>Implementation efforts will be focused on:</p> <ol style="list-style-type: none"> 1. Continued numeracy PLCs 2. Continued focus on writing through developing a whole school scope and sequence and working with mentor texts (Misty
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	<p>Adoniou work)</p> <p>3. Participation in school wide positive behaviour program</p> <p>4. Strengthening Tier 2 practices and processes</p>
<p>Documents that support this plan</p>	<p>KH PS Snapshot Survey Results.docx (0.02 MB)</p> <p>PLC staff reflection November 2023.png (0.12 MB)</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>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
<p>Improve learning growth in writing and numeracy for every student.</p>	Yes	<p>NAPLAN growth Years 3-5 By 2023, increase the percentage of students with <i>above benchmark growth in NAPLAN Writing</i> to 27% from 24% (2019 data).</p>	<p>Increase the percentage of students performing at the exceeding proficiency level in NAPLAN Writing from 27% in 2023 to 30% in 2024 (Year 3's) and maintain at 30% for Year 5's.</p>
		<p>NAPLAN growth Years 3-5 By 2023, increase the percentage of students <i>with above benchmark growth in Numeracy</i> to 15% from 12% (2019 data).</p>	<p>Increase the percentage of students performing at the exceeding proficiency level in NAPLAN Numeracy from 18% in 2023 to 20% in 2024 (Year 3's) and maintain at 20% for Year 5's.</p>
		<p>School Staff Survey (SSS) By 2023, increase the percent positive endorsement of teachers in <i>Teacher collaboration</i> (School Climate module) to 70% from 36% (2019 data).</p>	<p>Increase the percent positive endorsement of teachers in Teacher collaboration (School Climate module) to 74% from 72% (2023 data).</p>

Improve student agency and voice in their learning across the school.	No	Attitudes to School Survey (ATOSS) By 2023, increase the percent positive endorsement of students in Years 4-6 of <i>Student Voice and Agency</i> (Social Engagement module) to 80% from 77% (2019 data)	
		Parent Opinion Survey (POS) By 2023, increase the percent positive endorsement of parents of <i>Student agency and voice</i> (Student development module) to 85% from 80% (2019 data).	
		Staff School Survey (SSS) By 2023, increase the percent positive endorsement of teachers of <i>Collective focus on student learning</i> (School Climate module) to 85% from 78% (2019 data)	
		Staff School Survey (SSS) By 2023, increase the percent positive endorsement of teachers of <i>Use student feedback to improve practice</i> (Teaching and Learning module) to 70% from 56% (2019 data).	
Improve student wellbeing across the school.	Yes	Attitudes to School Survey (ATOSS) By 2023, increase the percent positive endorsement of students in Years 4-6 of <i>Resilience</i> (Learner characteristics and disposition) to 85% from 79% (2019 data)	Increase the percent positive endorsement of students in Years 4-6 of Resilience (Learner characteristics and disposition) to 69% (State) from 64% (2023 data)
		Parent Opinion Survey (POS) By 2023, increase the percent positive endorsement of parents of <i>Promoting positive behaviour</i> (Safety module) to 90% from 77% (2019 data).	Increase the percent positive endorsement of parents of Promoting positive behaviour (Safety module) to 75% from 71% (2023 data).

	<p>Staff School Survey (SSS) By 2023, increase the percent positive endorsement of staff of <i>Collective efficacy</i> (School climate module) to 80% from 72% (2019 data).</p>	Increase the percent positive endorsement of staff of <i>Collective efficacy</i> (School climate module) to 80% from 75% (2023 data).
	<p>Staff School Survey (SSS) By 2023, increase the percent positive endorsement of staff of <i>Trust in students and parents</i> (School climate module) to 80% from 64% (2019 data).</p>	Increase the percent positive endorsement of staff of <i>Trust in students and parents</i> (School climate module) to 80% from 75% (2023 data).

Goal 2	Improve learning growth in writing and numeracy for every student.	
12-month target 2.1-month target	Increase the percentage of students performing at the exceeding proficiency level in NAPLAN Writing from 27% in 2023 to 30% in 2024 (Year 3's) and maintain at 30% for Year 5's.	
12-month target 2.2-month target	Increase the percentage of students performing at the exceeding proficiency level in NAPLAN Numeracy from 18% in 2023 to 20% in 2024 (Year 3's) and maintain at 20% for Year 5's.	
12-month target 2.3-month target	Increase the percent positive endorsement of teachers in Teacher collaboration (School Climate module) to 74% from 72% (2023 data).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Build a culture of collaborative practice across the school	No
KIS 2.b Excellence in teaching and learning	Implement evidence-based assessment and instructional practices grounded in the effective use of data	No

KIS 2.c Excellence in teaching and learning	Develop whole-school scope and sequence documents for literacy and numeracy and inquiry that promote high quality teaching and learning consistent with the requirements of IB PYP and the Victorian Curriculum	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.	This goal was selected as writing and numeracy remain a focus in the school. Whilst there are strengthening practices in different areas of the school, a consistent, guaranteed and viable curriculum is not yet documented to ensure consistency and fidelity. The work undertaken through PLC's (Numeracy focus), phonics (O-G) and writing (Misty Adoniou) has had impact at an individual student level, however this work now needs to be embedded and clearly scope and sequenced from F-6. The next work will also focus on ensuring data is captured to demonstrate learning growth for every student.	
Goal 4	Improve student wellbeing across the school.	
12-month target 4.1-month target	Increase the percent positive endorsement of students in Years 4-6 of Resilience (Learner characteristics and disposition) to 69% (State) from 64% (2023 data)	
12-month target 4.2-month target	Increase the percent positive endorsement of parents of Promoting positive behaviour (Safety module) to 75% from 71% (2023 data).	
12-month target 4.3-month target	Increase the percent positive endorsement of staff of Collective efficacy (School climate module) to 80% from 75% (2023 data).	
12-month target 4.4-month target	Increase the percent positive endorsement of staff of Trust in students and parents (School climate module) to 80% from 75% (2023 data).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Professional leadership	Articulate and embed a whole-school vision and values informed by insights of teachers, students, parents/ carers, and the wider community	No
KIS 4.b Positive climate for learning	Develop and implement a whole-school approach to student wellbeing, inclusion, and engagement in collaboration with staff, students, and families	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.

The Atoss data across the three listed domains demonstrate a need to articulate and embed a whole school approach to student wellbeing that ensures students at risk are identified and supported. Whilst significant work has been undertaken in streamlining Tier 3 processes, the school will focus on identifying and planning for Tier 2 students and cohorts. The school has been accepted into the SWPBS program which will prioritise work in consistent approaches to wellbeing. Mental Health funding will support the most at risk students to engage with school, attend regularly and access support services.

Define actions, outcomes, success indicators and activities

Goal 2	Improve learning growth in writing and numeracy for every student.
12-month target 2.1 target	Increase the percentage of students performing at the exceeding proficiency level in NAPLAN Writing from 27% in 2023 to 30% in 2024 (Year 3's) and maintain at 30% for Year 5's.
12-month target 2.2 target	Increase the percentage of students performing at the exceeding proficiency level in NAPLAN Numeracy from 18% in 2023 to 20% in 2024 (Year 3's) and maintain at 20% for Year 5's.
12-month target 2.3 target	Increase the percent positive endorsement of teachers in Teacher collaboration (School Climate module) to 74% from 72% (2023 data).
KIS 2.c Curriculum planning and assessment	Develop whole-school scope and sequence documents for literacy and numeracy and inquiry that promote high quality teaching and learning consistent with the requirements of IB PYP and the Victorian Curriculum
Actions	<ul style="list-style-type: none"> * Whole school Numeracy focussed PLC cycles each term * Curriculum leaders time allocation to lead literacy & numeracy across the school including coaching/ scope and sequence work/ data analysis * Term 2 Student free day for all staff to develop and review Literacy scope and sequence
Outcomes	<p>Students will be cognitively engaged in the writing process and be equipped with the sentence and word level skills to communicate and construct texts at a high level</p> <p>Students will develop strong mathematics foundations, build fluency and problem solving applications</p> <p>Teachers use the Improvement Cycle to collaboratively implement PLC inquiry cycles</p> <p>S.I.T and curriculum leaders will undertake regular Learning Walks/Peer observations to understand and provide feedback on instructional model and continue to improve teacher practice</p> <p>Teachers will use data to plan for every student, including enabling and extending students working below or above expected level</p> <p>Teachers will select and use high quality mentor texts to scaffold writing - a whole school document will ensure students work with a range of texts and genres</p> <p>Weekly time allocation for PLC collaboration</p> <p>Leaders continue to frequently review and improve PLC implementation practices (using the 'PLC self-evaluation Maturity Matrix' and</p>

	'Victorian PLCs'			
Success Indicators	<p>Early Indicators:</p> <p>Data from Learning Walks - Templates, focus, feedback, observational notes</p> <p>Protocols and evidence of data analysis from PLCs PLC Maturity Matrix (mid-year progress) Increased percentage of students working at the 'exceeding' proficiency in writing and numeracy</p> <p>Late Indicators:</p> <p>Planning documents reflect scope and sequence planning Staff Survey - positive increase in responses for domains (Professional Learning and Teaching and Learning - Feedback and collective observation) AtoSS - positive increase in responses for domains (Differentiated learning and Stimulated learning) PLC Maturity Matrix (post assessment)</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Orton-Gillingham training for 2 (Basic training) and 2 (morphology) staff to tighten the pace and efficiency of the program.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Other funding will be used
Misty Adoniou team planning support - building knowledge of whole school writing approach	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00

PLC - Victorian Professional Learning Communities (PLC) initiative	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00
Whole school Literacy scope & sequence development - supported by BPA EIL	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,000.00
Identify staff members for Tutor Learning Initiative incl Learning Specialist to lead initiative and supervision of relevant E.S. staff	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,422.10 <input checked="" type="checkbox"/> Equity funding will be used
Goal 4	Improve student wellbeing across the school.			
12-month target 4.1 target	Increase the percent positive endorsement of students in Years 4-6 of Resilience (Learner characteristics and disposition) to 69% (State) from 64% (2023 data)			
12-month target 4.2 target	Increase the percent positive endorsement of parents of Promoting positive behaviour (Safety module) to 75% from 71% (2023 data).			
12-month target 4.3 target	Increase the percent positive endorsement of staff of Collective efficacy (School climate module) to 80% from 75% (2023 data).			
12-month target 4.4 target	Increase the percent positive endorsement of staff of Trust in students and parents (School climate module) to 80% from 75% (2023 data).			
KIS 4.b Setting expectations and promoting inclusion	Develop and implement a whole-school approach to student wellbeing, inclusion, and engagement in collaboration with staff, students, and families			
Actions	* Participation in the SWPBS program, providing the S.I.T, teaching staff and wider community a lens to collaborate, plan and document whole school wellbeing, engagement and inclusion shared vision, documentation and actions.			

Outcomes	<ul style="list-style-type: none"> * Students will be able to identify when they require support and avenues of support within the school * Students will demonstrate a greater degree of proactive positive wellbeing behaviours * The S.I.T and all teaching/Education Support staff will share agreed on and documented processes for identifying and recognising positive examples of behaviour and supporting all students * The community will have a shared and documented vision for school culture 			
Success Indicators	<p>Early indicators: Student wellbeing data (SWPBS surveys/ PIVOT) collected and areas of need identified Documentation is maintained and where necessary shared with service providers; Case notes (whilst private) will be shared internally following protocols to enable our staff to support the needs of the students and families; Discussions from meetings (SSG, team) will inform plans to support individual students' learning needs.</p> <p>Late indicators: Victorian Curriculum: Personal and Social Capability AtoSS factors: Increase in positive responses to Sense of connectedness, Resilience Reduced absenteeism - particularly chronic absences (students absent above 30%)</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Student wellbeing teacher - time allocation, professional learning	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Whole school implementation of Smiling Minds	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Participation in School wide positive behaviour support	<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"/> 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
Identify Disability Inclusion team, incl Assistant Principal, Education Support member, and CRT coverage for relevant classroom teachers on a needs basis	<input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$90,616.21 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Whole school Body Safe program	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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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	\$22,422.10	\$22,422.10	\$0.00
Disability Inclusion Tier 2 Funding	\$104,658.71	\$104,658.71	\$0.00
Schools Mental Health Fund and Menu	\$27,957.50	\$27,957.50	\$0.00
Total	\$155,038.31	\$155,038.31	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Orton-Gillingham training for 2 (Basic training) and 2 (morphology) staff to tighten the pace and efficiency of the program.	\$10,000.00
Identify staff members for Tutor Learning Initiative incl Learning Specialist to lead initiative and supervision of relevant E.S. staff	\$22,422.10
Student wellbeing teacher - time allocation, professional learning	\$25,000.00
Whole school implementation of Smiling Minds	\$2,000.00
Participation in School wide positive behaviour support	\$2,000.00
Identify Disability Inclusion team, incl Assistant Principal, Education Support member, and CRT coverage for relevant classroom teachers on a needs basis	\$90,616.21
Whole school Body Safe program	\$3,000.00

Totals	\$155,038.31
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Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Identify staff members for Tutor Learning Initiative incl Learning Specialist to lead initiative and supervision of relevant E.S. staff	from: Term 1 to: Term 4	\$22,422.10	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$22,422.10	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Orton-Gillingham training for 2 (Basic training) and 2 (morphology) staff to tighten the pace and efficiency of the program.	from: Term 1 to: Term 2	\$10,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> CRT •
Whole school implementation of Smiling Minds	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> •
Participation in School wide positive behaviour support	from: Term 1	\$1,000.00	<input checked="" type="checkbox"/> CRT

	to: Term 4		•
Identify Disability Inclusion team, incl Assistant Principal, Education Support member, and CRT coverage for relevant classroom teachers on a needs basis	from: Term 1 to: Term 4	\$90,616.21	<input checked="" type="checkbox"/> CRT • <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Whole school Body Safe program	from: Term 1 to: Term 1	\$2,042.50	<input checked="" type="checkbox"/> Other •
Totals		\$104,658.71	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Student wellbeing teacher - time allocation, professional learning	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (eduPay)
Whole school implementation of Smiling Minds	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Smiling Mind Primary Schools Program This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Activity-based non-consumables (equipment hire, etc)

Participation in School wide positive behaviour support	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free) This activity will use Mental Health Menu staffing ○ Employ CRT to release staff member
Whole school Body Safe program	from: Term 1 to: Term 1	\$957.50	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities This activity will use Mental Health Menu staffing ○ Program delivered in school by external service provider
Totals		\$27,957.50	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Orton-Gillingham training for 2 (Basic training) and 2 (morphology) staff to tighten the pace and efficiency of the program.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional practice day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants Dyslexia Orton-Gillingham Institute	<input checked="" type="checkbox"/> On-site
Misty Adoniou team planning support - building knowledge of whole school writing approach	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants Misty Adoniou	<input checked="" type="checkbox"/> On-site
PLC - Victorian Professional Learning Communities (PLC) initiative	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Student wellbeing teacher - time allocation, professional learning	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<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"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Participation in School wide positive behaviour support	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> Departmental resources SWPBS	<input checked="" type="checkbox"/> On-site

Whole school Body Safe program	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Body Safe	<input checked="" type="checkbox"/> On-site
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