

# 2021 Annual Implementation Plan

## for improving student outcomes

Westall Primary School (4851)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2021

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

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

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

<b>Enter your reflective comments</b>	
<b>Considerations for 2021</b>	
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	Improve student learning outcomes.
<b>Target 2.1</b>	<p>Teacher Judgements</p> <ul style="list-style-type: none"> <li>• Increase the percentage of students achieving above expected levels in Reading and Viewing from 33% in 2019 to 40%</li> <li>• Decrease the percentage of students achieving below expected levels in Reading and Viewing from 27% in 2019 to 20%</li> <li>• Increase the percentage of students achieving above expected levels in Writing from 18% in 2019 to 25%</li> <li>• Increase the percentage of students achieving above expected levels in Number and Algebra, Measurement and Geometry and Statistics and Probability from below from 20% in 2018 to 30%</li> </ul> <p>NAPLAN – Increase the percentages of students who achieve results in the top two bands at:</p>

	<ul style="list-style-type: none"> <li>• Year 3 Numeracy from 26 per cent in 2019 to 35 per cent in 2023</li> <li>• Year 3 Reading from 29 per cent in 2019 to 40 per cent in 2023</li> <li>• Year 3 Writing from 41 per cent in 2019 to 50 per cent in 2023</li> <li>• Year 5 Numeracy from 18 per cent in 2019 to 30 per cent in 2023</li> <li>• Year 5 Reading from 15 per cent in 2019 to 25 per cent in 2023</li> <li>• Year 5 Writing from 6 per cent in 2019 to 15 per cent in 2023.</li> </ul>																		
<b>Target 2.2</b>	<p>NAPLAN:</p> <p>Increase the percentages of students achieving at or above benchmark growth in:</p> <ul style="list-style-type: none"> <li>• Reading to be above state benchmark growth for medium and high growth</li> <li>• Writing to be above state benchmark growth for medium and high growth</li> <li>• Numeracy to be above state benchmark growth for medium and high growth.</li> </ul> <p>High Growth Results 2019</p> <table border="1"> <thead> <tr> <th></th> <th>State</th> <th>WPS</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>40%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>44%</td> </tr> </tbody> </table> <p>Medium Growth Results 2019</p> <table border="1"> <thead> <tr> <th></th> <th>State</th> <th>WPS</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50%</td> <td>66%</td> </tr> </tbody> </table>		State	WPS	Reading	25%	22%	Writing	25%	40%	Numeracy	25%	44%		State	WPS	Reading	50%	66%
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	<p>Writing            50%            40%</p> <p>Numeracy        50%            50%</p>
<b>Target 2.3</b>	<p>Staff opinion</p> <p>Increase the positive endorsement of measures of:</p> <ul style="list-style-type: none"> <li>• Collective efficacy from 64 per cent in 2019 to 75 per cent in 2023</li> <li>• Academic emphasis from 66 per cent in 2019 to 75 per cent in 2023</li> <li>• Teacher collaboration from 62 per cent in 2019 to 75 per cent in 2023.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Enable consistent approaches to the analysis and use of student achievement data to inform teacher practice and planning.
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Build the collective efficacy of teachers through targeted professional learning and collaborative practice.
<b>Key Improvement Strategy 2.c</b> Instructional and shared leadership	Develop the instructional and shared leadership capacity of all leaders to guide, embed and support best practices throughout the school.
<b>Goal 3</b>	Increase student engagement.
<b>Target 3.1</b>	<p>Increase student opinion measures of:</p> <ul style="list-style-type: none"> <li>• Teacher effectiveness (27% in 2019) to above the 50th percentile by 2023</li> <li>• Student voice and agency (25% in 2019) to above the 50th percentile by 2023</li> <li>• Motivation and interest (49% in 2019) to above the 60th percentile by 2023</li> <li>• Stimulating learning and learning confidence (25% in 2019) to above the 50th percentile by 2023.</li> </ul>

<b>Target 3.2</b>	<p>Increase parent opinion survey results in the area of:</p> <ul style="list-style-type: none"> <li>• Parent Community Engagement from 72 per cent positive endorsement in 2019 to 80 per cent positive endorsement in 2023,</li> <li>• Teacher communication from 66 per cent positive endorsement in 2018 to be over 80 per cent positive endorsement by 2023.</li> </ul>
<b>Target 3.3</b>	<p>Improve the average days of unexplained student absence to be below 15 days (19.2 days in 2019).</p>
<b>Key Improvement Strategy 3.a</b> Building practice excellence	<p>Establish, implement and monitor the impact of whole-school instructional approaches.</p>
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	<p>Strengthen the home-school partnerships to support student engagement with their learning.</p>
<b>Key Improvement Strategy 3.c</b> Networks with schools, services and agencies	<p>Enhance opportunities for authentic and active student voice and agency in all areas.</p>
<b>Goal 4</b>	<p>Improve wellbeing at Westall Primary School.</p>
<b>Target 4.1</b>	<p>Increase student opinion measures of:</p> <ul style="list-style-type: none"> <li>• Teacher concern from 76 per cent positive endorsement in 2018 to be above the 50<sup>th</sup> percentile by 2023.</li> <li>• Respect for diversity from 77 per cent positive endorsement in 2018 to be above the 50<sup>th</sup> percentile by 2023,</li> </ul>

	<ul style="list-style-type: none"> <li>• Learning confidence from 79 per cent positive endorsement in 2018 to be above the 50<sup>th</sup> percentile by 2023.</li> </ul>
<b>Target 4.2</b>	Increase the parent opinion survey measures in the Non-experience of Bullying domain from 53 per cent in 2019 to 75 per cent positive by 2023.
<b>Target 4.3</b>	<p>Increase the staff opinion survey measures for:</p> <ul style="list-style-type: none"> <li>• Trust in colleagues from 56 per cent positive endorsement in 2018 to over 70 per cent endorsement by 2023.,</li> <li>• Trust in parents and students from 52 per cent positive endorsement in 2018 to over 70 per cent endorsement by 2023.</li> </ul>
<b>Key Improvement Strategy 4.a</b> Vision, values and culture	Establish and embed the school's vision, values and culture.
<b>Key Improvement Strategy 4.b</b> Setting expectations and promoting inclusion	Enhance organisational efficiencies through established norms, agreed practice and clarity of structures and processes.
<b>Key Improvement Strategy 4.c</b> Building communities	Build community connectedness and partnerships through Our Place and the Westall Community Hub.





## 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> <p>KIS 0.a Learning, catch- up and extension priority            KIS 0.b Happy, active and health kids priority            KIS 0.c Connected schools priority</p>
Improve student learning outcomes.	No	<p>Teacher Judgements</p> <ul style="list-style-type: none"> <li>• Increase the percentage of students achieving above expected levels in Reading and Viewing from 33% in 2019 to 40%</li> <li>• Decrease the percentage of students achieving below expected levels in Reading and Viewing from 27% in 2019 to 20%</li> <li>• Increase the percentage of students achieving above expected levels in Writing from 18% in 2019 to 25%</li> <li>• Increase the percentage of students achieving above expected levels in Number and Algebra, Measurement and Geometry and Statistics and Probability from below from 20% in 2018 to 30%</li> </ul> <p>NAPLAN – Increase the percentages of students who achieve results in the top two bands at:</p>	

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		<p>Improve the average days of unexplained student absence to be below 15 days (19.2 days in 2019).</p>	
Improve wellbeing at Westall Primary School.	No	<p>Increase student opinion measures of:</p> <ul style="list-style-type: none"> <li>Teacher concern from 76 per cent positive endorsement in 2018 to be above the 50<sup>th</sup> percentile by 2023.</li> <li>Respect for diversity from 77 per cent positive endorsement in 2018 to be above the 50<sup>th</sup> percentile by 2023,</li> <li>Learning confidence from 79 per cent positive endorsement in 2018 to be above the 50<sup>th</sup> percentile by 2023.</li> </ul>	

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<b>Goal 1</b>	2021 Priorities Goal		
<b>12 Month Target 1.1</b>	KIS 0.a Learning, catch- up and extension priority KIS 0.b Happy, active and health kids priority KIS 0.c Connected schools priority		
<b>Key Improvement Strategies</b>			Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority		Yes

<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority	Yes
<b>KIS 3</b> 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

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	KIS 0.a Learning, catch- up and extension priority KIS 0.b Happy, active and health kids priority KIS 0.c Connected schools priority
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	<p>Further develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support.</p> <p>Embed PLC/PLT structures to support teacher collaboration and reflection of strengthen teaching practice</p> <p>Plan whole school professional learning on identified core-curriculum priority areas throughout the year (i.e. the instructional model, Scaffolding Literacy, focus on Number and Algebra curriculum strand).</p> <p>With staff input, establish a targeted support program for students.</p> <p>Establish a small group tutoring programs.</p> <p>Build staff capacity to understand and implement IEPs with precision, including engaging with parents/carers to ensure appropriate supports.</p>
<b>Outcomes</b>	<p>Teachers will confidently and accurately identify student learning needs of their students.</p> <p>PLCs/Ts will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons.</p> <p>Teachers will consistently and explicitly implement the school's instructional model.</p> <p>Teacher will provide regular feedback and monitor student progress using data.</p> <p>Students in need of targeted academic support or intervention will be identified and supported.</p> <p>Nominated or relevant teachers and leaders will establish intervention/small group tutoring.</p>
<b>Success Indicators</b>	<p>Teacher records and observations of student progress.</p> <p>Classroom observations and learning walks demonstrating take-up of professional learning strategies.</p> <p>Differentiated curriculum documents and evidence of student learning at different levels.</p> <p>Assessment data and student surveys from intervention groups.</p> <p>Progress against Individual Education Plans.</p>



Activities and Milestones	Who	Is this a PL Priority	When	Budget
Triad peer observations related to HITS.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Maintain and embed processes/structures for collecting and monitoring school-wide data.	<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
Establish processes for regular moderation of assessment	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Continue to resource for intervention programs and supports to occur.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	Maintain and review the whole school approach to social-emotional learning or belonging and engagement. Strengthen in-class relationships through peer and group learning activities. Establish an agreed approach to monitoring and responding to student wellbeing concerns. Implement classroom interventions in mentoring, cognitive skills, behavioural skills or exercise and relaxation. Conduct regular check-ins/conferencing with students in homegroup programs. Targetted counselling for individual students with acute needs (PSD or equity funding if necessary).			

	Establish mentoring sessions from positive role models focused on self-awareness, self-management, problem-solving and social skills. Build relationships and engage with families of at-risk students.			
<b>Outcomes</b>	Teachers and leaders will integrate social-emotional learning into school practice, policies and programs. At-risk students will be identified and receive targeted support in a timely manner. Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use. Relevant teachers and leaders will implement a homegroup wellbeing program. Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate. Students and families will be connected to allied health and mental health services.			
<b>Success Indicators</b>	Curriculum documentation reflecting social and emotional learning. Classroom and peer observations. Shared PL goals documented in staff PDPs. Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns. Teacher reports of student wellbeing concerns. Documentation of strategies students will use in classes and at school.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions. (Respectful Relationships)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Consult with staff on monitoring and referral processes.	<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
Schedule time for well-being programs in weekly timetable.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Hold professional learning for teachers implementing wellbeing programs.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Establish regular check-ins between teachers and families of at-risk students.	<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
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	<p>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.</p> <p>Plan for school facilities and grounds works that will mean our school continues to be a great place to learn.</p> <p>Use digital channels of communication to provide regular updates on weekly student learning programs</p> <p>Ensure the benefits of digital learning continue to be available to every student</p> <p>Develop a plan for increasing the engagement of any parents/carers/kin or community groups that are under-represented or harder to reach.</p>			
<b>Outcomes</b>	<p>Staff will have strong relationships with students and parents/carers/kin.</p> <p>Students and parents/carers/kin will feel as though they belong and are seen.</p> <p>The wider community will feel welcome in the school and regularly use school facilities.</p> <p>Students will feel connected to their school and have positive attitudes to attendance.</p>			
<b>Success Indicators</b>	<p>Whole school surveys (SSS, AToSS).</p> <p>Attendance data.</p> <p>Attendance in intervention/tailored support programs.</p>			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Strengthen relationships with external support networks and agencies and secondary schools, early learning centres and community organisations	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Initiate school-based Koorie community events including Reconciliation Week and NAIDOC Week	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input type="checkbox"/> Equity funding will be used
Document engagements with parents/carers/kin and follow up when difficult situations arise	<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
Identify digital tools that were successful for monitoring during flexible and remote learning and how they can continue to be implemented	<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
Review and establish and monitor protocols for student attendance.	<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
Provide access to and promote information in appropriate community languages and engage translation services	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
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# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	0.00	0.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	\$0.00	\$0.00

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Continue to resource for intervention programs and supports to occur.	from: Term 1 to: Term 4			
<b>Totals</b>				

## Additional Equity spend

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Triad peer observations related to HITS.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Establish processes for regular moderation of assessment	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions. (Respectful Relationships)	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Departmental resources Respectful Relationships Team	<input checked="" type="checkbox"/> On-site
Hold professional learning for teachers implementing wellbeing programs.	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site