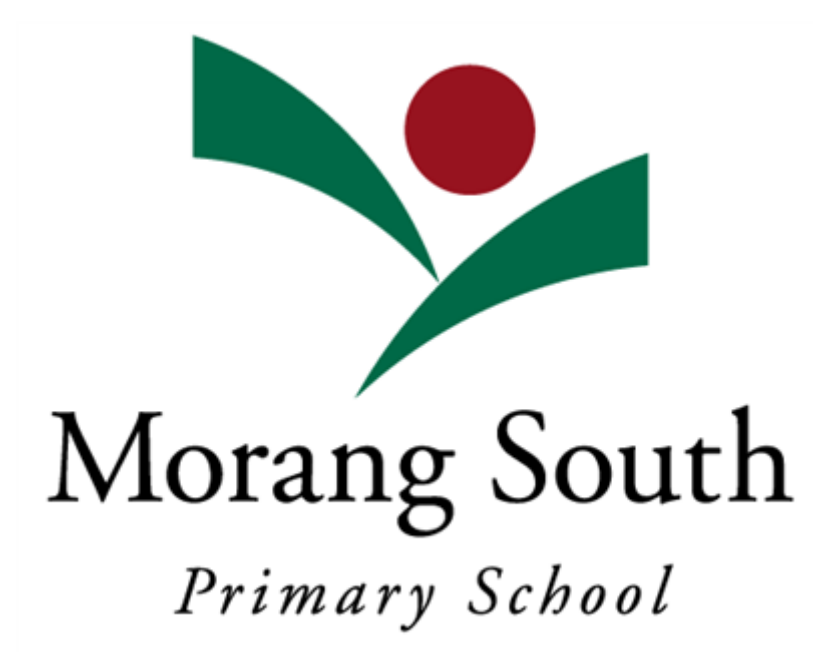


2025 Annual Implementation Plan

for improving student outcomes

Morang South Primary School (1975)



Submitted for review by Shae Nechwatal (School Principal) on 10 February, 2025 at 01:03 PM
Endorsed by Losh Pillay (Senior Education Improvement Leader) on 23 April, 2025 at 12:24 PM

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Evolving
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Embedding
	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	Embedding
	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	
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Future planning	<p>Numeracy</p> <ul style="list-style-type: none"> * Implementation of the new Maths 2.0 curriculum * Consistent planning templates aligned with the new curriculum <p>Literacy</p> <ul style="list-style-type: none"> * Implementation of the new English 2.0 curriculum * Consistent planning templates aligned with the new curriculum * Review of our current phonics program and how it aligns with new department guidelines * Whole staff PL with Ang Angelopolous on the writing process <p>Student Wellbeing and Engagement</p> <ul style="list-style-type: none"> * Develop attendance process and ES follow up * Continued development of the DI process * Engagement with Berry Street and consideration of practices related to current school processes
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
			The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Maximise student learning growth for all students in literacy and numeracy	Yes	<p>NAPLAN proficiency levels:</p> <p>a. Increase the percentage of Year 3 students in the NAPLAN strong and exceeding proficiency levels:</p> <ul style="list-style-type: none"> • in Reading from 72% (2023) to 78% in 2027 • in Writing from 72% (2023) to 78% in 2027 • in Numeracy from 62% (2023) to 68% in 2027 <p>b. Increase the percentage of Year 5 students in the NAPLAN strong and exceeding proficiency levels:</p> <ul style="list-style-type: none"> • in Reading from 72% (2023) to 78% in 2027 • in Writing from 78% (2023) to 84% in 2027 • in Numeracy from 61% (2023) to 67% in 2027 	<p>Increase the percentage of Year 3 students in the NAPLAN strong and exceeding proficiency levels: in Reading from 66% (2024) to 72% in 2025 in Writing from 76% (2024) to 77% in 2025 in Numeracy from 64% (2024) to 66% in 2025</p> <p>Increase the percentage of Year 5 students in the NAPLAN strong and exceeding proficiency levels: in Reading from 72% (2024) to 73% in 2025 in Writing from 75% (2024) to 77% in 2025 in Numeracy from 64% (2024) to maintain in 2025</p>
		NAPLAN target for student learning growth by 2027 to be confirmed and included in the SSP when benchmark data are available.	NAPLAN target for student learning growth by 2027 to be confirmed and included in the SSP when benchmark data are available.
		<p>By 2027, the percentage of Years F-6 students assessed as being above age expected Victorian Curriculum Levels in:</p> <p>a. English</p> <ul style="list-style-type: none"> • be maintained in Reading and viewing at 32% (2022) • increase in Writing from 16% (2022) to 25% <p>b. Mathematics</p>	<p>By 2027, the percentage of Years F-6 students assessed as being above age expected Victorian Curriculum Levels in: English be maintained in Reading and viewing at 37% (2023) increase in Writing from 19% (2023)</p>

		<ul style="list-style-type: none"> • increase in Number and Algebra from 22% (2022) to 26% 	to 21% MathsTo set a benchmark in Mathematics 2.0 of 22%
		<p>By 2027, improve the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning Practice Improvement module for the components of:</p> <ul style="list-style-type: none"> • Academic emphasis from 63 % (2022) to 70% • Teacher collaboration 59% (2022) to 70% • Collective efficacy 63% (2022) to 70% 	<p>By 2025, improve the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning Practice Improvement module for the components of:Academic emphasis from 56% (2024) to 60% in 2025Teacher collaboration 67% (2024) to 70% in 2025Collective efficacy 72% (2024) to maintain in 2025</p>
To improve student engagement and wellbeing	Yes	<p>By 2027, increase the percentage of positive endorsement on the Years 4-6 student Attitudes to School Survey for the factors of:</p> <ul style="list-style-type: none"> • Student voice and agency from 68% (2022) to 75% • Perseverance from 67% (2022) to 75% • Sense of connectedness from 70% (2022) to 78% 	<p>By 2025, increase the percentage of positive endorsement on the Years 4-6 student Attitudes to School Survey for the factors of:Student voice and agency from 62% (2025) to 68% Perseverance from 72% (2024) to 74%Sense of connectedness from 70% (2024) to 72%</p>
		<p>By 2027, improve the percentage of positive endorsement on School Staff Survey for the components:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 78% (2022) to 82% • Collaborate to scaffold student learning from 70% (2022) to 78% • Trust in students and parents from 62% (2022) to 70% 	<p>By 2025, improve the percentage of positive endorsement on School Staff Survey for the components:Use student feedback to improve practice from 70% (2024) to 76%**Collaborate to scaffold student learning from 74% (2024) to maintain in 2025Trust in students and parents from 53% (2024) to 60%</p>

		By 2027, reduce the percentage of students with 20 or more absence days from 49% in 2022 to 25%	By 2025, reduce the percentage of students with 20 or more absence days from 38% in 2024 to 30%
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Goal 1	Maximise student learning growth for all students in literacy and numeracy
12-month target 1.1	<p>Increase the percentage of Year 3 students in the NAPLAN strong and exceeding proficiency levels:</p> <p>in Reading from 66% (2024) to 72% in 2025 in Writing from 76% (2024) to 77% in 2025 in Numeracy from 64% (2024) to 66% in 2025</p> <p>Increase the percentage of Year 5 students in the NAPLAN strong and exceeding proficiency levels:</p> <p>in Reading from 72% (2024) to 73% in 2025 in Writing from 75% (2024) to 77% in 2025 in Numeracy from 64% (2024) to maintain in 2025</p>
12-month target 1.2	NAPLAN target for student learning growth by 2027 to be confirmed and included in the SSP when benchmark data are available.
12-month target 1.3	<p>By 2027, the percentage of Years F-6 students assessed as being above age expected Victorian Curriculum Levels in:</p> <p>English</p> <p>be maintained in Reading and viewing at 37% (2023) increase in Writing from 19% (2023) to 21%</p> <p>Maths</p> <p>To set a benchmark in Mathematics 2.0 of 22%</p>

12-month target 1.4	<p>By 2025, improve the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning Practice Improvement module for the components of:</p> <p>Academic emphasis from 56% (2024) to 60% in 2025 Teacher collaboration 67% (2024) to 70% in 2025 Collective efficacy 72% (2024) to maintain in 2025</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Leadership	Build the capacity of middle leaders to lead effective PLCs	Yes
KIS 1.b Teaching and learning	Support staff to embed evidence-based instructional and assessment practices through PLC	Yes
KIS 1.c Teaching and learning	Strengthen differentiated learning opportunities, inclusive of high ability students	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>The development of middle leaders' capacity will be a key focus, with an emphasis on equipping them with the knowledge and skills necessary to successfully implement Maths 2.0 and English 2.0. This will include consolidating the Professional Learning Community (PLC) process by utilizing the new planning templates to streamline and enhance collaborative efforts. PLCs will remain a priority, as reflected in the allocation of privileged planning time to support this initiative. Additionally, the ongoing development of formative assessment practices will be a central element in driving continuous improvement and effective teaching strategies.</p>	
Goal 2	To improve student engagement and wellbeing	
12-month target 2.1	<p>By 2025, increase the percentage of positive endorsement on the Years 4-6 student Attitudes to School Survey for the factors of:</p> <p>Student voice and agency from 62% (2025) to 68%</p>	

	Perseverance from 72% (2024) to 74% Sense of connectedness from 70% (2024) to 72%	
12-month target 2.2	By 2025, improve the percentage of positive endorsement on School Staff Survey for the components: Use student feedback to improve practice from 70% (2024) to 76%** Collaborate to scaffold student learning from 74% (2024) to maintain in 2025 Trust in students and parents from 53% (2024) to 60%	
12-month target 2.3	By 2025, reduce the percentage of students with 20 or more absence days from 38% in 2024 to 30%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Engagement	Deepen the whole school approach to understanding and applying student agency	No
KIS 2.b Engagement	Support students to develop the skills and capabilities to positively impact wellbeing and attendance	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.	To improve student wellbeing and engagement, the school will engage with the Berry Street program, exploring its principles and practices. This initiative aims to create a whole-school framework designed to develop the skills and capabilities necessary to positively impact student wellbeing and attendance. By incorporating the Berry Street approach, the school seeks to provide meaningful support for students, fostering a positive and inclusive environment that promotes their overall success.	

Define actions, outcomes, success indicators and activities

Goal 1	Maximise student learning growth for all students in literacy and numeracy
12-month target 1.1	<p>Increase the percentage of Year 3 students in the NAPLAN strong and exceeding proficiency levels:</p> <p>in Reading from 66% (2024) to 72% in 2025 in Writing from 76% (2024) to 77% in 2025 in Numeracy from 64% (2024) to 66% in 2025</p> <p>Increase the percentage of Year 5 students in the NAPLAN strong and exceeding proficiency levels:</p> <p>in Reading from 72% (2024) to 73% in 2025 in Writing from 75% (2024) to 77% in 2025 in Numeracy from 64% (2024) to maintain in 2025</p>
12-month target 1.2	NAPLAN target for student learning growth by 2027 to be confirmed and included in the SSP when benchmark data are available.
12-month target 1.3	<p>By 2027, the percentage of Years F-6 students assessed as being above age expected Victorian Curriculum Levels in:</p> <p>English</p> <p>be maintained in Reading and viewing at 37% (2023) increase in Writing from 19% (2023) to 21%</p> <p>Maths</p> <p>To set a benchmark in Mathematics 2.0 of 22%</p>
12-month target 1.4	<p>By 2025, improve the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning Practice Improvement module for the components of:</p> <p>Academic emphasis from 56% (2024) to 60% in 2025 Teacher collaboration 67% (2024) to 70% in 2025 Collective efficacy 72% (2024) to maintain in 2025</p>

KIS 1.a 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	Build the capacity of middle leaders to lead effective PLCs
Actions	<ul style="list-style-type: none"> * Develop detailed PLC action plans that align with school AIP action and targets * Build capacity of PLC leaders to analyse and use relevant cohort and individual student data to identify problems of practice * Support the development of leadership skills using the ARC PLC practice principle videos, professional reading and the ALEF
Outcomes	<p>Students:</p> <ul style="list-style-type: none"> * improved results in numeracy and literacy * awareness of their learning goals and their next steps <p>Teachers:</p> <ul style="list-style-type: none"> * engaged with colleagues in monitoring and improving student learning outcomes * built capacity to develop a strong understanding of current, well researched best teaching practices <p>Leaders:</p> <ul style="list-style-type: none"> * improved competence in using big picture data to inform and lead PLC cycles * have embedded consistently the practice of the PLC cycle
Success Indicators	<ul style="list-style-type: none"> * Completed PLC cycle documentation * Peer observation records * Planner reflect current research practices * Documented engagement of staff with quality professional learning resources * Students are able to articulate their learning goals

Activities		People responsible	Is this a PL priority	When	Activity cost and funding streams
SIT team to attend PLC Lead School Workshop Sessions/Professional Learning		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Learning Specialists and SIT leaders to observe each others PLC meetings and provide feedback		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Team leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
PLC Review to be a standing agenda item at SIT meetings.		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Support staff to embed evidence-based instructional and assessment practices through PLC				
Actions	* Introduce and implement new planning documents for English and Mathematics to support building staff capacity in the use of the new English 2.0 and Mathematics 2.0				

	<ul style="list-style-type: none"> * build staff knowledge and understanding of the significance of the 'Anticipate' stage of the Mathematics instructional model through the PLC cycle * work with an external expert on developing staff capacity in the teaching of writing 			
Outcomes	<p>Students:</p> <ul style="list-style-type: none"> * receive timely feedback through teacher roving practices and redirection <p>Teacher:</p> <ul style="list-style-type: none"> * Deepen understandings in relation to Mathematics 2.0 and common misconceptions through implementation of the 'Anticipation' stage of the Maths Instructional Model * Deepen understanding to English 2.0 with a focus on engaging with external expert to improve writing outcomes <p>Leaders:</p> <ul style="list-style-type: none"> * learning and develop confidence to lead staff during the 'Anticipate' stage when planning for Mathematics * Engage with the external expert to develop the writing program for Morang South PS utilising the PLC cycle 			
Success Indicators	<ul style="list-style-type: none"> * Documentation reflects implementation of the new Maths 2.0 and English 2.0 and associated changes to pedagogical practice. * PLC documentation of the 'Anticipate' stage when planning for maths * PLC documentation of the refinement of writing model at MSPS * Improved student outcomes seen in the 'Implementation and Monitor' stage of the PLC cycle * Improved whole data using PAT 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Introduce and implement new planning documentation for English, including the use of modification to the writing model.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Introduce and implement new planning documentation for Mathematics, including the use of the anticipate stage.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Professional Learning and workshops with an external expert on developing staff capacity in the teaching of writing	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To improve student engagement and wellbeing			
12-month target 2.1	By 2025, increase the percentage of positive endorsement on the Years 4-6 student Attitudes to School Survey for the factors of: Student voice and agency from 62% (2025) to 68% Perseverance from 72% (2024) to 74% Sense of connectedness from 70% (2024) to 72%			
12-month target 2.2	By 2025, improve the percentage of positive endorsement on School Staff Survey for the components: Use student feedback to improve practice from 70% (2024) to 76%** Collaborate to scaffold student learning from 74% (2024) to maintain in 2025 Trust in students and parents from 53% (2024) to 60%			
12-month target 2.3	By 2025, reduce the percentage of students with 20 or more absence days from 38% in 2024 to 30%			
KIS 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Support students to develop the skills and capabilities to positively impact wellbeing and attendance			

Actions	<ul style="list-style-type: none"> * Work with external expert to develop a whole school approach to supporting student wellbeing * Build capacity of staff to work within a trauma informed model 			
Outcomes	<p>Students:</p> <ul style="list-style-type: none"> * Receive consistent approaches to supporting their wellbeing * Learn new strategies that assist with self-regulation <p>Teacher:</p> <ul style="list-style-type: none"> * Deepen understandings of trauma informed practices and approaches to student wellbeing * Use consistent approaches to supporting student wellbeing and learning <p>Leaders:</p> <ul style="list-style-type: none"> * Supporting staff to understand and apply the Berry Street model <p>Community</p> <ul style="list-style-type: none"> * Awareness of the Berry Street model 			
Success Indicators	<ul style="list-style-type: none"> * All staff participate in stages 1 & 2 of the Berry Street Model Professional Learning * Planning documents will show the application of the Berry Street model * Documentation from Team/SIT meeting evidences ways in which staff are supported to action a consistent approach of the Berry Street Model * Improved student survey results in Student Voice & Agency, Perseverance and Sense of Connectedness * Improved student absence data 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional Learning and Workshops with external expert - Berry Street, to develop staff capacity to implement a consistent trauma informed approach to wellbeing	✔ All staff	✔ PLP Priority	from: Term 1 to: Term 3	\$8,000.00 ✔ Schools Mental Health Menu items will be used which may include DET

				funded or free items
Berry Street model to be a standing agenda item at all Team Leaders/SIT meetings.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$87,685.33	\$14,000.00	\$73,685.33
Disability Inclusion Tier 2 Funding	\$194,488.80	\$0.00	\$194,488.80
Schools Mental Health Fund and Menu	\$43,281.60	\$8,000.00	\$35,281.60
Total	\$325,455.73	\$22,000.00	\$303,455.73

Activities and milestones – Total Budget

Activities and milestones	Budget
SIT team to attend PLC Lead School Workshop Sessions/Professional Learning	\$6,000.00
Learning Specialists and SIT leaders to observe each others PLC meetings and provide feedback	\$3,000.00
Professional Learning and workshops with an external expert on developing staff capacity in the teaching of writing	\$5,000.00
Professional Learning and Workshops with external expert - Berry Street, to develop staff capacity to implement a consistent trauma informed approach to wellbeing	\$8,000.00
Totals	\$22,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
SIT team to attend PLC Lead School Workshop Sessions/Professional Learning	from: Term 1 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Learning Specialists and SIT leaders to observe each others PLC meetings and provide feedback	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> CRT
Professional Learning and workshops with an external expert on developing staff capacity in the teaching of writing	from: Term 3 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$14,000.00	

Activities and milestones - Disability Inclusion Funding

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

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
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Professional Learning and Workshops with external expert - Berry Street, to develop staff capacity to implement a consistent trauma informed approach to wellbeing	from: Term 1 to: Term 3	\$8,000.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)
Totals		\$8,000.00	

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
SIT team to attend PLC Lead School Workshop Sessions/Professional Learning	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <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"/> Network professional learning	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> Off-site PLC Link Schools
Learning Specialists and SIT leaders to observe each others PLC meetings and provide feedback	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Team leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

Professional Learning and workshops with an external expert on developing staff capacity in the teaching of writing	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<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/PLT meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants Ann Angelopoulos - The Writing Model	<input checked="" type="checkbox"/> On-site
Professional Learning and Workshops with external expert - Berry Street, to develop staff capacity to implement a consistent trauma informed approach to wellbeing	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants The Berry Street Model	<input checked="" type="checkbox"/> On-site