

2024 Annual Implementation Plan

for improving student outcomes

Bayswater South Primary School (4973)



Submitted for review by Bret Mottrom (School Principal) on 19 December, 2023 at 04:13 PM
Endorsed by Kerrie Anderson (Senior Education Improvement Leader) on 05 January, 2024 at 12:38 PM
Endorsed by Stephen Couper (School Council President) on 23 February, 2024 at 12:50 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	Evolving
	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	Evolving
	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	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Future planning	<p>KIS 1.a - Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p> <p>PARTIALLY COMPLETED</p> <p>2024 Priorities in this AIP area -</p>
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	<p>KIS 1.b - Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable COMPLETED Action - Strengthen implementation of the whole school approach to Respectful Relationships 2024 Priorities in this AIP area - >Identify tools for collecting data to assess and monitor progress and create mechanisms for ongoing feedback on experiences of gender equality across the school community Use the Respectful Relationships Resource Kit to engage students in conversation about respectful relationships (see p29 of the Respectful Relationship resource kit) >Support Respectful Relationships team to facilitate termly student focus groups to gain feedback about the effectiveness of implementation and to guide future planning and actions</p> <p>KIS 3.b - Develop and document a whole school strategy to empower students and develop self-regulated learners with a particular focus on feedback and goal setting. COMPLETED Action - Develop whole staff understanding of the Professional Learning Communities (PLC) initiative Build teacher capacity to implement PLC inquiry cycles using the improvement cycle 2024 Priorities in this AIP area - -Schedule first PLC showcase -Organise time for the PLC middle leadership team to work one on one with staff in order to support their inquiry cycle</p> <p>All three major priorities of the 2023 AIP have effectively been completed A successful PLC program is up and running Respectful relationships program is up and running and</p>
<p>Documents that support this plan</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>	Yes	Support for the priorities	Support for the 2024 Priorities
<p>Improve student achievement and maximise learning growth in English and Mathematics.</p>	No	<p>By 2026, increase the percentage of Year 5 students in the top two NAPLAN bands:</p> <ul style="list-style-type: none"> • Writing from 23% (three-year aggregated average) to 31% • Numeracy from 38% (three-year aggregated average) to 43% 	
		<p>By 2026, increase the percentage of Year 3 students in the top two NAPLAN bands:</p> <ul style="list-style-type: none"> • Writing from 63% (three-year aggregated average) to 68% • Numeracy from 54% (three-year aggregated average) to 59% 	
		<p>By 2026, increase the percentage of Year 5 students assessed as above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> • Writing from 20% (three-year aggregated average) to 25% • Numeracy from 22% (three-year aggregated average) to 27% 	

		<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following areas by 10% based on previous three-year aggregated average:</p> <ul style="list-style-type: none"> • Teaching and Learning - Practice improvement • Teaching and Learning - Planning • Teaching and Learning - Implementation • Teaching and Learning - Evaluation 	
		<p>By 2026, increase the percent positive responses score on AtoSS in the area Effective Teaching Practices by 10% based on based on previous three-year aggregated average.</p>	
Improve student voice, agency, and participation in learning.	No	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 57% (2022) to 68% • Differentiated learning challenge from 79% (2022) to 84% • Sense of confidence from 73% (2022) to 79%. 	
		<p>By 2026, increase the percentage positive endorsement on the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> • Student agency and voice from 71% (2021) to 79% • Stimulated learning environment from 73% (2021) to 79% • Confidence and resiliency skills from 78% (2021) to 85% • Teacher communication from 70% (2021) to 74%. 	
		<p>By 2026, increase the percentage positive endorsement on the School Staff Survey for promote student ownership of learning from 80% (2021) to 87%.</p>	
Optimise the wellbeing of all students.	No	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p>	

		<ul style="list-style-type: none"> Teacher concern: from 64% (2022) to 73% Sense of confidence: from 73% (2022) to 79% Effective classroom behaviour: from 72% (2022) to 81%. 	
		<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> Student motivation and support: from 74% (2021) to 78% Stimulating learning environment: from 73% (2021) to 79%. 	
		<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for support growth and learning of the whole child from 75% (2021) to 83%.</p>	
		<p>By 2026, reduce the three-year average percentage of students who have a total of 10 to 19.5 days of absence from 15% of the school population to 12%.</p>	

Goal 1	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.	
12-month target 1.1-month target	Support for the 2024 Priorities	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	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.

Define actions, outcomes, success indicators and activities

Goal 1	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.
12-month target 1.1 target	Support for the 2024 Priorities
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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ol style="list-style-type: none"> 1. Build staff capability in the teaching and assessment practices in Numeracy in order to identify, meet and monitor students' individual learning needs and growth in numeracy. 2. Develop and implement a clear and consistent Instructional model across all classes at BSPS
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - know how lessons are structured and how this supports their learning - be engaged in work appropriate to their learning needs - have voice and agency in setting, monitoring and reflecting on individual learning goals - be able to describe the BSPS instructional models (appropriate to their age) - understand what they need to do to improve enabling them to set clear goals and hold effective feedback discussions · as a result of feedback students will feel encouraged and supported to achieve learning goals by showing resilience and a willingness to try different strategies · experience success and understand why they have been successful by being able to articulate through feedback discussions how and why they achieve their goal <p>Instructional Model - All students are empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> - continue to plan collaboratively using the principles of PLC including documentation through IB Programme Development Plans

	<ul style="list-style-type: none"> - build their capacity through peer observations and learning walks - engage in professional learning opportunities to develop, document and embed whole school approaches - use BSPS consistent planning documents - use BSPS instructional models in their teaching - participate in collaborative reflective discussions to embed whole school approaches - follow agreed practices - Maintain processes and protocols that ensure at risk students with specific learning needs receive support - identify specific students and use targeted, flexible and small group teaching practices - give timely feedback, acknowledging areas well handled and suggesting areas of improvement (strengths and needs) in their feedback discussions with each student (verbally and written) - build their capacity to use a range of comprehensive assessment data that provides the basis for regular feedback to students and parents and demonstrate how it informs their teaching and planning - demonstrate improved knowledge and implementation of formative assessment as evidenced through their differentiated planning and teaching <p>Instructional Model - Places student learning at the centre of planning and implementation. It supports teachers to design engaging and challenging learning experiences through planned integration of curriculum, pedagogy and assessment. Teachers will build professional skills and knowledge around curriculum, pedagogy and assessment to continuously enhance their practice and improve student learning. (FISO Improvement Cycle, Practice Principles, Pedagogical Model and HITS)</p> <p>Leadership will:</p> <ul style="list-style-type: none"> - Understand the developmental needs of each staff member by basing coaching sessions around an agreed focus, linked to the school goals - Support the development of teacher knowledge and capacity to use formative assessment and 2 way feedback (student-teacher), and to differentiate by holding professional learning sessions - Work with staff to further develop and document a school wide numeracy strategy - Maintain PLC's to support teacher collaboration and reflection of strengthening teacher - Participate in classroom observations and give effective feedback to teachers - Induct new staff into BSPS instructional models and Agreed Practices, processes and procedures - Regularly audit and review collaborative planning documents - Give timely feedback, acknowledging areas well handled and suggesting areas of improvement (strengths and needs) to staff <p>Instructional Model -School leadership will provide opportunities for teachers to use the Instructional model in many contexts: to review their learning programs, to guide self-and group-reflection, to set professional development goals, and to plan and implement the specific steps that achieve those goals.</p>
Success Indicators	<p>Students</p> <ul style="list-style-type: none"> - Student portfolios and learning journals (reflections) - Student goal development and feedback - Teacher judgements

	<ul style="list-style-type: none"> - Assessment data <p>Teachers</p> <ul style="list-style-type: none"> - Professional learning plan and coaching notes - document learning and planning for instructional model learning and practises through IB Programme Development Plans - Semester 1 teacher judgements - Student feedback on differentiation, goal setting and use of common strategies - Teachers' formative assessment data - Teachers' summative judgements against the curriculum - Student led conferences notes and reflections - Lesson plans - Student perception and engagement surveys - Parent feedback <p>Leadership</p> <ul style="list-style-type: none"> · Coaching GROWTH notes from coaching sessions · Planned PL sessions - Wednesday staff meeting, PLT and collaborative sessions · Classroom observations / peer observations · PDPs - Targeted PD from EAL's 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Further Professional Learning in Numeracy - particularly the Numeracy Toolkit	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Agreement on and consistent use of Numeracy Instructional Model	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Continue working on Numeracy development through PLC's.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy leader 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> PLT leaders		to: Term 2	
Use Peer Observations and Learning Walks to focus on differentiation in numeracy.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Agreement on and consistent use of the Literacy Instructional Model	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 1.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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Strengthen implementation of the whole school approach to Respectful Relationships in conjunction with other wellbeing initiatives (eg. Friendology) and dET directives to support students' mental health and wellbeing and further build connectedness (including student-teacher relationships). Continue to develop and refine our whole school approach to physical, social, emotional and cultural wellbeing			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - understand and practice respectful relationships - know where to seek help and are able to use their help-seeking skills when required - use a range of positive coping strategies - be able to identify a trusted staff member for wellbeing support - be able to identify where they have voice and agency and are empowered to use it - show an increase in positive behaviours and attitudes towards gender equality <p>Teachers will:</p>			

	<p>interact with students, colleagues and others demonstrate respect, gender equitable and inclusive behaviours and language challenge disrespectful attitudes and behaviours, inequality and limiting and harmful gender stereotypes explicitly teach and assess social and emotional learning, respectful relationships and consent education. maintain consistency relating to the management of behaviours.</p> <p>continue to record relevant behaviours and incident data and information on Sentral</p> <p>provide opportunities for student voice and agency in planning and implementation</p> <p>develop strong connection/relationships with students using Pos Ed model</p> <p>collaborate with teachers from Bayswater Education Plan Schools on Wellbeing areas of Student Voice and Agency and the development, assessment and implementation of Respectful Relationships</p> <p>Leadership will:</p> <p>embedded respectful relationships in curriculum documentation across all year levels</p> <p>actively promote, advocate for and support a whole school approach to Respectful Relationships</p> <p>model respectful behaviours and gender equitable treatment of students, staff and the broader school community</p> <p>drive and promote the initiative across the school community</p> <p>families of at risk students will receive regular communication and support from the school</p> <p>provide opportunities for PL around relevant Wellbeing initiatives</p>
<p>Success Indicators</p>	<p>Students will:</p> <p>engage in RR lessons across 8 topics taught as part of the curriculum</p> <p>Teachers will:</p> <p>produce curriculum documentation and timetabled plans for explicit teaching of respectful relationships education including consent education</p> <p>show evidence of respectful relationships education being embedded across all year levels</p> <p>understand where they can seek help and support on any issue related to family violence</p> <p>Leadership will:</p> <p>Plan and develop a documented Respectful Relationships Action Plan</p> <p>School policies model respectful relationships and gender equality practices across the school</p> <p>communicate student-led Respectful Relationships projects in the school community</p> <p>Overall:</p> <p>Classroom and peer observations</p>

	Documentation of frameworks, policies or programs Attendance at internal and external Professional learning and evidence of shared professional reading Documentation of referrals / reports etc Student, staff and parent survey results Attendance data Health and wellbeing dashboards Parent teacher Interviews Data used to target and support students with additional needs			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Class teacher to assume part responsibility for Disability Inclusion Leadership	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Class teacher to assume responsibility for Student Wellbeing leadership	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing 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"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Support the implementation and assessment of Respectful Relationships through the Wellbeing leaders and PL for staff	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful relationships implementation team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Wellbeing leaders and classroom teachers to further the teaching and planning of RR through continued implementation and	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

assessment through coordination and collaboration with other schools with the Bayswater Education Plan	<input checked="" type="checkbox"/> Principal		to: Term 4	
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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	\$11,208.90	\$11,208.90	\$0.00
Disability Inclusion Tier 2 Funding	\$133,806.59	\$133,806.59	\$0.00
Schools Mental Health Fund and Menu	\$44,120.29	\$44,120.29	\$0.00
Total	\$189,135.78	\$189,135.78	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Class teacher to assume part responsibility for Disability Inclusion Leadership	\$10,000.00
Class teacher to assume responsibility for Student Wellbeing leadership	\$5,000.00
Totals	\$15,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Class teacher to assume responsibility for Student Wellbeing leadership	from: Term 1 to: Term 4	\$11,208.90	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

			<input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services
Totals		\$11,208.90	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Class teacher to assume part responsibility for Disability Inclusion Leadership	from: Term 1 to: Term 4	\$133,806.59	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education support staff <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> •
Totals		\$133,806.59	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
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Class teacher to assume responsibility for Student Wellbeing leadership	from: Term 1 to: Term 4	\$44,120.29	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Totals		\$44,120.29	

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
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Totals		\$0.00	
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Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Agreement on and consistent use of Numeracy Instructional Model	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> Numeracy leader 	<input checked="" type="checkbox"/> On-site
Continue working on Numeracy development through PLC's.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLT leaders 	from: Term 1 to: Term 2	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Maths/Sci specialist <input checked="" type="checkbox"/> Numeracy leader 	<input checked="" type="checkbox"/> On-site
Agreement on and consistent use of the Literacy Instructional Model	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Literacy leaders 	<input checked="" type="checkbox"/> On-site
Class teacher to assume part responsibility for Disability Inclusion Leadership	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff 	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Area principal forums	<input checked="" type="checkbox"/> Departmental resources Disability Inclusion	
Class teacher to assume responsibility for Student Wellbeing leadership	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Support the implementation and assessment of Respectful Relationships through the Wellbeing leaders and PL for staff	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful relationships implementation team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources Wellbeing resources	<input checked="" type="checkbox"/> On-site