

2024 Annual Implementation Plan

for improving student outcomes

Richmond West Primary School (5044)



Submitted for review by Trevor Stolla (School Principal) on 04 March, 2024 at 04:26 PM

Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 05 March, 2024 at 12:37 PM

Endorsed by Bronwyn Green (School Council President) on 22 April, 2024 at 12:09 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	
	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	
	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.	
	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	
	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	
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	
Considerations for 2024	
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
<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	
Strengthen student agency to improve engagement in learning.	Yes	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> • Stimulated learning from 71 per cent in 2022 to 80 per cent • Motivation and interest from 70 per cent in 2022 to 80 per cent • Student voice and agency from 54 per cent in 2022 to 68 per cent • Self-regulation and goal setting from 76 per cent in 2022 to 85 per cent. 	Stimulated learning to 70% Student voice and agency to 54%
		<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Use of student feedback to inform practice from 77 per cent in 2021 to 85 per cent • Understanding formative assessment from 62 per cent in 2021 to 72 per cent. 	Use of student feedback to inform practice to 77%

		<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> • Stimulating learning environment from 77 per cent in 2021 to 85 per cent • Student Motivation and support from 77 per cent 2021 to 85 per cent • Student agency and voice from 72 per cent in 2021 to 80 per cent • High expectations for success from 81 per cent in 2021 to 90 per cent. 	<p>Stimulating learning environment to 77% Student agency and voice to 72%</p>
<p>Maximise the learning growth of students within the Chinese bilingual program.</p>	<p>Yes</p>	<p>By 2026, increase the percentage of students in the Chinese bilingual making above benchmark growth in NAPLAN from Year 3 to Year 5 for:</p> <ul style="list-style-type: none"> • Reading from 21 per cent in 2021 to 30 per cent • Writing from 11 per cent in 2021 to 25 per cent • Spelling from 12 per cent in 2021 to 22 per cent • Numeracy from 25 per cent in 2021 to 30 per cent. 	<p>NA</p>
		<p>By 2026, increase the percentage of Year 2 to 6 students combined average in the Chinese bilingual program, to be making at or above expected growth over one year against the Victorian Curriculum in:</p> <ul style="list-style-type: none"> • Reading and Viewing from 87 per cent in 2021 to 92 per cent • Writing from 89 per cent in 2021 to 94 per cent • Number and Algebra from 87 per cent in 2021 to 92 per cent. 	<p>*Non equity funded only - Not necessarily Chinese bilingual*Number & Algebra (Non-equity Funded) 2023 maintain 93%</p>

		<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Instructional Leadership from 46 per cent in 2021 to 65 per cent • Collective efficacy from 67 per cent in 2021 to 78 per cent • Guaranteed and viable curriculum from 72 per cent in 2021 to 81 per cent • Monitoring effectiveness of using data from 69 per cent in 2021 to 83 per cent • Moderate assessment tasks together from 62 per cent in 2021 to 80 per cent. 	Instructional Leadership >70%Guaranteed and viable curriculum 75%
Maximise the learning growth of students within the non-bilingual and Vietnamese program.	Yes	<p>By 2026, increase the percentage of equity funded students making above Benchmark Growth in NAPLAN from Year 3 to Year 5 in:</p> <ul style="list-style-type: none"> • Reading from 22 per cent in 2021 to 27 per cent • Writing from 0 per cent in 2021 to 12 per cent • Spelling from 14 per cent in 2021 to 20 per cent • Numeracy from 22 per cent in 2021 to 27 per cent. 	NA
		<p>By 2026, increase the percentage of students from Prep to 6 achieving at or above the expected level against the Victorian Curriculum in Semester 2 in:</p> <p>Reading and Viewing:</p> <ul style="list-style-type: none"> • Equity funded students from 66 per cent in 2021 to 71 per cent • EAL funded students from 74 per cent in 2021 to 80 per cent. <p>Writing:</p> <ul style="list-style-type: none"> • Equity funded students from 48 per cent in 2021 to 60 per cent 	Writing (Equity Funded) 2023 - 60%Number & Algebra (Equity Funded) 2023 - 67%

		<ul style="list-style-type: none"> EAL funded students from 69 per cent in 2021 to 80 per cent. <p>Number and Algebra:</p> <ul style="list-style-type: none"> Equity funded students from 67 per cent in 2021 to 72 per cent EAL funded students from 80 per cent in 2021 to 91 per cent. 	
		<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> Sense of confidence from 73 per cent in 2022 to 78 per cent Sense of connectedness from 78 per cent in 2022 to 85 per cent Respect for diversity from 74 per cent in 2022 to 80 per cent Managing bullying from 67 per cent in 2022 to 78 per cent Advocate at school from 75 per cent in 2022 to 80 per cent. 	Respect for diversity 74% Managing bullying 67%

Goal 2	Strengthen student agency to improve engagement in learning.
12-month target 2.1-month target	Stimulated learning to 70% Student voice and agency to 54%
12-month target 2.2-month target	Use of student feedback to inform practice to 77%
12-month target 2.3-month target	Stimulating learning environment to 77% Student agency and voice to 72%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Build shared understanding of student voice and agency across the school community.	Yes
KIS 2.b Engagement	Build teacher practice to integrate student agency across the curriculum.	No
KIS 2.c Engagement	Further develop and expand the school's student leadership model.	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.	Variability in what student agency means across the school with staff and a shared definition will support the implementation of the work with students.	
Goal 3	Maximise the learning growth of students within the Chinese bilingual program.	
12-month target 3.1-month target	NA	
12-month target 3.2-month target	*Non equity funded only - Not necessarily Chinese bilingual* Number & Algebra (Non-equity Funded) 2023 maintain 93%	
12-month target 3.3-month target	Instructional Leadership >70% Guaranteed and viable curriculum 75%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a	Review and embed the key elements of the school's instructional model.	Yes

Teaching and learning		
KIS 3.b Assessment	Strengthen teacher use of assessment to inform planning for differentiation.	No
KIS 3.c Assessment	Develop the use of the PLC inquiry model to monitor students' growth to inform planning and teaching.	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.	Large number of new staff, existing staff who need some focus on certain elements	
Goal 4	Maximise the learning growth of students within the non-bilingual and Vietnamese program.	
12-month target 4.1-month target	NA	
12-month target 4.2-month target	Writing (Equity Funded) 2023 - 60% Number & Algebra (Equity Funded) 2023 - 67%	
12-month target 4.3-month target	Respect for diversity 74% Managing bullying 67%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Teaching and learning	Develop targeted teaching approaches to support the needs of students.	Yes
KIS 4.b Assessment	Review and strengthen use of assessment to inform planning for differentiation.	No

KIS 4.c Support and resources	To strengthen and broaden learning and wellbeing supports for 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.	KIS 4a encompasses opportunities for wellbeing, teaching and learning to be common work.	

Define actions, outcomes, success indicators and activities

Goal 2	Strengthen student agency to improve engagement in learning.
12-month target 2.1 target	Stimulated learning to 70% Student voice and agency to 54%
12-month target 2.2 target	Use of student feedback to inform practice to 77%
12-month target 2.3 target	Stimulating learning environment to 77% Student agency and voice to 72%
KIS 2.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 shared understanding of student voice and agency across the school community.
Actions	Develop an agreed and shared definition of Student Voice and Agency with staff, students and families.
Outcomes	Students will <ul style="list-style-type: none"> - understand what they are learning, why they are learning it and how they know if they are successful - explain how they have input into their learning and their experience at school Teachers will <ul style="list-style-type: none"> - make learning visible through consistent Instructional Model implementation - have a consistent understanding of Student Voice, Leadership and Agency. Leaders will: <ul style="list-style-type: none"> - support staff to define student voice and agency - support staff build shared vocabulary and understanding of what student voice and agency looks like
Success Indicators	Early indicators <ul style="list-style-type: none"> - Increased visibility and consistent implementation of Instructional Model in all classes and specialist subjects Late Indicators

	<ul style="list-style-type: none"> - Beginning opportunities for students to give feedback to teachers on their learning - Development of collaborative planning processes 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Construct a formal process for the coordination of Attitudes to School Survey implementation across the school	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Collect data from staff on their view of Student Voice, Agency and Leadership	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Deliver Professional Learning for staff on Student Voice, Agency and Leadership to create a shared definition and understanding of these	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Develop Disability Inclusion Profiles for students who require adjustments to access learning.	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$75,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Develop a Learning to Learn program to relaunch the School Wide Positive Behaviours framework	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team			may include DET funded or free items
Goal 3	Maximise the learning growth of students within the Chinese bilingual program.			
12-month target 3.1 target	NA			
12-month target 3.2 target	*Non equity funded only - Not necessarily Chinese bilingual* Number & Algebra (Non-equity Funded) 2023 maintain 93%			
12-month target 3.3 target	Instructional Leadership >70% Guaranteed and viable curriculum 75%			
KIS 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Review and embed the key elements of the school's instructional model.			
Actions	Further embed the school's instructional model			
Outcomes	Leaders will: - Have a clear and consistent narrative about the school's Instructional Model Staff will: - have a consistent understanding of the Instructional Model - understand the impact a consistent Instructional Model has on student learning and engagement Students will: - have a consistent cross and within year experience - be able to articulate elements of the Instructional Model (e.g. Learning Intention & Success Criteria)			

Success Indicators	Early indicators - Increased visibility and consistent implementation of Instructional Model in all classes and specialist subjects - Teachers use learning walks as a means to monitor the consistent implementation of the RWPS Instructional Model Late indicators			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Induct and mentor new staff to the school's Instructional Model for Literacy and Numeracy (including graduates and staff new to the school)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Refamiliarise all staff with the Instructional Model, supporting documentation and resources developed	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00
Conduct Learning Walks or Peer Observations focused on Instructional Model implementation	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$2,000.00
Learning Specialist support provided to teams during planning sessions	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Goal 4	Maximise the learning growth of students within the non-bilingual and Vietnamese program.			
12-month target 4.1 target	NA			

12-month target 4.2 target	Writing (Equity Funded) 2023 - 60% Number & Algebra (Equity Funded) 2023 - 67%			
12-month target 4.3 target	Respect for diversity 74% Managing bullying 67%			
KIS 4.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop targeted teaching approaches to support the needs of students.			
Actions	- Strengthen the capacity of staff to differentiate for the learning and wellbeing needs of all students			
Outcomes	<p>Staff will:</p> <ul style="list-style-type: none"> - understand the tiered model of intervention - use IEPs as part of their planning process <p>Leaders will:</p> <ul style="list-style-type: none"> - know who Tier 3 students are for Learning and Wellbeing - discuss Tier 3 students regularly as part of School Improvement Team meetings <p>Students will:</p> <ul style="list-style-type: none"> - know and understand their learning goals - describe and assess their progress to their learning goals 			
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Staff PL completed around Disability Inclusion and Tiered Intervention - Lesson plans reflect the differentiated needs for Tier 3 students <p>Late Indicators</p> <ul style="list-style-type: none"> - IEPs developed for all Tier 3 students and critical Tier 2 students (Wellbeing, Behaviour & Learning) - Planning demonstrates consideration of student learning at point of need for individual students 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Deliver Professional Learning for staff on Tiered Intervention for Wellbeing, Learning and Behaviour	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Conduct Learning Walks or Peer Observations focused on differentiation	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Highlight successes for students in the non-bilingual or Vietnamese program	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop a whole school tracking process to identify and support Tier 2 and 3 students across the school	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Provide additional classroom support for disadvantaged students	<input checked="" type="checkbox"/> Education support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$75,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$84,355.90	\$75,000.00	\$9,355.90
Disability Inclusion Tier 2 Funding	\$145,664.82	\$84,000.00	\$61,664.82
Schools Mental Health Fund and Menu	\$36,960.93	\$32,000.00	\$4,960.93
Total	\$266,981.65	\$191,000.00	\$75,981.65

Activities and milestones – Total Budget

Activities and milestones	Budget
Construct a formal process for the coordination of Attitudes to School Survey implementation across the school	\$2,000.00
Develop Disability Inclusion Profiles for students who require adjustments to access learning.	\$75,000.00
Develop a Learning to Learn program to relaunch the School Wide Positive Behaviours framework	\$2,000.00
Deliver Professional Learning for staff on Tiered Intervention for Wellbeing, Learning and Behaviour	\$2,000.00
Conduct Learning Walks or Peer Observations focused on differentiation	\$3,000.00
Develop a whole school tracking process to identify and support Tier 2 and 3 students across the school	\$2,000.00
Provide additional classroom support for disadvantaged students	\$75,000.00
Totals	\$161,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Provide additional classroom support for disadvantaged students	from: Term 1 to: Term 4	\$75,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$75,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Construct a formal process for the coordination of Attitudes to School Survey implementation across the school	from: Term 2 to: Term 2	\$2,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Middle school leaders
Develop Disability Inclusion Profiles for students who require adjustments to access learning.	from: Term 1 to: Term 4	\$75,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Deliver Professional Learning for staff on Tiered Intervention for Wellbeing, Learning and Behaviour	from: Term 2 to: Term 2	\$2,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Middle school leaders

Conduct Learning Walks or Peer Observations focused on differentiation	from: Term 3 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Middle school leaders
Develop a whole school tracking process to indentify and support Tier 2 and 3 students across the school	from: Term 2 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none">
Totals		\$84,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Develop a Learning to Learn program to relaunch the School Wide Positive Behaviours framework	from: Term 2 to: Term 2	\$2,000.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Totals		\$2,000.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Employ counsellor to work 1-1 with students	\$30,000.00
Totals	\$30,000.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employ counsellor to work 1-1 with students	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employ counsellor to work 1-1 with students	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Employ counsellor to work 1-1 with students	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students
Totals		\$30,000.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Develop Disability Inclusion Profiles for students who require adjustments to access learning.	<input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop a Learning to Learn program to relaunch the School Wide Positive Behaviours framework	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Induct and mentor new staff to the school's Instructional Model for Literacy and Numeracy (including graduates and staff new to the school)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> School improvement team					
Refamiliarise all staff with the Instructional Model, supporting documentation and resources developed	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Deliver Professional Learning for staff on Tiered Intervention for Wellbeing, Learning and Behaviour	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <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"/> On-site
Provide additional classroom support for disadvantaged students	<input checked="" type="checkbox"/> Education support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site