

2023 Annual Implementation Plan

for improving student outcomes (Endorsed)

Aurora School (5511)



Submitted for review by Vicki Main (School Principal) on 14 December, 2022 at 10:12 AM
Endorsed by Richard Lambert (Senior Education Improvement Leader) on 01 February, 2023 at 08:45 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	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	
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	

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	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	

Enter your reflective comments	<p>Both EI and EE provide a 'team around the child' approach combined with a family partnership model of service. This combined approach aims to meet each child's individual learning and wellbeing needs and supports families/carers to understand and advocate for these needs.</p> <p>The Aurora School team includes educators (teachers, education support staff), allied health (audiologist, occupational therapist, physiotherapist, psychologists, speech pathologists, social workers) and admin staff (business, office, and IT managers and transport and reception coordinators). Staff work together to provide a wrap-around support for children, their families and their communities.</p>
Considerations for 2023	Current assessment tools don't fully meet our needs and work is being undertaken to develop our own assessment tools including redevelopment of the CASLLS to the ASMAC and further development of the Auslan Checklist. These documents will be informed by current research. Recent confirmation has been received from DET that we will be able to work with Salesforce in 2023 to develop this program which will then be available on the statewide 'Insight Portal'.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

Goal 2	Maximise learning growth for every child and the understanding and partnering of families in that learning.
Target 2.1	By 2025 increase the percentage of children recording in-level or next-level growth annually, as measured by Early Ables, ABLES, Vic Curriculum, ASMAC, and/or other assessment tools as appropriate.
Target 2.2	By 2025 90% of children achieve their ILP goals annually.
Target 2.3	By 2025, positive response percentages maintained or improved in School Staff Survey (SSS) factors relating to school climate, curriculum development, school leadership and collaboration with families.

Key Improvement Strategy 2.a Parents and carers as partners	Improve parents/carers participation as active partners in their child's learning and development.
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	Embed a culture of high expectations.
Key Improvement Strategy 2.c Curriculum planning and assessment	Develop and embed a guaranteed and viable curriculum that caters for all children at their point of need.

Goal 3	Improve the independence and advocacy of every child and their families in the learning environment.
Target 3.1	By 2025 all families exiting the EI and EE programs will have toured a range of destination educational facilities.
Target 3.2	By 2025 positive response percentages maintained or improved in School Staff Survey (SSO) factors relating to school climate, curriculum development, school leadership and collaboration with families.
Target 3.3	By 2025, positive response percentages in relevant Destination School and Parent Surveys maintained or increased, related to transition processes and support modules.

Target 3.4	By 2025 positive response percentages maintained or increased, in all parent survey modules.
Key Improvement Strategy 3.a Parents and carers as partners	Improve parents/carers participation as active partners in their child's learning and development
Key Improvement Strategy 3.b Empowering students and building school pride	Develop and implement a team approach to build independence and self-advocacy in children
Key Improvement Strategy 3.c Networks with schools, services and agencies	Further develop the effective transitions of children into and out of the EI and EE programs

Goal 4	Strengthen the engagement and wellbeing for every child.
Target 4.1	By 2025, 100% of families have a range of opportunities to connect with the broader Aurora community.
Target 4.2	By 2025 100% of families have the opportunity to complete an Auslan family course.
Target 4.3	By 2025, 100% of EE children will be supported, through targeted programs, to develop a sense of empathy and self-awareness in relation to emotional regulation. By 2025, 100% of EI families will be supported, through targeted programs/resources, to enhance a sense of empathy and self-awareness in relation to emotional regulation in their children.
Target 4.4	By 2025, positive response percentages maintained or increased in relevant engagement and wellbeing factors in our school-developed parent survey.

Key Improvement Strategy 4.a Parents and carers as partners	Improve parents/carers participation as active partners in their child's learning and development
Key Improvement Strategy 4.b Health and wellbeing	Build a whole-school approach to the development of the wellbeing of all children
Key Improvement Strategy 4.c Building communities	Explore and develop wider community partnerships to optimise the support and pathways for every child

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.
In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	<p>Increase the percentage of children recording in-level or next-level growth as measured by CASLLS/ASMAC, Early ABLES, ABLES, and Vic Curriculum, and/or other assessment tools as appropriate.</p> <p>Develop programs to support positive behaviour management and promote emotional regulation.</p> <p>Strengthen FPM model to enable the wellbeing needs of the child within the family to be identified and well supported.</p> <p>Strengthen processes that support vulnerable and disengaging children and families.</p>
Maximise learning growth for every child and the understanding and partnering of families in that learning.	No	By 2025 increase the percentage of children recording in-level or next-level growth annually, as measured by Early Ables, ABLES, Vic Curriculum, ASMAC, and/or other assessment tools as appropriate.	
		By 2025 90% of children achieve their ILP goals annually.	
		By 2025, positive response percentages maintained or improved in School Staff Survey (SSS) factors relating to school climate, curriculum development, school leadership and collaboration with families.	
Improve the independence and advocacy of every child	No	By 2025 all families exiting the EI and EE programs will have toured a range of destination educational facilities.	

and their families in the learning environment.		By 2025 positive response percentages maintained or improved in School Staff Survey (SSO) factors relating to school climate, curriculum development, school leadership and collaboration with families.	
		By 2025, positive response percentages in relevant Destination School and Parent Surveys maintained or increased, related to transition processes and support modules.	
		By 2025 positive response percentages maintained or increased, in all parent survey modules.	
Strengthen the engagement and wellbeing for every child.	No	By 2025, 100% of families have a range of opportunities to connect with the broader Aurora community.	
		By 2025 100% of families have the opportunity to complete an Auslan family course.	
		By 2025, 100% of EE children will be supported, through targeted programs, to develop a sense of empathy and self-awareness in relation to emotional regulation. By 2025, 100% of EI families will be supported, through targeted programs/resources, to enhance a sense of empathy and self-awareness in relation to emotional regulation in their children.	
		By 2025, positive response percentages maintained or increased in relevant engagement and wellbeing factors in our school-developed parent survey.	

Goal 1	In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
12 Month Target 1.1	<p>Increase the percentage of children recording in-level or next-level growth as measured by CASLLS/ASMAC, Early ABLES, ABLES, and Vic Curriculum, and/or other assessment tools as appropriate.</p> <p>Develop programs to support positive behaviour management and promote emotional regulation.</p> <p>Strengthen FPM model to enable the wellbeing needs of the child within the family to be identified and well supported.</p> <p>Strengthen processes that support vulnerable and disengaging children and families.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2023 Dimension	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	Increase the percentage of children recording in-level or next-level growth as measured by CASLLS/ASMAC, Early ABLES, ABLES, and Vic Curriculum, and/or other assessment tools as appropriate. Develop programs to support positive behaviour management and promote emotional regulation. Strengthen FPM model to enable the wellbeing needs of the child within the family to be identified and well supported. Strengthen processes that support vulnerable and disengaging children and families.
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	EI 1. Embed EI Quality Improvement Framework (JHIC statement updated 2019 - 10 Principals of Best Practice for EI with children who are DHH) to inform practice 2. Establish/embed consistent approaches to documentation, assessment, reporting and monitoring EE 1. Strengthen the school wide approach to communication, speech and listening, specific to the learning needs of each individual child 2. Embed and maintain the meeting structures (Team, PLT, AH) to support collaboration and practice in the area of explicit teaching and learning within a play based setting 3. Establish/embed consistent approaches to documentation, assessment, reporting and monitoring
Outcomes	EI 1. Staff will share a common understanding of the EI Quality Improvement Framework and work towards fidelity of implementation 2. Staff will consistently implement the agreed approach to documentation, assessment, reporting and monitoring

	<p>EE</p> <ol style="list-style-type: none"> 1. Staff will share a common understanding of the school wide approach to communication, speech and listening, specific to the learning needs of each individual child and work towards fidelity of implementation 2. Vulnerable and/or disengaging children and their families will be identified and supported 3. Staff will consistently implement the agreed approach to documentation, assessment, reporting and monitoring
<p>Success Indicators</p>	<p>EI</p> <ol style="list-style-type: none"> 1. Reflection and evaluation meetings and parent and staff survey data evidences fidelity of understanding and implementation of the EI Quality Improvement Framework 2. Growth is reflected in children’s screening data and evidenced through the agreed approach to documentation, assessment, reporting and monitoring <p>EE</p> <ol style="list-style-type: none"> 1. Classroom observations, learning walks, reflection and evaluation meetings, and parent and staff survey data evidence fidelity of understanding and implementation of the school wide approach to communication, speech and listening 2. Classroom observations, learning walks, reflection and evaluation meetings, and parent and staff survey data evidences implementation of practice in line with planned and agreed curriculum, assessments, and explicit teaching and learning within a play based setting 3. Growth is reflected in children’s screening data and evidenced through the agreed approach to documentation, assessment, reporting and monitoring

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
1. EI Schedule and organise professional learning, reflection and supervision on strengthening understanding and fidelity of the EI Quality Improvement Framework	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
2. EI Allocate time for EI Team Leaders to review documentation, assessment, reporting and monitoring on ACT to ensure fidelity	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
1. EE Document plans for classroom observations and learning walks, and reflection and evaluation meetings to evidence fidelity of understanding and implementation of the school wide approach to communication, speech and listening	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>2.EE Document plans for classroom observations and learning walks, and reflection and evaluation meetings to evidence fidelity of planned and agreed curriculum, assessments, and explicit teaching and learning within a play based setting</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>3.EE Allocate time for EE Team Leaders to review documentation, assessment, reporting and monitoring to ensure fidelity</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	E1 1. Adhere to the principles of the Family Partnership Model 2. Establish/embed processes and protocols that increase the engagement of vulnerable and/or disengaging children and their families EE 1. Establish/embed processes and protocols that ensure children with specific learning needs and at risk children are supported
Outcomes	E1 1. Staff will have strong relationships with children and families in line with the FPM model of service 2. Vulnerable and/or disengaging children and their families will be identified and supported EE 1. Staff will meet to engage in reflective practice, evaluate and plan curriculum, assessments, and implement explicit teaching and learning within a play based setting
Success Indicators	E1 1. ACT data and documentation and family surveys reflect meeting of family expectations, engagement and participation in line with FPM 2. ACT data documents implementation of processes and protocols that support vulnerable and/or disengaging children and their families EE 1. ACT data documents implementation of processes and protocols that support vulnerable and/or disengaging children and their families

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
1. EI Schedule and organise professional learning, reflection and supervision on strengthening understanding and embedding FPM model	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
2.EI Review and strengthen existing process and protocols to ensure follow-up for vulnerable and/or disengaging children and their families	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,080.85 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
1. EE Review and strengthen existing process and protocols to ensure follow-up for vulnerable and/or disengaging children and their families (Zones of Regulation, Play Therapy)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,080.85 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$0.00	\$10,161.70	-\$10,161.70
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$0.00	\$10,161.70	-\$10,161.70

Activities and Milestones – Total Budget

Activities and Milestones	Budget
2.EI Review and strengthen existing process and protocols to ensure follow-up for vulnerable and/or disengaging children and their families	\$5,080.85
1. EE Review and strengthen existing process and protocols to ensure follow-up for vulnerable and/or disengaging children and their families (Zones of Regulation, Play Therapy)	\$5,080.85
Totals	\$10,161.70

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
2.EI Review and strengthen existing process and protocols to ensure follow-up for vulnerable and/or disengaging children and their families	from: Term 1 to: Term 4	\$5,080.85	<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
1. EE Review and strengthen existing process and protocols to ensure follow-up for vulnerable and/or disengaging children and their families (Zones of Regulation, Play Therapy)	from: Term 1 to: Term 4	\$5,080.85	<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
Totals		\$10,161.70	

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
Totals		\$0.00	

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 and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
1. EI Schedule and organise professional learning, reflection and supervision on strengthening understanding and fidelity of the EI Quality Improvement Framework	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
1. EE Document plans for classroom observations and learning walks, and reflection and evaluation meetings to evidence fidelity of understanding and implementation of the school wide approach to communication, speech and listening	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
2.EE Document plans for classroom observations and learning walks, and reflection and evaluation meetings to evidence fidelity of planned and agreed curriculum, assessments, and explicit teaching and learning within a play based setting	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site

<p>1. EI Schedule and organise professional learning, reflection and supervision on strengthening understanding and embedding FPM model</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>1. EE Review and strengthen existing process and protocols to ensure follow-up for vulnerable and/or disengaging children and their families (Zones of Regulation, Play Therapy)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team 	<p>from: Term 1 to: Term 4</p>	<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"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Mental Health Resources <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Lookout Centre/Designated Teacher 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site