

# 2021 Annual Implementation Plan

## for improving student outcomes

Montmorency South Primary School (4925)



Submitted for review by Naomi Ivers (School Principal) on 15 March, 2021 at 05:16 PM  
Endorsed by Clare Read (Senior Education Improvement Leader) on 01 April, 2021 at 02:40 PM  
Endorsed by Marcus Walsh (School Council President) on 30 April, 2021 at 03:25 PM

## Self-evaluation Summary - 2021

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

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

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

<b>Enter your reflective comments</b>	Although a T&L role description was established and T&L leaders were asked to refer to it in their application for the role, it became evident that leaders had moved to a purely information sharing and administrative role. As a result of this, the organisation design was revisited and a decision made to emphasise the coaching role of the T&L leaders.
<b>Considerations for 2021</b>	Students ability to connect socially with peers and respectfully to the school will need to be considered after the covid interrupted year
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	To improve student learning achievement and growth in Literacy and Numeracy
<b>Target 2.1</b>	<p>Top two bands Literacy NAPLAN:</p> <ul style="list-style-type: none"> <li>• To increase the % of students in the top 2 bands in NAPLAN Year 5 Reading from 50% in 2019 to 60% by 2024</li> <li>• To increase the % of students in the top 2 bands in NAPLAN Year 5 Spelling from 35% in 2019 to 44% by 2024</li> </ul> <p>Top two band Numeracy NAPLAN:</p> <ul style="list-style-type: none"> <li>• To improve the percentage of students in the top two bands for year 5 Numeracy from 45% in 2019 to 50% by 2024</li> </ul>

<b>Target 2.2</b>	<ul style="list-style-type: none"> <li>• To improve Teacher Judgements in Writing P to 6 students above expected level from 29% 2019 to 40% 2024</li> <li>• To improve Teacher Judgements in Number and Algebra P to 6 for students above expected level from 48% from 2019 to 55% by 2024</li> <li>• To improve Teacher Judgements in Statistics and Probability in years 4 to 6 from 23% year 4, 42% year 5 and 37% year 6 in 2019 to 50% in each year level by 2024</li> </ul>
<b>Target 2.3</b>	<p>NAPLAN Growth:</p> <ul style="list-style-type: none"> <li>• To improve two year moving average at or above benchmark growth in Reading NAPLAN year 3 to 5 from 76% in 2019 to 83% by 2024</li> <li>• To improve two year moving average at or above benchmark growth student growth in Writing NAPLAN year 3 to 5 from 75.5% in 2019 to 83% by 2024</li> </ul>
<b>Target 2.4</b>	SOS to improve teacher collaboration from 68% Positive Endorsement in 2020 to 80% by 2024
<b>Target 2.5</b>	POS To improve Teacher Communication from 77% PE 2019 to 85% PE by 2024
<b>Key Improvement Strategy 2.a</b> Building practice excellence	To build a whole school culture of high expectations for learning
<b>Key Improvement Strategy 2.b</b>	Embed a whole school literacy and numeracy instructional model that is consistently applied across the school.

Building practice excellence	
<b>Key Improvement Strategy 2.c</b> Curriculum planning and assessment	Building teacher capacity in curriculum knowledge of continuum learning in literacy and numeracy.
<b>Key Improvement Strategy 2.d</b> Curriculum planning and assessment	Building staff capacity to differentiate learning so that all children achieve their potential
<b>Goal 3</b>	To improve student engagement in learning
<b>Target 3.1</b>	SATS To improve positive endorsement in Teacher Concern in the SATS survey from 75% in 2019 to 85% in 2024
<b>Target 3.2</b>	SATS To improve positive endorsement for Student Voice and Agency for Males from 63% (Male 63% Female 79% 2019) in 2019 to 75% in 2024.
<b>Target 3.3</b>	POS To maintain or improve student voice and agency from benchmark 81% in 2019 to 90% in 2024 (Parent Opinion Survey)
<b>Target 3.4</b>	Attendance: To improve average days absent three year average from 13 days 2017 to 2019 to 12 days 2022 to 2024
<b>Key Improvement Strategy 3.a</b>	Building teacher and student capacity to develop and monitor and achieve personal student achievement learning goals.

Setting expectations and promoting inclusion	
<b>Key Improvement Strategy 3.b</b> Curriculum planning and assessment	Building teacher capacity to provide targeted and timely feedback to students and parents and utilise feedback to inform teaching practices.
<b>Key Improvement Strategy 3.c</b> Empowering students and building school pride	Activating student voice and agency (including co-designing and influencing curriculum planning, teaching and learning).
<b>Key Improvement Strategy 3.d</b> Evidence-based high-impact teaching strategies	To develop a culture of inquiry within the school curriculum.

## 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.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>Priority 1- Teacher Tutor Initiative semester 1 data will reflect 6-12 months progress in students identified as not having made expected growth in 2020 due to Covid-19.</p> <p>To improve Teacher Judgement in Writing P to 6 students above expected level from 29% 2019 to 31% 2021</p> <p>To improve Teacher Judgement in Number and Algebra P to 6 for students above expected level from 48% from 2019 to 50% by 2021</p> <p>To improve Teacher Judgement in Statistics and Probability in years 4 to 6 from 23% year 4 to 25% in 2021, 42% year 5 to 45% in 2021 and 37% year 6 in 2019 to 40% in 2021</p> <p>Priority 2- AToSS results- 2019 and 2020 benchmark Resilience- 2019 84% increase to 88% in 2021 Teacher concern 2019 75% increase to 80% in 2021</p> <p>Priority 3- Parent opinion survey Parent participation and involvement from</p>



			2020 76% to increase to 84% Teacher communication 2019 77% and 2020 64% increase to 77% in 2021
To improve student learning achievement and growth in Literacy and Numeracy	No	<p>Top two bands Literacy NAPLAN:</p> <ul style="list-style-type: none"> <li>• To increase the % of students in the top 2 bands in NAPLAN Year 5 Reading from 50% in 2019 to 60% by 2024</li> <li>• To increase the % of students in the top 2 bands in NAPLAN Year 5 Spelling from 35% in 2019 to 44% by 2024</li> </ul> <p>Top two band Numeracy NAPLAN:</p> <ul style="list-style-type: none"> <li>• To improve the percentage of students in the top two bands for year 5 Numeracy from 45% in 2019 to 50% by 2024</li> </ul>	
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		<p>NAPLAN Growth:</p> <ul style="list-style-type: none"> <li>• To improve two year moving average at or above benchmark growth in Reading NAPLAN year 3 to 5 from 76% in 2019 to 83% by 2024</li> <li>• To improve two year moving average at or above benchmark growth student growth in Writing NAPLAN year 3 to 5 from 75.5% in 2019 to 83% by 2024</li> </ul>	
		SOS to improve teacher collaboration from 68% Positive Endorsement in 2020 to 80% by 2024	
		POS To improve Teacher Communication from 77% PE 2019 to 85% PE by 2024	
To improve student engagement in learning	No	SATS To improve positive endorsement in Teacher Concern in the SATS survey from 75% in 2019 to 85% in 2024	

		SATS To improve positive endorsement for Student Voice and Agency for Males from 63% (Male 63% Female 79% 2019) in 2019 to 75% in 2024.	
		POS To maintain or improve student voice and agency from benchmark 81% in 2019 to 90% in 2024 (Parent Opinion Survey)	
		Attendance: To improve average days absent three year average from 13 days 2017 to 2019 to 12 days 2022 to 2024	

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>Priority 1- Teacher Tutor Initiative semester 1 data will reflect 6-12 months progress in students identified as not having made expected growth in 2020 due to Covid-19.          To improve Teacher Judgement in Writing P to 6 students above expected level from 29% 2019 to 31% 2021          To improve Teacher Judgement in Number and Algebra P to 6 for students above expected level from 48% from 2019 to 50% by 2021          To improve Teacher Judgement in Statistics and Probability in years 4 to 6 from 23% year 4 to 25% in 2021, 42% year 5 to 45% in 2021 and 37% year 6 in 2019 to 40% in 2021</p> <p>Priority 2- AToSS results- 2019 and 2020 benchmark          Resilience- 2019 84% increase to 88% in 2021          Teacher concern 2019 75% increase to 80% in 2021</p> <p>Priority 3- Parent opinion survey</p>

	Parent participation and involvement from 2020 76% to increase to 84% Teacher communication 2019 77% and 2020 64% increase to 77% in 2021	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority	Yes
<b>KIS 3</b> Building communities	Connected schools priority	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>Priority 1- Teacher Tutor Initiative semester 1 data will reflect 6-12 months progress in students identified as not having made expected growth in 2020 due to Covid-19.            To improve Teacher Judgement in Writing P to 6 students above expected level from 29% 2019 to 31% 2021            To improve Teacher Judgement in Number and Algebra P to 6 for students above expected level from 48% from 2019 to 50% by 2021            To improve Teacher Judgement in Statistics and Probability in years 4 to 6 from 23% year 4 to 25% in 2021, 42% year 5 to 45% in 2021 and 37% year 6 in 2019 to 40% in 2021</p> <p>Priority 2- AToSS results- 2019 and 2020 benchmark            Resilience- 2019 84% increase to 88% in 2021            Teacher concern 2019 75% increase to 80% in 2021</p> <p>Priority 3- Parent opinion survey            Parent participation and involvement from 2020 76% to increase to 84%            Teacher communication 2019 77% and 2020 64% increase to 77% in 2021</p>
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	<p>Build staff capacity and confidence to use a wide range of assessment tools and data            Build staff capacity to differentiate learning and target specific student needs            Build teacher curriculum knowledge of a continuum of learning in writing and mathematics            Embed whole school instructional model</p>
<b>Outcomes</b>	<p>Teachers will cater effectively for students needing additional assistance and extension            Teacher will accurately identify student learning needs at point of need.            Teachers will consistently and explicitly implement the instructional model.            Teachers will have a knowledge of what is the next steps in student learning.            Teachers will identify and activate strategies where students are not making expected growth</p> <p>Students needing support and extension will be immediately identified and supported</p>

	<p>Leaders will proactively support the collective ability of the whole team. Leaders will promote collaboration and discussion about effective teaching practices</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Have specific learning goals that they are aware of.</li> <li>• Be able to describe the next steps in their learning.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Use data to identify next steps for their students.</li> <li>• Work in effective team PLC's to identify students point of need through the use of data walls.</li> <li>• Use formative assessment to help implement a differentiated program catered to the student's needs.</li> <li>• Improve their use of formative assessment tools to understand student skills.</li> <li>• Conference with students regarding learning goals.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Provide professional feedback and direction with regards to use of formative assessment as a tool to understand student skills.</li> <li>• Support the embedding of data wall use during PLC meetings.</li> <li>• Create 'key curriculum' statements for use by teachers.</li> <li>• Undertake class observations and feedback on differentiation.</li> </ul>			
<b>Success Indicators</b>	<p>T&amp;L leaders show growth in their self assessment against FISO continua Meeting minutes with PLC Inquiry Focus- Teacher documentation indicates evidence of formative assessment informing teaching and learning at point of need for each student. Learning from each PLC inquiry cycle is reflected in future teaching and embedded in practice- documentation from teams Classroom observations and learning walks demonstrate the instructional model in place Data showing moderate to high learning growth for all students.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Appointment an MSL/Learning tutor Design good model for tutor	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$125,000.00  <input type="checkbox"/> Equity funding will be used

Build staff capacity to differentiate at point of need through PLC inquiry cycles, data analysis and participation in CoP with focus on differentiation	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Termly writing moderation tasks- team and whole school Collaboration of shared practice and team planning Creation of whole school continuum of learning in writing, including spelling	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Embed whole school instructional model- how make this happen? Investigate and decide upon an Instructional Model before engaging a graphic designer to create a visual representation of the MSPS Instructional Model	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Connect staff personal learning goals (indicative of HITS) with whole school/ DET goals and identified team PLC focus	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	Establish a whole school approach to mental health, wellbeing and engagement			
<b>Outcomes</b>	Students will demonstrate expected values and behaviours in the yard Students will be able to articulate strategies they can use to support their own health and wellbeing Students will feel supported and engaged and contribute to a strong classroom culture Students will have strong relationships with peers Teachers will have confidence and knowledge of mental health and wellbeing strategies Teachers will establish strong classroom culture which reflects school values and expectations			

	Staff, students and parents will demonstrate mutual respect and empathy for each other Teachers, leaders and the whole school community will share a common understanding of the whole school approach to wellbeing			
<b>Success Indicators</b>	Classroom and yard observations Documentation of policies and programs (TRP, MHWB) Surveys- teacher/ student/ parent- to monitor effectiveness and positive impact Curriculum resources would be available Agreed approaches for identifying students at risk Student surveys Pivot			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Participation in Mental Health and wellbeing project	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input checked="" type="checkbox"/> Equity funding will be used
Whole school engagement with The Resilience Project	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Review student wellbeing and engagement policy	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used



Whole school wellbeing and engagement approach that includes professional learning for the whole school eg Maria Ruberto, TRP and themed weeks such as Kindness week and wellbeing day	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	Strengthen relationships with parents, carers and kin Re-engage the school community in the life of the school Continue/strengthen parent -student connection with learning, incorporating the lessons learnt during remote			
<b>Outcomes</b>	The sense of connection and belonging throughout the whole school community is strengthened Leaders will prioritise time for staff to communicate and build relationships with parents, carers and kin Teachers will be proactive and communicate with parents around student learning The school community will be connected to the school and have input into decisions and initiatives			
<b>Success Indicators</b>	Parent Opinion Survey Attendance at data conferences Willingness to complete Parent Helper course and assist in classrooms			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Parent helper course held at beginning of the year, with recording available for the rest of the year	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00  <input type="checkbox"/> Equity funding will be used
The Resilience Project parent presentation	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used

Daily communication with parents via Facebook postings about school activities	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> STEM Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00  <input type="checkbox"/> Equity funding will be used
Updates through parent forums eg Family Curriculum night, STEM night, Data conferences	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00  <input type="checkbox"/> Equity funding will be used

# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$12,000.00	\$12,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$12,000.00</b>	<b>\$12,000.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Participation in Mental Health and wellbeing project	from: Term 1 to: Term 4		\$500.00	\$500.00
Whole school engagement with The Resilience Project	from: Term 1 to: Term 4		\$5,000.00	\$5,000.00
Whole school wellbeing and engagement approach that includes professional learning for the whole school eg Maria Ruberto, TRP and themed weeks such as Kindness week and wellbeing day	from: Term 1 to: Term 4		\$1,500.00	\$1,500.00
The Resilience Project parent presentation	from: Term 1		\$5,000.00	\$5,000.00

	to: Term 1			
<b>Totals</b>			\$12,000.00	\$12,000.00

Additional Equity spend

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Appointment an MSL/Learning tutor Design good model for tutor	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<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"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Connect staff personal learning goals (indicative of HITS) with whole school/ DET goals and identified team PLC focus	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Participation in Mental Health and wellbeing project	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s) <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"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Mental Health in Primary School Pilot project team	<input checked="" type="checkbox"/> On-site
Whole school engagement with The Resilience Project	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Student voice, including input and feedback		The Resilience Project- Martin Heppell	
<p>Whole school wellbeing and engagement approach that includes professional learning for the whole school eg Maria Ruberto, TRP and themed weeks such as Kindness week and wellbeing day</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants  Maria Ruberto-Salutegenics	<input checked="" type="checkbox"/> On-site