

# 2021 Annual Implementation Plan

## for improving student outcomes

Seaford Primary School (3835)



Submitted for review by Michael Browne (School Principal) on 17 December, 2020 at 10:55 AM  
Endorsed by Angela Pollard (Senior Education Improvement Leader) on 15 February, 2021 at 08:03 AM  
Endorsed by Travis McNamara (School Council President) on 16 February, 2021 at 05:02 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	Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving moving towards Embedding
<b>Professional leadership</b>	Building leadership teams	Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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

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

<b>Enter your reflective comments</b>	<p>We have chosen to leave our self evaluation where it was at the end of 2019 due to the disruptive year we have had with COVID-19 and remote learning. Initially we tried to offer a broad range of learning programs but this was overwhelming for all stakeholders. As staff, students and parents became more familiar with Seesaw and WebEx remote learning became far easier and enjoyable. Many students thrived and those who had issues were quickly identified and supported. Differentiated teaching was a highlight with many groups established on Seesaw who were given individual or small group lessons. Students were also able to have agency in their learning completing tasks of choice when suited. Students identified as at risk were able to access onsite learning. Partnerships with parents were strengthened. PLC's were on hold however teachers met regularly via WebEx for planning and resources as well as full staff meetings. These meetings were extremely well attended by teachers and support staff. Term 4 will focus on student wellbeing along with assessment and reporting. We have questioned the validity and accuracy of the assessments carried out during remote. Teachers will collaborate and moderate assessment tasks.</p>
<b>Considerations for 2021</b>	<p>It would be very worthwhile to try to maintain parent partnerships and continue to use Seesaw as a means of communication. Differentiation needs to continue school wide. Our PSD, Language Unit and students at risk are very well</p>

	<p>catered for but will be further supported through specific teaching of decodable texts involving good phonic teaching. PLC's will continue weekly and be timetabled where teachers are released together. HITS will become a focus along with an Inquiry focus - either numeracy, writing or wellbeing aspect. Assessment schedule will be reviewed and an alternative target will be selected other than NAPLAN. Continuing the independence of students would also be good - eg carrying their own bags in, unpacking/packing without support; being organised with tools for working and beginning promptly and staying on task. Student Agency will continue to be a focus and professional learning for staff will be provided on formative assessment. It would also be great to have international travel permitted to enable the visit of students from Taiwan.</p>
<p><b>Documents that support this plan</b></p>	

## 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> Building practice excellence	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Setting expectations and promoting inclusion	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Setting expectations and promoting inclusion	Connected schools priority
<b>Goal 2</b>	To strengthen student engagement and empowerment in their learning.
<b>Target 2.1</b>	Using STATS 2017 as a benchmark increase overall Student Agency and Voice Measures.
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Embed a culture of empowerment and agency in learning
<b>Goal 3</b>	To develop a consistent teaching and learning model which supports improved student outcomes in Literacy and Numeracy
<b>Target 3.1</b>	<u>NAPLAN</u> (using 2018 as benchmark)

	<p>Increase percentage of students in the top two bands in writing and decrease the percentage of students in bottom two bands</p> <p><u>Victorian Curriculum</u> (using 2017 as benchmark)  Increase percentage of students in the top two bands in literacy and decrease the percentage of students in bottom two bands</p> <p>-  <u>Student Attitudes to School Survey</u>  Learning Confidence to be at 90 per cent or higher</p>
<b>Key Improvement Strategy 3.a</b> Building practice excellence	Develop and document an agreed Instructional Model for Writing and for the teaching of Numeracy
<b>Goal 4</b>	To maximise student learning growth in Literacy and Numeracy
<b>Target 4.1</b>	<p><u>Victorian Curriculum</u>  Students to progress 12 months growth in one academic year in numeracy and literacy</p> <p>Decrease the number of students making low growth</p> <p>Increase number of students eligible for High Ability Program</p>
<b>Key Improvement Strategy 4.a</b> Curriculum planning and assessment	Build teacher capacity to implement High Impact Teaching strategies



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>KIS 1A: 90% of students in the TLI program will make learning growth according to Read Write Inc Phonological Awareness Screeners, PROBE and teacher constructed rubrics each 5 weeks.</p> <p>90% of years 3 to 6 students will demonstrate improvement in Numeracy according to Essential Assessments pre/post tests each term.</p> <p>90% of students will progress at least 1 Fountas and Pinnell reading level each term.</p> <p>75% of students to progress at least 12 months growth from June 2020 to June 2021 in numeracy and literacy according to teacher judgement.</p> <p>KIS 1B: Increase Student Voice and Agency from 74% positive to 80% positive in the Students Attitude to School Survey.</p> <p>100% of students will set an academic and a personal WIG (goals) every term and record/track progress.</p> <p>Once per term student surveys/focus groups will show increases of positive endorsement from 69% to 75% in the</p>



			<p>area of students helping to decide things like class activities and rules.</p> <p>KIS 1C: Increase average attendance rate by year level to above 90%.</p> <p>Increase number of Family Visits on SeeSaw from 5% of families to 10% by April and 20% by June.</p>
To strengthen student engagement and empowerment in their learning.	No	Using STATS 2017 as a benchmark increase overall Student Agency and Voice Measures.	
To develop a consistent teaching and learning model which supports improved student outcomes in Literacy and Numeracy	No	<p><u>NAPLAN</u> (using 2018 as benchmark) Increase percentage of students in the top two bands in writing and decrease the percentage of students in bottom two bands</p> <p><u>Victorian Curriculum</u> (using 2017 as benchmark) Increase percentage of students in the top two bands in literacy and decrease the percentage of students in bottom two bands</p> <p>- <u>Student Attitudes to School Survey</u> Learning Confidence to be at 90 per cent or higher</p>	
To maximise student learning growth in Literacy and Numeracy	No	<p><u>Victorian Curriculum</u> Students to progress 12 months growth in one academic year in numeracy and literacy</p>	

		<p>Decrease the number of students making low growth</p> <p>Increase number of students eligible for High Ability Program</p>	
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<b>Goal 1</b>	2021 Priorities Goal	
<b>12 Month Target 1.1</b>	<p>KIS 1A: 90% of students in the TLI program will make learning growth according to Read Write Inc Phonological Awareness Screeners, PROBE and teacher constructed rubrics each 5 weeks.  90% of years 3 to 6 students will demonstrate improvement in Numeracy according to Essential Assessments pre/post tests each term.  90% of students will progress at least 1 Fountas and Pinnell reading level each term.  75% of students to progress at least 12 months growth from June 2020 to June 2021 in numeracy and literacy according to teacher judgement.  KIS 1B: Increase Student Voice and Agency from 74% positive to 80% positive in the Students Attitude to School Survey.  100% of students will set an academic and a personal WIG (goals) every term and record/track progress.  Once per term student surveys/focus groups will show increases of positive endorsement from 69% to 75% in the area of students helping to decide things like class activities and rules.  KIS 1C: Increase average attendance rate by year level to above 90%.  Increase number of Family Visits on SeeSaw from 5% of families to 10% by April and 20% by June.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Learning, catch-up and extension priority	Yes
<b>KIS 2</b>	Happy, active and healthy kids priority	Yes

Setting expectations and promoting inclusion		
<b>KIS 3</b> Setting expectations and promoting inclusion	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>KIS 1A: 90% of students in the TLI program will make learning growth according to Read Write Inc Phonological Awareness Screeners, PROBE and teacher constructed rubrics each 5 weeks.</p> <p>90% of years 3 to 6 students will demonstrate improvement in Numeracy according to Essential Assessments pre/post tests each term.</p> <p>90% of students will progress at least 1 Fountas and Pinnell reading level each term.</p> <p>75% of students to progress at least 12 months growth from June 2020 to June 2021 in numeracy and literacy according to teacher judgement.</p> <p>KIS 1B: Increase Student Voice and Agency from 74% positive to 80% positive in the Students Attitude to School Survey.</p> <p>100% of students will set an academic and a personal WIG (goals) every term and record/track progress.</p> <p>Once per term student surveys/focus groups will show increases of positive endorsement from 69% to 75% in the area of students helping to decide things like class activities and rules.</p> <p>KIS 1C: Increase average attendance rate by year level to above 90%.</p> <p>Increase number of Family Visits on SeeSaw from 5% of families to 10% by April and 20% by June.</p>
<b>KIS 1</b> Building practice excellence	Learning, catch-up and extension priority
<b>Actions</b>	<p>Further develop teacher capability in the Instructional Models of Literacy and Numeracy.</p> <p>Develop teachers' data literacy to support the development of differentiated teaching and learning.</p> <p>Fully implement the Tutor Learning Initiative program at Seaford Primary.</p>
<b>Outcomes</b>	<p>Students will know how lessons are structured and how this supports their learning.</p> <p>Students will experience success and celebrate the acquisition of knowledge.</p> <p>Students in need of targeted academic support or intervention will be identified and supported.</p> <p>Teachers will consistently and explicitly implement CAFE and VOICES.</p> <p>Teachers/PLC's will engage in reflective practice - evaluate and plan differentiated curriculum, assessments, lessons.</p> <p>Teachers and leaders will create a data wall and monitor this regularly.</p> <p>Teachers will collaborate to evaluate the impact of teaching on student outcomes</p>
<b>Success Indicators</b>	<p>Teachers' formative assessment data and teacher judgement data - documentation</p> <p>Classroom observations and learning walks</p> <p>Data wall indicating student progress</p>

	Student feedback and tracking of their own progress Progress against Individual Education Plans of students identified for tailored supports A documented assessment schedule and evidence of teachers inputting data and moderating assessments on SPA Progress against PROBE and Read Write Inc screeners Documented PLC minutes that include HITS			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Implementation of a consistent mathematics instructional model in all classrooms - Primary Mathematics and Science Specialists.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$15,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Classroom observations, mentoring and feedback with Lyn Watts - VOICES and CAFE program.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Establish criteria for identifying students requiring individual and tailored support.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used

Implement new literacy support program coordinated by speech pathologist - phonological awareness and decodable texts.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$61,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Develop structure, protocols and monitor Tutor Learning Initiative.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Key staff to participate in professional learning including Tutor training modules	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Setting expectations and promoting inclusion	Happy, active and healthy kids priority			
<b>Actions</b>	Develop, refine and embed a broad range of programs and approaches to improve the health, wellbeing and intellectual engagement of all students.			
<b>Outcomes</b>	Students will clearly articulate their learning goals and next progression point. Students will feel supported and engaged in classroom programs. At risk students will be identified and receive targeted support in a timely manner. Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing. Teachers and leaders will establish agreed visible monitoring processes.			
<b>Success Indicators</b>	Improvement in attendance data. WIGS - goal setting and tracking each term. Regular survey results in the area of Student Agency. Data of services accessed by students and families.			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Maintain regular contact with Deidre Lau, (Franklin Covey) to maximise professional learning for all staff to enable the implementation of TLIM fully.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,150.00  <input checked="" type="checkbox"/> Equity funding will be used
Embed a whole school approach to wellbeing focusing on social emotional learning and engagement.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Establish and implement an agreed approach to goal setting and monitoring.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Build staff capacity to collect, analyse, monitor and respond to student engagement data.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Conduct regular check ins/conferencing with students in classrooms in regard to Learner Agency.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b>	Connected schools priority			

Setting expectations and promoting inclusion				
<b>Actions</b>	Develop and implement a range of approaches to improve student attendance and to build parent/carer connection to their child's learning progress.			
<b>Outcomes</b>	Students will feel connected to school and have positive attitudes and attendance. Students will be connected to resources and learning opportunities. Teachers will be confident in integrating digital technologies. Teachers will have strong relationships with students and parents. The wider community will feel welcome in the school and regularly use school facilities.			
<b>Success Indicators</b>	Improved attendance data - weekly, monthly, term. Positive student survey data - internal and Attitude to Schools Surveys. Frequency of communications with parents on SeeSaw and response rate.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Parent Forum to inform parents of The Leader In Me program to implement it fully into their homes to enable consistency of terminology.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Strengthen and embed the use of SeeSaw as a means of communication with parents.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Plan and establish playground works that will mean our school is a great place to be.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00



	<input checked="" type="checkbox"/> School Improvement Team		to: Term 4	<input type="checkbox"/> Equity funding will be used
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## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$101,150.00	\$101,150.00
Additional Equity funding	\$1,469.00	\$1,469.00
<b>Grand Total</b>	<b>\$102,619.00</b>	<b>\$102,619.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	from: Term 1 to: Term 4	<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	\$10,000.00	\$10,000.00
Implementation of a consistent mathematics instructional model in all classrooms - Primary Mathematics and Science Specialists.	from: Term 1 to: Term 2	<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	\$15,000.00	\$15,000.00
Classroom observations, mentoring and feedback with Lyn Watts - VOICES and CAFE program.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00

Implement new literacy support program coordinated by speech pathologist - phonological awareness and decodable texts.	from: Term 1 to: Term 4	<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"/> Support services	\$61,000.00	\$61,000.00
Maintain regular contact with Deidre Lau, (Franklin Covey) to maximise professional learning for all staff to enable the implementation of TLIM fully.	from: Term 1 to: Term 4	<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	\$5,150.00	\$5,150.00
<b>Totals</b>			\$101,150.00	\$101,150.00

### Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Assessment resources eg PROBE, Decodable texts, Phonemic awareness screeners,	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$1,469.00	\$1,469.00
<b>Totals</b>			\$1,469.00	\$1,469.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<ul style="list-style-type: none"> <li>✓ All Staff</li> <li>✓ Leadership Team</li> <li>✓ Learning Specialist(s)</li> <li>✓ PLC Leaders</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Design of formative assessments</li> <li>✓ Moderated assessment of student learning</li> <li>✓ Collaborative Inquiry/Action Research team</li> </ul>	<ul style="list-style-type: none"> <li>✓ Professional Practice Day</li> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> <li>✓ PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ Internal staff</li> <li>✓ Learning Specialist</li> <li>✓ High Impact Teaching Strategies (HITS)</li> </ul>	✓ On-site
Implementation of a consistent mathematics instructional model in all classrooms - Primary Mathematics and Science Specialists.	<ul style="list-style-type: none"> <li>✓ All Staff</li> <li>✓ Leadership Team</li> <li>✓ Numeracy Leader</li> </ul>	from: Term 1 to: Term 2	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Preparation</li> <li>✓ Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>✓ Whole School Pupil Free Day</li> </ul>	<ul style="list-style-type: none"> <li>✓ Primary Mathematics and Science specialists</li> <li>✓ External consultants</li> </ul> <p>Expertise from reSolve Maths by Inquiry</p>	✓ On-site
Classroom observations, mentoring and feedback with Lyn Watts - VOICES and CAFE program.	<ul style="list-style-type: none"> <li>✓ All Staff</li> <li>✓ School Leadership Team</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Peer observation including feedback and reflection</li> <li>✓ Individualised Reflection</li> <li>✓ Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learning Specialist</li> <li>✓ External consultants</li> </ul> <p>Lyn Watts</p>	✓ On-site
Implement new literacy support program coordinated by speech pathologist -	<ul style="list-style-type: none"> <li>✓ All Staff</li> <li>✓ Allied Health</li> </ul>	from: Term 1	<ul style="list-style-type: none"> <li>✓ Moderated assessment of student learning</li> <li>✓ Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Literacy expertise</li> <li>✓ Internal staff</li> </ul>	✓ On-site

phonological awareness and decodable texts.		to: Term 4			<input checked="" type="checkbox"/> Learning Specialist	
Maintain regular contact with Deidre Lau, (Franklin Covey) to maximise professional learning for all staff to enable the implementation of TLIM fully.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Deidre Lau from Franklin Covey will coordinate the professional development which will possibly be held remotely via zoom or another similar platform, <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site