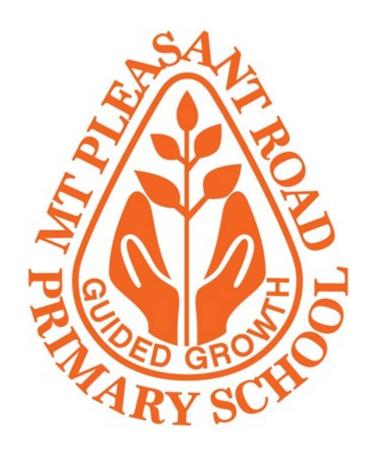# 2024 Annual Implementation Plan

for improving student outcomes

Mount Pleasant Road Nunawading Primary School (4808)

Submitted for review by Kim Streitberger (School Principal) on 04 March, 2024 at 11:56 AM
Endorsed by Richard Lambert (Senior Education Improvement Leader) on 20 March, 2024 at 02:48 PM
Endorsed by Jennifer Teoh (School Council President) on 24 March, 2024 at 10:51 PM

Self-evaluation summary - 2024

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	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 The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	No	Support for the priorities	
Maximise student learning growth in literacy and numeracy.	Yes	NAPLAN By 2027, increase the percentage of Year 3 students achieving Exceeding proficiencies for: • Reading from 36% (2023) to 40% • Writing from 15% (2023) to 30% • Numeracy from 28% (2023) to 36% By 2027, increase the percentage of Year 5 students achieving Exceeding proficiencies for: • Reading from 42% (2023) to 46% • Writing from 22% (2023) to 30% • Numeracy from 22% (2023) to 30%	By 2025, increase the percentage of Year 3 students achieving Exceeding proficiencies for Writing from 15% (2023) to 20%.By 2025, increase the percentage of Year 5 students achieving Exceeding proficiencies for Writing from 22% (2023) to 24%
		Teacher Judgements By 2027, increase the percentage of students achieving above the expected level in F-6: • Reading and Viewing from 60% (2023) to 65% • Writing from 41% (2023) to 50% • Number and Algebra from 53% (2023) to Number 65%.	By 2025, increase the percentage of students achieving above the expected level in F-6: in Number and Algebra from 53% (2023) to Number 56%.

		School Staff Survey By 2027, increase the percentage of positive responses for the following School Staff Survey factors: • Academic emphasis from 76% (2023) to 80% • Professional learning through peer observations from 62% (2023) to 70% • Leading change from 58% (2023) to 75% • Cultural leadership from 61% (2023) to 80%	By 2025, increase the percentage of positive responses for the following School Staff Survey factors:Cultural leadership from 61% (2023) to 66%
		Attitudes to School Survey By 2027, increase the percentage of positive responses for the following Attitudes to School Survey factors: • Differentiated learning challenge from 81% (2023) to 85% • Effort from 80% (2023) to 84%	By 2025, increase the percentage of positive responses for the following Attitudes to School Survey factors:Differentiated learning challenge from 81% (2023) to 82%
Enhance the wellbeing and agency of all students.	Yes	Attitudes to School Survey By 2027, increase the percentage of positive responses for the following Attitudes to School Survey factors: • Student voice and agency from 71% (2023) to 75% • Resilience from 68% (2023) to 75% • Sense of confidence from 78% (2023) to 82%	By 2025, increase the percentage of positive responses for the following Attitudes to School Survey factors: Resilience from 68% (2023) to 70%
		School Staff Survey By 2027, increase the percentage of positive responses for the following School Staff Survey factor Build resilience and resilient supportive environment from 65% (2023) to 70%.	By 2025, increase the percentage of positive responses for the following School Staff Survey factor Build resilience and resilient supportive environment from 65% (2023) to 67%.
		Student Attendance By 2027, decrease the percentage of students with 20+ days absence from 33% (2022) to 18%.	By 2027, decrease the percentage of students with 20+ days absence from 33% (2022) to 25%.

Goal 2	Maximise student learning growth in literacy and numeracy.	
12-month target 2.1-month target	By 2025, increase the percentage of Year 3 students achieving Exceeding proficiencies for Writing from 15% (2023) to 20%. By 2025, increase the percentage of Year 5 students achieving Exceeding proficiencies for Writing from 22% (2023) to 24%	
12-month target 2.2-month target	By 2025, increase the percentage of students achieving above the expected level in F-6: in Number and Algebra from 53% (2023) to Number 56%.	
12-month target 2.3-month target	By 2025, increase the percentage of positive responses for the following School Staff Survey factors: Cultural leadership from 61% (2023) to 66%	
12-month target 2.4-month target	By 2025, increase the percentage of positive responses for the following Attitudes to School Survey factors: Differentiated learning challenge from 81% (2023) to 82%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Further refine, document, and embed whole school collaborative approaches to curriculum planning and instructional approaches that ensure the best outcomes for students.	Yes
KIS 2.b Leadership	Refine and improve systems and practices around assessment strategies to respond to student needs.	No
KIS 2.c Leadership	Refining systems and processes across the school to monitor and communicate the impact of strategies and actions to improve student learning.	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.	The school has achieved strong NAPLAN proficiencies and believes more students could be extended into the exceeding category in Writing and Number with a focus on cohesion and paragraphing and the four Mathematical proficiencies. This will be achieved through whole school collaborative approaches to curriculum planning and instruction to meet students individual learning needs.	
Goal 3	**Enhance the wellbeing and agency of all students.**	
12-month target 3.1-month target	By 2025, increase the percentage of positive responses for the following Attitudes to School Survey factors: Resilience from 68% (2023) to 70%	
12-month target 3.2-month target	By 2025, increase the percentage of positive responses for the following School Staff Survey factor Build resilience and resilient supportive environment from 65% (2023) to 67%.	
12-month target 3.3-month target	By 2027, decrease the percentage of students with 20+ days absence from 33% (2022) to 25%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Support and resources	Embed multi-tiered systems of support and wellbeing approaches that enhance student engagement and inclusion.	Yes
KIS 3.b Leadership	Strengthen opportunities for students to enrich learning through community partnerships.	No
KIS 3.c Engagement	Empower students to become active agents, taking ownership over their own learning and wellbeing.	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.	Highly effective structures have been developed over the past SSP including the further implementation of Tier 2 & 3 supports to ensure high student engagement and inclusion. This AIP includes strategies for continuing to embed multitiered systems of support and a whole school approach to develop and empower students to become resilient problem solvers. School leadership will model building resilience and resilient supportive environments through the implementation of reflective and responsive structures and processes.

Define actions, outcomes, success indicators and activities

Goal 2	Maximise student learning growth in literacy and numeracy.
12-month target 2.1 target	By 2025, increase the percentage of Year 3 students achieving Exceeding proficiencies for Writing from 15% (2023) to 20%. By 2025, increase the percentage of Year 5 students achieving Exceeding proficiencies for Writing from 22% (2023) to 24%
12-month target 2.2 target	By 2025, increase the percentage of students achieving above the expected level in F-6: in Number and Algebra from 53% (2023) to Number 56%.
12-month target 2.3 target	By 2025, increase the percentage of positive responses for the following School Staff Survey factors: Cultural leadership from 61% (2023) to 66%
12-month target 2.4 target	By 2025, increase the percentage of positive responses for the following Attitudes to School Survey factors: Differentiated learning challenge from 81% (2023) to 82%
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	Further refine, document, and embed whole school collaborative approaches to curriculum planning and instructional approaches that ensure the best outcomes for students.
Actions	1. To strengthen the school-wide approach to Writing 2. To build staff capacity to plan collaboratively for differentiation to engage and meet students' individual learning needs.
Outcomes	1. Writing: Students - will know how writing lessons are structured and how this supports their learning Teachers - will analyse data to identify whole school focus areas around writing - will increase content knowledge in identified target areas Leaders

	- will model, share and provide resources to support planning - will schedule and prioritise time to attend collaborative planning time 2. Numeracy Students -will understand how they will show evidence of Mathematics Proficiencies -will identify appropriate tools and strategies to support them in approaching problems Teachers -will plan for differentiation based on student learning data - will use a variety of data and assessment sources to identify next steps for all students - will anticipate student responses to a learning task and plan meaningful questions accordingly Leaders -will prioritise teacher collaboration, planning, coaching and professional Learning in Maths practice
Success Indicators	1. Writing Early Indicators -Planners reflect professional learning around focus areas -Documented summary of staff & student values when writing Late Indicators -Post-test results from assessment sources such as English Online Interview, Big Writes and Cold Writes -NAPLAN Data 2. Numeracy Early Indicators - Planners evidence differentiation based on student learning data - PLC agendas/minutes document professional discussion on student anticipated responses to learning tasks -Students can articulate what proficiency they focused on in a session -Students know and articulate their next steps in their learning -Students can articulate effective strategies when solving a range of problems - Keywords display and success criteria include proficiency verbs Late Indicators -Post test results from assessment sources such as PAT, Maths Online Interview, Rich Assessment Tasks. -NAPLAN data --Semester 2 Teacher Judgements

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Moderation against the NAPLAN writing guide to support planning Exploring the NAPLAN marking guide for Writing and evaluating areas for future focus Engage selected staff in writing marking professional development	☑ Assistant principal ☑ Learning specialist(s) ☑ PLC leaders ☑ School improvement team	☐ PLP Priority	from: Term 2 to: Term 3	$0.00
Evaluate the impact of existing Writing structures and programs (including Seven Steps and VCOP)	☑ Learning specialist(s) ☑ PLC leaders ☑ School improvement team	☐ PLP Priority	from: Term 2 to: Term 3	$0.00
Professional learning centred around staff areas of need in writing	☑ Assistant principal ☑ Learning specialist(s) ☑ School improvement team	☐ PLP Priority	from: Term 2 to: Term 3	$0.00
Schedule and organise professional learning to continue to embed the Numeracy proficiencies	☑ Assistant principal ☑ Learning specialist(s) ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Support staff to design and moderate rich assessment tasks where students can identify appropriate tools and strategies to solve problems.	☑ Learning specialist(s) ☑ PLC leaders ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☑ Other funding will be used

Review planning documents with a focus on proficiencies and differentiation including planning meaningful questions	☑ Assistant principal ☑ Learning specialist(s) ☑ PLC leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 2.c 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	Refining systems and processes across the school to monitor and communicate the impact of strategies and actions to improve student learning.
Actions	To use organisational design to refine systems and processes across the school distributed leadership model to communicate and monitor the impact of strategies to improve student learning.
Outcomes	Students will demonstrate improved learning outcomes in literacy and numeracy provide feedback on learning to inform teachers' planning of differentiated lessons Teachers will understand how change is led through the organisational design & distributed leadership model understand who to contact for help with specific process and systems within the school Leaders will develop a clear structure/ organisational design that employs a distributed leadership model reflect upon, evaluate and communicate systems and processes in place to improve student learning develop capacity in leadership role to provide coaching, mentoring, and professional learning
Success Indicators	Early Indicators: - Developed and published organisational design that facilitates staff communication - Staff feedback confirms staff can approach to voice concern about decisions made - Minutes/Agendas from SIT/SILT meetings and PLC Meetings - Teacher Planners Late Indicators: - Staff survey results - Attitudes to School Survey

	- NAPLAN results - Teacher Judgement Data - PIVOT data				
Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**	
Classroom teachers provide opportunities for students to give verbal and written feedback on their learning in a range of forums such as class discussions, conferences and Pivot surveys.	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ PLC leaders	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items	
Leaders create, distribute, and seek feedback on an organisational design that employs a distributed leadership model and promotes a positive school culture.	☑ Assistant principal ☑ Leadership team ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$22,700.00 ☑ Disability Inclusion Tier 2 Funding will be used	
Leaders reflect upon and evaluate systems and processes in place to improve student learning, including teaching and learning programs in Literacy (Writing) and Numeracy, evaluating their effectiveness through a School Improvement Leadership Team.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00	
Leaders and middle leaders will develop capacity to provide coaching, mentoring, and professional learning for others through internal (i.e. PL Blog, working with Learning Specialists or mentors) and external professional development (i.e. Effective Mentoring Program, Victorian Academy of Teaching and Leadership, PMSS).	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☑ Other funding will be used	

	☑ Team leader(s)			

Goal 3	Enhance the wellbeing and agency of all students.
12-month target 3.1 target	By 2025, increase the percentage of positive responses for the following Attitudes to School Survey factors: Resilience from 68% (2023) to 70%
12-month target 3.2 target	By 2025, increase the percentage of positive responses for the following School Staff Survey factor Build resilience and resilient supportive environment from 65% (2023) to 67%.
12-month target 3.3 target	By 2027, decrease the percentage of students with 20+ days absence from 33% (2022) to 25%.
KIS 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed multi-tiered systems of support and wellbeing approaches that enhance student engagement and inclusion.
Actions	Support and empower students to become active agents, taking ownership over their own learning, engagement and wellbeing
Outcomes	Students will: feel supported, connected and engaged in a range of learning opportunities engage in strong classroom cultures and with the wider community demonstrate agency in their learning and wellbeing

Teachers will: Incorporate trauma informed practices from the Berry Street Model in classes and in planning units of work Support student attendance and engagement by creating and maintaining safe learning environments Strengthen opportunities for student voice and agency in what students learn, how they learn and how they are assessed

Leaders will: Provide professional learning in wellbeing, inclusion and enrichment and support teachers to implement a range of interventions to support students Communicate a shared understanding of the whole school approach to supporting student wellbeing, inclusion and wellbeing |

	Foster collaborative partnerships within and across networks and communities
Success Indicators	Early indicators - LifeSkills Go Data - Attendance data - Teacher planners - Wellbeing documentation - Student work samples Late indicators: - Attitudes to School Survey - Pivot data

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Leaders will plan for and facilitate professional learning in Wellbeing, including the Berry Street Model.	☑ Assistant principal ☑ Leading teacher(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$35,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items ☑ Other funding will be used
Staff will support student attendance and engagement by creating and maintaining safe learning environments through the use of Effective Classroom Practices, LifeSkills Go and Therapy Dog program.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items

				will be used which may include DET funded or free items
Build staff capacity to implement and strengthen school-wide capacity and capability to deliver adjustments and inclusive practice for students with disability.	☑ Disability inclusion coordinator ☑ Education support ☑ Leading teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$69,700.00 ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Staff use the MPRPS Wellbeing Tiers of Intervention to support students' engagement and wellbeing and document strategies and adjustments in SSG/ IEP document	☑ All staff ☑ Assistant principal ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$16,972.87 ☑ Disability Inclusion Tier 2 Funding will be used ☑ 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	$20,682.50	$20,682.50	$0.00
Disability Inclusion Tier 2 Funding	$75,797.09	$105,497.09	-$29,700.00
Schools Mental Health Fund and Menu	$52,472.87	$37,500.00	$14,972.87
Total	**$148,952.46**	**$163,679.59**	**-$14,727.13**

Activities and milestones – Total Budget

Activities and milestones	Budget
Classroom teachers provide opportunities for students to give verbal and written feedback on their learning in a range of forums such as class discussions, conferences and Pivot surveys.	$5,000.00
Leaders create, distribute, and seek feedback on an organisational design that employs a distributed leadership model and promotes a positive school culture.	$22,700.00
Leaders will plan for and facilitate professional learning in Wellbeing, including the Berry Street Model.	$35,000.00
Staff will support student attendance and engagement by creating and maintaining safe learning environments through the use of Effective Classroom Practices, LifeSkills Go and Therapy Dog program.	$5,000.00
Build staff capacity to implement and strengthen school-wide capacity and capability to deliver adjustments and inclusive practice for students with disability.	$69,700.00

Staff use the MPRPS Wellbeing Tiers of Intervention to support students' engagement and wellbeing and document strategies and adjustments in SSG/ IEP document	$16,972.87
Totals	**$154,372.87**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		**$0.00**	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Leaders create, distribute, and seek feedback on an organisational design that employs a distributed leadership model and promotes a positive school culture.	from: Term 1 to: Term 4	$22,700.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Staff will support student attendance and engagement by creating and maintaining safe learning environments through the use of Effective Classroom Practices, LifeSkills Go and Therapy Dog program.	from: Term 1 to: Term 4	$5,000.00	☑ Teaching and learning programs and resources • Other Life Skills GO subscription and Maintain Therapy Dog program

Build staff capacity to implement and strengthen school-wide capacity and capability to deliver adjustments and inclusive practice for students with disability.	from: Term 1 to: Term 4	$75,797.09	☑ Education workforces and/or assigning existing school staff to inclusive education duties
			
			   • Disability inclusion coordinator
			   • Leading teacher
			
			☑ Equipment, adaptive technology, devices, or materials to support learning
			
			   • Sensory resources
			
			☑ CRT
			
			   • CRT (to attend staff PL)

Staff use the MPRPS Wellbeing Tiers of Intervention to support students' engagement and wellbeing and document strategies and adjustments in SSG/ IEP document	from: Term 1 to: Term 4	$2,000.00	☑ CRT • CRT (to attend staff PL)
Totals		$105,497.09	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Classroom teachers provide opportunities for students to give verbal and written feedback on their learning in a range of forums	from: Term 1 to: Term 4	$2,500.00	☑ Respectful Relationships (free) **This activity will use Mental Health Menu staffing** ○ Employ CRT to release staff member

such as class discussions, conferences and Pivot surveys.			
Leaders will plan for and facilitate professional learning in Wellbeing, including the Berry Street Model.	from: Term 1 to: Term 4	$35,000.00	☑ Employ teaching staff to support Tier 2 initiatives **This activity will use Mental Health Menu programs** o Employ CRT to release staff member
Staff will support student attendance and engagement by creating and maintaining safe learning environments through the use of Effective Classroom Practices, LifeSkills Go and Therapy Dog program.	from: Term 1 to: Term 4	$0.00	
Build staff capacity to implement and strengthen school-wide capacity and capability to deliver adjustments and inclusive practice for students with disability.	from: Term 1 to: Term 4		
Staff use the MPRPS Wellbeing Tiers of Intervention to support students' engagement and wellbeing and document strategies and adjustments in SSG/ IEP document	from: Term 1 to: Term 4	$0.00	
Totals		$37,500.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Additional ES to support student intervention	$35,000.00

Totals		$35,000.00	

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Additional ES to support student intervention	from: Term 1 to: Term 4	$20,682.50	☑ School-based staffing ☑ Teaching and learning programs and resources
Totals		**$20,682.50**	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Additional ES to support student intervention	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
Additional ES to support student intervention	from: Term 1 to: Term 4	$0.00	

Totals		$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Schedule and organise professional learning to continue to embed the Numeracy proficiencies	☑ Assistant principal ☑ Learning specialist(s) ☑ School improvement team	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative inquiry/action research team ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Primary Mathematics and Science specialists ☑ PLC Initiative ☑ Learning specialist	☑ On-site
Leaders and middle leaders will develop capacity to provide coaching, mentoring, and professional learning for others through internal (i.e. PL Blog, working with Learning Specialists or mentors) and external professional development (i.e. Effective Mentoring Program, Victorian Academy of Teaching and Leadership, PMSS).	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Principal ☑ Team leader(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day ☑ PLC/PLT meeting	☑ Primary Mathematics and Science specialists ☑ Learning specialist ☑ Maths/Sci specialist ☑ Departmental resources PMSS	☑ Off-site PMSS program.
Leaders will plan for and facilitate professional learning in Wellbeing, including the Berry Street Model.	☑ Assistant principal ☑ Leading teacher(s) ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Whole school pupil free day ☑ PLC/PLT meeting	☑ External consultants Berry Street Education Model program.	☑ On-site

| Build staff capacity to implement and strengthen school-wide capacity and capability to deliver adjustments and inclusive practice for students with disability. | ☑ Disability inclusion coordinator ☑ Education support ☑ Leading teacher(s) | from: Term 1 to: Term 4 | ☑ Planning ☑ Preparation | ☑ Network professional learning ☑ Area principal forums ☑ Regional leadership conferences | ☑ Internal staff ☑ Learning specialist ☑ Lookout centre/designated teacher | ☑ Off-site Will include off site and onsite webinars and training. |