

# 2025 Annual Implementation Plan

## for improving student outcomes

Caulfield Primary School (5489)



Submitted for review by Edward Strain (School Principal) on 30 December, 2024 at 10:17 PM  
Endorsed by Kevin Murphy (Senior Education Improvement Leader) on 13 February, 2025 at 09:21 AM

## Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
<b>Learning</b>	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Embedding
<b>Wellbeing</b>	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Embedding
	FISO 2.0 Dimensions	Self-evaluation level
<b>Leadership</b>	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	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
<b>Teaching and learning</b>	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	
<b>Assessment</b>	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Engagement</b>	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	
<b>Support and resources</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
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<b>Future planning</b>	<p>The school is in the final full calendar year of our Strategic Plan before undertaking a review and establishing a new School Strategic Plan (SSP) in Term 2, 2025, as a result of this the school has begun finalising progress towards our 4-year AIP goals, targets and Key Improvement Strategies.</p> <p>A review of AIP progress achieved in 2024 include:</p> <ul style="list-style-type: none"> <li>- 2 out of 3 2024 Naplan targets achieved</li> <li>- 0 out of 2 2024 Teacher Judgement targets achieved</li> <li>- 3 out of 5 Staff Opinion Data targets achieved</li> <li>- 3 out of 5 AtoSS Data targets achieved</li> <li>- 0 out of 2 Parent Opinion Data targets achieved</li> </ul> <p>In 2025, the school will focus on:</p> <ul style="list-style-type: none"> <li>- Implementation of the School Wide Positive Behaviour Support</li> <li>- Building knowledge and capacity of teaching staff to support Victorian Curriculum 2.0</li> </ul>
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
To improve student learning outcomes in Literacy and Numeracy.	Yes	<p>NAPLAN above benchmark growth</p> <ul style="list-style-type: none"> <li>• Improve the percentage of students achieving above benchmark growth in writing from 18 per cent in 2021 to 28 per cent in 2024.</li> <li>• Improve the percentage of student achieving above benchmark growth in numeracy from 12 per cent in 2021 to 25 per cent in 2024.</li> <li>• Decrease the percentage of students achieving below benchmark growth in writing from 27 per cent in 2021 to 15 per cent in 2024.</li> </ul>	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>- By 2026, reduce the number of 'needs additional support' students in each of reading and numeracy in Year 3 and 5 compared to the number of 'needs additional support' students in 2024.</p>
		<p>Teacher Judgement Semester 2:</p> <ul style="list-style-type: none"> <li>• Improve the percentage of students from Foundation to Year 6 achieving above expected level for Writing from 23 per cent in 2020 to 50 per cent in 2024</li> <li>• Improve the percentage of students from Foundation to Year 6 achieving above expected level in Number and Algebra from 35 per cent in 2020 to 50 per cent in 2024</li> </ul>	<p>- Improve the percentage of students from Foundation to Year 6 achieving above expected level for Writing from 23 per cent in 2020 to 50 percent in 2025.- Improve the percentage of students from Foundation to Year 6 achieving above expected level in Number and Algebra from 35 per cent in 2020 to 50 percent in 2025</p>
		Staff Opinion Survey:	- Increase the positive endorsement for Skills to measure impact in the

		<ul style="list-style-type: none"> <li>• Increase the positive endorsement for Skills to measure impact in the Teaching and Learning – Evaluation module from 50 per cent in 2020 to 75 per cent in 2024</li> <li>• Increase the positive endorsement for Understand how to analyse data in the Teaching and Learning – Evaluation module from 50 per cent in 2020 to 75 per cent in 2024</li> <li>• Increase the positive endorsement for Professional learning through peer observation in the Teaching and Learning – Practice Improvement module from 31 per cent in 2020 to 75 per cent in 2024.</li> </ul>	Teaching and Learning – Evaluation module from 50 percent in 2020 to 75 per cent in 2025- Increase the positive endorsement for Understand how to analyse data in the Teaching and Learning – Evaluation module from 50 percent in 2020 to 75 percent in 2025- Increase the positive endorsement for Professional learning through peer observation in the Teaching and Learning – Practice Improvement module from 31 percent in 2020 to 75 per cent in 2025.
To empower students to be engaged in their learning.	No	Attitude to School Survey: <ul style="list-style-type: none"> <li>• Improve the positive endorsement for student voice and agency from 52 per cent in 2021 to 70 per cent in 2024.</li> </ul>	
		Staff Opinion Survey: <ul style="list-style-type: none"> <li>• Improve the positive endorsement for Use student feedback to improve practice from 69 per cent in 2020 to 80 per cent in 2024</li> <li>• Improve the positive endorsement for Seek feedback to improve practice from 44 per cent in 2020 to 70 per cent in 2024</li> <li>• Improve the positive endorsement for Believe peer feedback improves practice from 69 per cent in 2020 to 80 per cent in 2024.</li> </ul>	
To improve student wellbeing.	Yes	Attitude to School Survey: <ul style="list-style-type: none"> <li>• Improve Sense of connectedness from 76 per cent in 2021 to 80 per cent in 2024</li> </ul>	- Maintain 'Sense of Connectedness' at 83% in 2025.- Improve Teacher concern from 65% in 2024 to 70% in

		<ul style="list-style-type: none"> <li>• Improve Teacher concern from 67 per cent in 2021 to 80 per cent in 2024</li> <li>• Improve Motivation and interest from 70 per cent in 2021 to 80 per cent in 2024</li> <li>• Improve Emotional awareness and regulation from 69 per cent in 2021 to 80 per cent in 2024</li> </ul>	2025.- Maintain 'Motivation and Interest' at 80% or above in 2025.- Improve 'Emotional Awareness and Regulation' from 77% in 2024 to 80 per cent in 2025.
		Parent Opinion Survey: <ul style="list-style-type: none"> <li>• Improve Student motivation and support from 80 per cent in 2020 to 85 per cent in 2024</li> <li>• Improve Positive transition from 83 per cent in 2020 to 87 per cent in 2024.</li> </ul>	- Improve Student motivation and support from 68% in 2024 to 75% in 2025.- Improve Positive transition from 79% in 2024 to 87% per cent in 2025.

<b>Goal 1</b>	<b>To improve student learning outcomes in Literacy and Numeracy.</b>
<b>12-month target 1.1</b>	- By 2026, reduce the number of 'needs additional support' students in each of reading and numeracy in Year 3 and 5 compared to the number of 'needs additional support' students in 2024.
<b>12-month target 1.2</b>	- Improve the percentage of students from Foundation to Year 6 achieving above expected level for Writing from 23 per cent in 2020 to 50 percent in 2025. - Improve the percentage of students from Foundation to Year 6 achieving above expected level in Number and Algebra from 35 per cent in 2020 to 50 percent in 2025
<b>12-month target 1.3</b>	- Increase the positive endorsement for Skills to measure impact in the Teaching and Learning – Evaluation module from 50 percent in 2020 to 75 per cent in 2025 - Increase the positive endorsement for Understand how to analyse data in the Teaching and Learning – Evaluation module from 50 percent in 2020 to 75 percent in 2025 - Increase the positive endorsement for Professional learning through peer observation in the Teaching and Learning – Practice Improvement module from 31 percent in 2020 to 75 per cent in 2025.

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Excellence in teaching and learning	Build teacher capability to effectively collect, analyse, and use multiply sources of data and assessment strategies.	No
<b>KIS 1.b</b> Excellence in teaching and learning	Build teacher capability to effectively use multiple sources data to inform responsive teaching and learning.	Yes
<b>KIS 1.c</b> Excellence in teaching and learning	Build teacher capability through the Professional Learning Community model.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The school would like to explore the Victorian Teaching and Learning Model 2.0 and ensure all staff have had the opportunity to build capacity, knowledge and understanding in both literacy and numeracy. It is anticipated that a focus on this will build teacher confidence and capacity to consistently implement an explicit teaching focus in all classrooms.	
<b>Goal 3</b>	<b>To improve student wellbeing.</b>	
<b>12-month target 3.1</b>	<ul style="list-style-type: none"> <li>- Maintain 'Sense of Connectedness' at 83% in 2025.</li> <li>- Improve Teacher concern from 65% in 2024 to 70% in 2025.</li> <li>- Maintain 'Motivation and Interest' at 80% or above in 2025.</li> <li>- Improve 'Emotional Awareness and Regulation' from 77% in 2024 to 80 per cent in 2025.</li> </ul>	
<b>12-month target 3.2</b>	<ul style="list-style-type: none"> <li>- Improve Student motivation and support from 68% in 2024 to 75% in 2025.</li> <li>- Improve Positive transition from 79% in 2024 to 87% per cent in 2025.</li> </ul>	
Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 3.a</b>	Embed the Caulfield Primary School Wellbeing framework.	No



Positive climate for learning		
<b>KIS 3.b</b> Positive climate for learning	Build staff capability to identify the wellbeing needs of students.	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 would like to focus on the consistent implementation of a school wide positive behaviour support model in all classrooms. This will involve professional learning for all staff, engagement in the Postive Classroom management strategies, a review of routines (both in and out of the classroom) and creating a calm, orderly environment in order to maximise learning time and increase student engagement.	

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	To improve student learning outcomes in Literacy and Numeracy.
<b>12-month target 1.1</b>	- By 2026, reduce the number of 'needs additional support' students in each of reading and numeracy in Year 3 and 5 compared to the number of 'needs additional support' students in 2024.
<b>12-month target 1.2</b>	- Improve the percentage of students from Foundation to Year 6 achieving above expected level for Writing from 23 per cent in 2020 to 50 percent in 2025. - Improve the percentage of students from Foundation to Year 6 achieving above expected level in Number and Algebra from 35 per cent in 2020 to 50 percent in 2025
<b>12-month target 1.3</b>	- Increase the positive endorsement for Skills to measure impact in the Teaching and Learning – Evaluation module from 50 percent in 2020 to 75 per cent in 2025 - Increase the positive endorsement for Understand how to analyse data in the Teaching and Learning – Evaluation module from 50 percent in 2020 to 75 percent in 2025 - Increase the positive endorsement for Professional learning through peer observation in the Teaching and Learning – Practice Improvement module from 31 percent in 2020 to 75 per cent in 2025.
<b>KIS 1.b</b> Curriculum planning and assessment	Build teacher capability to effectively use multiple sources data to inform responsive teaching and learning.
<b>Actions</b>	- Use PLCs for staff to collaboratively investigate and explore the VTLM 2.0 to support teaching and learning of the new curriculum in a bilingual school - Review and develop a school-wide instructional model consistent with the VTLM 2.0
<b>Outcomes</b>	- Students and teachers will know how lessons are structured and how this supports their learning - PLCs will meet to engage in reflective practice, evaluate and build capacity in explicit teaching - English and Japanese teachers will be supported to explore and use the department's lesson plan resources - Teachers will consistently implement the agreed assessment schedule

<b>Success Indicators</b>	<p>Early Indicators:</p> <ul style="list-style-type: none"> <li>- Consultation and development of instructional model</li> <li>- Professional Learning plan and PLC meetings that prioritise a focus on the VTLM 2.0</li> <li>- Meeting schedule reflects a focus on curriculum priorities and provides regular time to meet</li> <li>- Peer observations are used to support the understanding of our instructional model</li> </ul> <p>Late Indicators:</p> <ul style="list-style-type: none"> <li>- Understanding and adopting a school wide instructional model</li> <li>- Review and implement a consistent whole school weekly planning document</li> <li>- Formative and summative assessment data</li> </ul>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Use of Mental Health Funding to employ a Speech Pathologist	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$34,242.56  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule and organise professional learning developing increased understanding of the VTLM 2.0 and the elements of learning across curriculum areas, allocating time for teachers to plan for implementation.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00
Establish a professional learning schedule and prioritise collaboration time in PLCs to explore the VTLM.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Within our bilingual context, review the department's lesson plan resources with relevant area leaders and learning specialists for use to inform and support improvements in current lesson plans and sequences.		<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Establish a consistent literacy block with the implementation of SoundsWrite as a platform for Systematic Synthetic Phonics in Prep - 2 (English) classrooms.		<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>Goal 3</b>	To improve student wellbeing.				
<b>12-month target 3.1</b>	<ul style="list-style-type: none"> <li>- Maintain 'Sense of Connectedness' at 83% in 2025.</li> <li>- Improve Teacher concern from 65% in 2024 to 70% in 2025.</li> <li>- Maintain 'Motivation and Interest' at 80% or above in 2025.</li> <li>- Improve 'Emotional Awareness and Regulation' from 77% in 2024 to 80 per cent in 2025.</li> </ul>				
<b>12-month target 3.2</b>	<ul style="list-style-type: none"> <li>- Improve Student motivation and support from 68% in 2024 to 75% in 2025.</li> <li>- Improve Positive transition from 79% in 2024 to 87% per cent in 2025.</li> </ul>				
<b>KIS 3.b</b> Health and wellbeing	Build staff capability to identify the wellbeing needs of students.				
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Build staff capacity to use the positive classroom management strategies</li> <li>- Plan how whole school professional learning on 'School Wide Positive Behaviour Support' will be implemented over the course of the year</li> </ul>				
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Teachers will implement the positive classroom management strategies</li> <li>- Students will have strong relationships with peers and staff</li> <li>- Teachers will implement and model consistent routines aligned to School Wide Positive Behaviour Support</li> <li>- Students will feel supported and engaged in homegroups and contribute to a strong classroom culture</li> </ul>				
<b>Success Indicators</b>	Early Indicators: <ul style="list-style-type: none"> <li>- Engagement in Professional learning and shared readings for staff are documented</li> </ul>				

	<ul style="list-style-type: none"> <li>- Effective use of Sentral to provide teacher reports of student wellbeing concerns</li> <li>- Observations of changes to classroom practices</li> </ul> <p>Late Indicators:</p> <ul style="list-style-type: none"> <li>- Students, staff and parent perception survey results</li> <li>- Established language and consistent understanding of School Wide Positive Behaviour Support</li> <li>- Development of School Wide Positive Behaviour Support Matrix</li> </ul>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review staff roles and responsibilities to provide clarity of responsibility of teachers, education support staff and middle leaders	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Schedule appropriate professional learning to support the School Wide Positive Behaviour Support implementation plan.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Use of Mental Health Funding to employ a Speech Pathologist	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$32,242.56
Promote wellbeing and mental health information in both English and Japanese to establish a consistent approach in all classrooms.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Referencing the Positive Classroom Management Strategies, establish and document consistent classroom expectations, procedures and routines.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Support the implementation of School Wide Positive Behaviour with the role of a Teaching Wellbeing Leader and Wellbeing Team to support Tier 2 Universal approaches within the school.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$62,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Support the TLI approach in the school with additional time allocated to work with small groups.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,629.00  <input checked="" type="checkbox"/> Equity funding will be used

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$12,629.70	\$12,629.00	\$0.70
Disability Inclusion Tier 2 Funding	\$123,887.04	\$62,000.00	\$61,887.04
Schools Mental Health Fund and Menu	\$34,242.56	\$34,242.56	\$0.00
<b>Total</b>	<b>\$170,759.30</b>	<b>\$108,871.56</b>	<b>\$61,887.74</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Use of Mental Health Funding to employ a Speech Pathologist	\$34,242.56
Support the implementation of School Wide Positive Behaviour with the role of a Teaching Wellbeing Leader and Wellbeing Team to support Tier 2 Universal approaches within the school.	\$62,000.00
Support the TLI approach in the school with additional time allocated to work with small groups.	\$12,629.00
<b>Totals</b>	<b>\$108,871.56</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Support the TLI approach in the school with additional time allocated to work with small groups.	from: Term 1 to: Term 4	\$12,629.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		\$12,629.00	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Support the implementation of School Wide Positive Behaviour with the role of a Teaching Wellbeing Leader and Wellbeing Team to support Tier 2 Universal approaches within the school.	from: Term 1 to: Term 4	\$62,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>Teachers</li> </ul> <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>Inclusion leader</li> </ul>
<b>Totals</b>		\$62,000.00	

### Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Use of Mental Health Funding to employ a Speech Pathologist	from: Term 1	\$34,242.56	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities



	to: Term 4		
<b>Totals</b>		\$34,242.56	

### Additional funding planner – Total Budget

Activities and milestones	Budget
<b>Totals</b>	\$0.00

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Schedule and organise professional learning developing increased understanding of the VTLM 2.0 and the elements of learning across curriculum areas, allocating time for teachers to plan for implementation.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources Education Improvement Leaders and SaGE Network Resources	<input checked="" type="checkbox"/> On-site
Establish a professional learning schedule and prioritise collaboration time in PLCs to explore the VTLM.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Establish a consistent literacy block with the implementation of SoundsWrite as a platform for Systematic Synthetic Phonics in Prep - 2 (English) classrooms.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<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
Schedule appropriate professional learning to support the School Wide Positive Behaviour	<input checked="" type="checkbox"/> Assistant principal <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"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

Support implementation plan.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team			<input checked="" type="checkbox"/> Network professional learning	SWPBS Resources and external stakeholders	
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