

2025 Annual Implementation Plan

for improving student outcomes

Hamilton Parklands School (5283)



Submitted for review by Sonya Holden (School Principal) on 18 December, 2024 at 09:44 AM
Endorsed by Karen Biggelaar (Senior Education Improvement Leader) on 18 December, 2024 at 03:04 PM

Self-evaluation summary

	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.	Evolving
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Emerging
	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Emerging
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Emerging

	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Emerging
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support and resources	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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Future planning	<p>Student Voice and agency is an area of deficit and identified as such in the 2024 school Review. As part of the 2024 - 2028 Student Voice will be a key focus, with developing staff capacity and willingness to seek student voice to improve teaching practice.</p> <p>Curriculum documents and planning documents will continue to be a priority to meet the guidelines of the VTLM 2.0, Phonics Plus program and the Disability Inclusion requirements.</p>
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
Maximise the learning growth of every student.	Yes	By 2028, increase the percentage of students achieving their IEP goals in: <ul style="list-style-type: none"> • Reading from 50% (2023) to 75% • Writing from 60% (2023) to 75% • Mathematics (Number) from 72% (2023) to 85% 	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. By the end of 2025 increase percentage of students achieving their IEP goals in: Reading to 55% Writing to 65% and Number to 75%
		By 2028, increase the three year average positive endorsement in the SSS for the Teaching and Learning in: <ul style="list-style-type: none"> • Practice Improvement module <ul style="list-style-type: none"> ○ Use pedagogical model from 38.9% (2021 - 2023) to 60% (2025 – 2027) • Planning module <ul style="list-style-type: none"> ○ Collaborate to plan curriculum from 8.3% (2021 - 2023) to 50% (2025 – 2027) • Evaluation module <ul style="list-style-type: none"> ○ Use evidence to inform teaching practice from 27.6% (2021 - 2023) to 75% (2025 – 2027). Note: 2024 SSS data was received after the review days were completed. There was insufficient data in 2024 to calculate a three year average from 2022-2024 so data from 2021-2023 was used to determine a baseline instead. SEIL	By the end of 2025 increase positive endorsement in SSS in: use pedagogical module to 45% Collaborate to plan curriculum to 20% Use evidence to inform practice to 40%

		and Principal to determine the three year average target from 2025-2027.	
Improve student engagement and wellbeing outcomes.	Yes	By 2028, increase the percentage of students achieving their IEP goals for Personal and Social Capabilities from 66% (2023) to 75%.	By the end of 2025 increase percentage of students achieving IEP goals in PSC to 69%
		<p>By 2028, increase the positive endorsement in the AToSS for:</p> <ul style="list-style-type: none"> • Effective Teacher Practice for Cognitive Engagement module <ul style="list-style-type: none"> ○ Effective classroom behaviour from 75% (2024) to 80% • Learner Characteristics and Disposition module <ul style="list-style-type: none"> ○ Perseverance from 77% (2024) to 82% • Social Engagement module <ul style="list-style-type: none"> ○ Sense of connectedness from 70% (2024) to 75%. 	By the end of 2025 positive endorsement in AToSS in: effective classroom behaviour - maintained at 75% Perseverance to 79% sense of connectedness maintain at 70%
		<p>By 2028, increase the three year average percentage of positive endorsement in the SSS for:</p> <ul style="list-style-type: none"> • School Climate module <ul style="list-style-type: none"> ○ Trust in students and parents from 18% (2022 - 2024) to 45% (2025 – 2027) • School Staff Safety and Wellbeing module <ul style="list-style-type: none"> ○ Staff psychological safety from 44.3% (2022 - 2024) to 55% (2025 – 2027). 	By the end of 2025 increase the percentage of positive endorsement in the SSS for: trust in students and parents to 25% staff psychological safety to 48%

		Note: 2024 SSS data received after review days were completed. SEIL and Principal to determine the three year average target from 2025-2027.	
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Goal 1	Maximise the learning growth of every student.	
12-month target 1.1	By the end of 2025 increase percentage of students achieving their IEP goals in: Reading to 55% Writing to 65% and Number to 75%	
12-month target 1.2	By the end of 2025 increase positive endorsement in SSS in: use pedagogical module to 45% Collaborate to plan curriculum to 20% Use evidence to inform practice to 40%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Develop, implement and monitor consistent and agreed teaching and learning practices.	Yes
KIS 1.b Assessment	Develop systems and practices so that learning and wellbeing data informs planning, differentiation and impact of teaching.	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.	Highlighted as an area of improvement in the 2024 school review. No evidence of consistent practice across groups and teaching practice. To ensure all students are receiving quality education that is planned, sequential and effectively differentiated, Hamilton Parklands needs to develop, implement and monitor consistent practices, especially with new staff and increased enrolments in 2025.	
Goal 2	Improve student engagement and wellbeing outcomes.	
12-month target 2.1	By the end of 2025 increase percentage of students achieving IEP goals in PSC to 69%	
12-month target 2.2	By the end of 2025 positive endorsement in AToSS in: effective classroom behaviour - maintained at 75% Perseverance to 79% sense of connectedness maintain at 70%	
12-month target 2.3	By the end of 2025 increase the percentage of positive endorsement in the SSS for: trust in students and parents to 25% staff psychological safety to 48%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Engagement	Develop and embed the Berry Street Educational Model to improve student agency, engagement and wellbeing.	Yes
KIS 2.b Support and resources	Deepen and diversify community partnerships to support student transition and pathways.	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.

Staff have participated in two days of BSEM training, and will complete the final two days in semester one 2025. Embedding the BSEM under our SWPBS banner will support all students to develop and implement self management and coping strategies to build resilience and

Define actions, outcomes, success indicators and activities

Goal 1	Maximise the learning growth of every student.
12-month target 1.1	By the end of 2025 increase percentage of students achieving their IEP goals in: Reading to 55% Writing to 65% and Number to 75%
12-month target 1.2	By the end of 2025 increase positive endorsement in SSS in: use pedagogical module to 45% Collaborate to plan curriculum to 20% Use evidence to inform practice to 40%
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, implement and monitor consistent and agreed teaching and learning practices.
Actions	Develop implement, monitor and review consistent term and weekly planners for literacy and numeracy Implement and monitor the Victorian Teaching and Learning Model across the school in Literacy and Numeracy
Outcomes	Leadership will: - develop processes to monitor, evaluate and review curriculum planning and implementation - develop processes to enable, monitor and review collaborative planning and data investigations - provide human resources to support collaboration and implementation Staff will: - implement planning documents which evidence delivery of agreed curriculum and assessment - use student data to plan and review curriculum programs - implement VTLM

	<p>Students will:</p> <ul style="list-style-type: none"> - access a consistent curriculum and engage in learning to achieve their ILP goals. - engage in targeted literacy guided by the Victorian Literacy Plan - demonstrate growth as evidenced by meeting ILP goals 			
Success Indicators	<p>Individual learning plan goals in reading, writing and number Teacher planning documents for Literacy and Numeracy Assessment schedule implemented and data collected and analysed Tracking document developed for ILP goals Meeting minutes to reflect data analysis</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Continue participation in Literacy Learning Community for implementation of Literacy Curriculum	<input checked="" type="checkbox"/> Literacy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop scope and sequence for Literacy - reading and writing	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$200.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop scope and sequence for mathematics 2.0, incorporating A-D with focus on number strand	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$200.00 <input checked="" type="checkbox"/> Equity funding will be used
Review, implement and monitor ILP template	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

			to: Term 4	<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Implement and monitor DIBELS as assessment tool,	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$600.00 <input checked="" type="checkbox"/> Equity funding will be used
Mathematics resources - tool boxes, manipulatives, story books.	<input checked="" type="checkbox"/> Numeracy improvement teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Literacy Phonics resources, picture story books, age appropriate accessible reading material	<input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Purchase of CPens	<input checked="" type="checkbox"/> Administration team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,300.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Examine, implement and monitor DE lesson plans for literacy at staff meetings	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Purchase CRT resources	<input checked="" type="checkbox"/> Administration team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,200.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	Improve student engagement and wellbeing outcomes.			
12-month target 2.1	By the end of 2025 increase percentage of students achieving IEP goals in PSC to 69%			
12-month target 2.2	By the end of 2025 positive endorsement in AToSS in: effective classroom behaviour - maintained at 75% Perseverance to 79% sense of connectedness maintain at 70%			
12-month target 2.3	By the end of 2025 increase the percentage of positive endorsement in the SSS for: trust in students and parents to 25% staff psychological safety to 48%			
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and embed the Berry Street Educational Model to improve student agency, engagement and wellbeing.			
Actions	Develop and implement a Berry Street curriculum incorporating the Positive behaviours for leaning matrix and school wide rewards and expectations.			
Outcomes	Leadership will: - develop processes to implement student voice and agency			

	<ul style="list-style-type: none"> - provide resources and professional learning opportunities - oversee the integrity of implementation of Berry St and SWPBS <p>Staff will:</p> <ul style="list-style-type: none"> - attend and engage in professional learning and implement learning - maintain consistent agreed approach to student management <p>Students will:</p> <ul style="list-style-type: none"> - participate in AToSS - use voice to codesign PSC goals when possible - understand how positive behaviours enables a safe learning environment 			
Success Indicators	<p>Improved data sets in AToSS, SSS</p> <p>Achieved PSC goals</p> <p>Reduced incident reports</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Continue Berry Street Education Model professional development	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Source resources for school wide implementation of strategies and classroom expectations	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Resilience Project Resources and training	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,200.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Education Support staff member to support life skills programs	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Purchase CRT resources	<input checked="" type="checkbox"/> Administration team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,200.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Design and distribute Student and staff handbooks	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <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	\$31,924.11	\$31,924.11	\$0.00
Disability Inclusion Tier 2 Funding	\$21,010.37	\$21,010.37	\$0.00
Schools Mental Health Fund and Menu	\$30,362.75	\$30,362.75	\$0.00
Total	\$83,297.23	\$83,297.23	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Continue participation in Literacy Learning Community for implementation of Literacy Curriculum	\$2,000.00
Develop scope and sequence for Literacy - reading and writing	\$200.00
Develop scope and sequence for mathematics 2.0, incorporating A-D with focus on number strand	\$200.00
Review, implement and monitor ILP template	\$1,000.00
Implement and monitor DIBELS as assessment tool,	\$600.00
Mathematics resources - tool boxes, manipulatives, story books.	\$5,000.00
Literacy Phonics resources, picture story books, age appropriate accessible reading material	\$5,000.00
Purchase of CPens	\$2,300.00

Examine, implement and monitor DE lesson plans for literacy at staff meetings	\$1,000.00
Purchase CRT resources	\$8,200.00
Continue Berry Street Education Model professional development	\$8,000.00
Source resources for school wide implementation of strategies and classroom expectations	\$2,000.00
Resilience Project Resources and training	\$5,200.00
Education Support staff member to support life skills programs	\$12,000.00
Purchase CRT resources	\$8,200.00
Design and distribute Student and staff handbooks	\$2,000.00
Totals	\$62,900.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Continue participation in Literacy Learning Community for implementation of Literacy Curriculum	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> CRT
Develop scope and sequence for Literacy - reading and writing	from: Term 1 to: Term 1	\$200.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

Develop scope and sequence for mathematics 2.0, incorporating A-D with focus on number strand	from: Term 1 to: Term 1	\$200.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Implement and monitor DIBELS as assessment tool,	from: Term 1 to: Term 4	\$600.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Mathematics resources - tool boxes, manipulatives, story books.	from: Term 1 to: Term 2	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Literacy Phonics resources, picture story books, age appropriate accessible reading material	from: Term 1 to: Term 1	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Examine, implement and monitor DE lesson plans for literacy at staff meetings	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Purchase CRT resources	from: Term 1 to: Term 4	\$8,200.00	<input checked="" type="checkbox"/> CRT
Source resources for school wide implementation of strategies and classroom expectations	from: Term 1 to: Term 3	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

Design and distribute Student and staff handbooks	from: Term 1 to: Term 2	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$26,200.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Review, implement and monitor ILP template	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Professional learning for school-based staff •
Purchase of CPens	from: Term 1 to: Term 1	\$2,300.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • Literacy aids
Education Support staff member to support life skills programs	from: Term 1 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education support staff
Totals		\$15,300.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Continue Berry Street Education Model professional development	from: Term 1 to: Term 4	\$8,000.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)
Resilience Project Resources and training	from: Term 1 to: Term 4	\$5,200.00	<input checked="" type="checkbox"/> The Resilience Project This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Purchase CRT resources	from: Term 1 to: Term 4	\$8,200.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Employ CRT to release staff member
Totals		\$21,400.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Education Support staff member to support implementation of DI resource and report collection and collation	\$6,000.00
Development and printing resources to support implementation of Berry St with integrity consistently throughout the school.	\$3,962.75

Resources and training to successfully implement Respectful Relationships across school.	\$4,000.00
Elephant Education - Sex and Consent education	\$10,000.00
Totals	\$23,962.75

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Education Support staff member to support implementation of DI resource and report collection and collation	from: Term 1 to: Term 4	\$0.00	
Development and printing resources to support implementation of Berry St with integrity consistently throughout the school.	from: Term 1 to: Term 3	\$0.00	
Resources and training to successfully implement Respectful Relationships across school.	from: Term 1 to: Term 4	\$0.00	
Elephant Education - Sex and Consent education	from: Term 1 to: Term 4	\$5,724.11	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$5,724.11	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Education Support staff member to support implementation of DI resource and report collection and collation	from: Term 1 to: Term 4	\$5,710.37	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education support staff
Development and printing resources to support implementation of Berry St with integrity consistently throughout the school.	from: Term 1 to: Term 3	\$0.00	
Resources and training to successfully implement Respectful Relationships across school.	from: Term 1 to: Term 4	\$0.00	
Elephant Education - Sex and Consent education	from: Term 1 to: Term 4	\$0.00	
Totals		\$5,710.37	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Education Support staff member to support implementation of DI resource and report collection and collation	from: Term 1 to: Term 4	\$0.00	

Development and printing resources to support implementation of Berry St with integrity consistently throughout the school.	from: Term 1 to: Term 3	\$3,962.75	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Resources and training to successfully implement Respectful Relationships across school.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Respectful Relationships (free) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Employ CRT to release staff member
Elephant Education - Sex and Consent education	from: Term 1 to: Term 4	\$0.00	
Totals		\$8,962.75	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Continue participation in Literacy Learning Community for implementation of Literacy Curriculum	<input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> Off-site Wimmera South West Network
Examine, implement and monitor DE lesson plans for literacy at staff meetings	<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"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Continue Berry Street Education Model professional development	<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"/> Whole school pupil free day	<input checked="" type="checkbox"/> External consultants Berry St Education	<input checked="" type="checkbox"/> On-site
Resilience Project Resources and training	<input checked="" type="checkbox"/> Teacher(s)	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"/> PLC/PLT meeting	<input checked="" type="checkbox"/> External consultants The Resilience Project	<input checked="" type="checkbox"/> On-site