

# 2023 Annual Implementation Plan

## for improving student outcomes

Thorpdale Primary School (2966)



Submitted for review by Alice Kenneth (School Principal) on 11 December, 2022 at 11:51 PM  
Endorsed by Tamina Taylor (Senior Education Improvement Leader) on 30 January, 2023 at 05:34 PM  
Endorsed by Stuart Jennings (School Council President) on 29 March, 2023 at 03:39 PM

## Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	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	

<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>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

<b>Support</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	

<b>Enter your reflective comments</b>	<p>The school is in the middle of changing its pedagogy around the teaching of literacy. We have moved from an 'Early Years Model' to a 'Science of Reading Model'.</p> <p>Teachers have undergone significant professional development and are implementing 'Sounds Write', a synthetic phonic program, and The Writing Revolution, a research based explicit writing instruction.</p> <p>To further embed the model teachers need to again align planning and the 'givens' of a lesson.</p>
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	An updated assessment schedule has been created, however assessment results need to be used for whole school decision making around intervention, programs and Disability Inclusion.
<b>Considerations for 2023</b>	<p>Scope and Sequence to outline how all the different elements/programs around reading/writing fit with each other.</p> <p>Whole School Assessment Data Collection to make decisions.</p> <p>Whole staff decision matrix to decide which students will be collected into intervention/tutoring.</p> <p>Whole School planning templates that include the elements needed for disability inclusion.</p> <p>Profiles for students for disability inclusion (photo, name, triggers, goals, who they work well with, supports and interventions)</p>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p><b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To empower students to be actively engaged in their learning.
<b>Target 2.1</b>	<p>By 2025 the percentage of students achieving above benchmark growth in NAPLAN</p> <ul style="list-style-type: none"> <li>• Writing (three-year rolling average) will increase from 25 percent in 2021 to 33 percent</li> <li>• Reading (three-year rolling average) will increase from 34 percent in 2021 to 40 percent</li> <li>• Numeracy (three-year rolling average) will increase from 32 percent in 2021 to 40 percent</li> </ul>
<b>Target 2.2</b>	<p>By 2025, Semester 1, the percentage of F – Year 6 students assessed against the Victorian Curriculum Levels F – 10 as being above age expected level will increase in:</p> <ul style="list-style-type: none"> <li>• English (combined strands) from 81 percent in 2021 to 91 percent</li> <li>• Mathematics (combined strands) from 84 percent 2021 to 95 percent</li> </ul>

<b>Target 2.3</b>	<p>By 2025 the percentage of students in Year 3 NAPLAN:</p> <ul style="list-style-type: none"> <li>• Writing, top two bands (three-year rolling average) will increase from 26 percent in 2021 to 41 percent</li> <li>• Reading, top two bands (three-year rolling average) will increase from 50 percent in 2021 to 56 percent</li> <li>• Numeracy, bottom two bands (three-year rolling average) will reduce from 28 percent in 2021 to 12 percent</li> </ul>
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	<p>Build school and teacher capacity to plan curriculum and assess to inform differentiated teaching.</p>
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	<p>Develop a whole school approach to activating student agency in learning.</p>
<b>Key Improvement Strategy 2.c</b> Building practice excellence	<p>Embed the instructional model across the school.</p>
<b>Goal 3</b>	<p>To build student relationships, resilience, and confidence.</p>
<b>Target 3.1</b>	<p>By 2025, the percentage of positive responses to AtSS factors:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness will increase from 69 percent in 2021 to 82 percent</li> <li>• Student voice and agency will increase from 77 percent in 2021 to 90 percent</li> <li>• Stimulated learning will increase from 77 percent in 2021 to 90 percent</li> <li>• Teacher concern will increase from 67 percent in 2021 to 95 percent</li> </ul>
<b>Key Improvement Strategy 3.a</b>	<p>Embed a whole school approach to student wellbeing, inclusion, and leadership.</p>

Health and wellbeing	
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	Create opportunities for students to have agency and influence in their learning.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>School will create a Scope and Sequence for Literacy Instruction that will include Phonological Awareness, Sounds Write Foundation, Sounds Write 3 - 6, Writing Revolution components, Whole Spoken Language, Reading Instruction, Literature and Comprehension.</p>
To empower students to be actively engaged in their learning.	No	<p>By 2025 the percentage of students achieving above benchmark growth in NAPLAN</p> <ul style="list-style-type: none"> <li>• Writing (three-year rolling average) will increase from 25 percent in 2021 to 33 percent</li> <li>• Reading (three-year rolling average) will increase from 34 percent in 2021 to 40 percent</li> <li>• Numeracy (three-year rolling average) will increase from 32 percent in 2021 to 40 percent</li> </ul>	
		<p>By 2025, Semester 1, the percentage of F – Year 6 students assessed against the Victorian Curriculum Levels F – 10 as being above age expected level will increase in:</p> <ul style="list-style-type: none"> <li>• English (combined strands) from 81 percent in 2021 to 91 percent</li> <li>• Mathematics (combined strands) from 84 percent 2021 to 95 percent</li> </ul>	
		By 2025 the percentage of students in Year 3 NAPLAN:	



		<ul style="list-style-type: none"> <li>• Writing, top two bands (three-year rolling average) will increase from 26 percent in 2021 to 41 percent</li> <li>• Reading, top two bands (three-year rolling average) will increase from 50 percent in 2021 to 56 percent</li> <li>• Numeracy, bottom two bands (three-year rolling average) will reduce from 28 percent in 2021 to 12 percent</li> </ul>	
To build student relationships, resilience, and confidence.	Yes	<p>By 2025, the percentage of positive responses to AtSS factors:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness will increase from 69 percent in 2021 to 82 percent</li> <li>• Student voice and agency will increase from 77 percent in 2021 to 90 percent</li> <li>• Stimulated learning will increase from 77 percent in 2021 to 90 percent</li> <li>• Teacher concern will increase from 67 percent in 2021 to 95 percent</li> </ul>	Embed the Respectful Relationships program in the whole School Curriculum. Introduce the Resilience Project to learn about the components of good mental health

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
<b>12 Month Target 1.1</b>	School will create a Scope and Sequence for Literacy Instruction that will include Phonological Awareness, Sounds Write Foundation, Sounds Write 3 - 6, Writing Revolution components, Whole Spoken Language, Reading Instruction, Literature and Comprehension.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes

<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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 2023.	
<b>Goal 3</b>	<b>To build student relationships, resilience, and confidence.</b>	
<b>12 Month Target 3.1</b>	Embed the Respectful Relationships program in the whole School Curriculum.  Introduce the Resilience Project to learn about the components of good mental health	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Health and wellbeing	Embed a whole school approach to student wellbeing, inclusion, and leadership.	Yes
<b>KIS 3.b</b> Empowering students and building school pride	Create opportunities for students to have agency and influence in their learning.	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.	We began to embed Respectful Relationships in 2022, however were hampered by the lack of staffing to provide staff training. Teachers do not feel confident teaching the curriculum without the training.  The Resilience Project was chosen to meet the mental health needs of the school cohort. Students have low Resilience and are working on being empathetic to other students.	



## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12 Month Target 1.1</b>	School will create a Scope and Sequence for Literacy Instruction that will include Phonological Awareness, Sounds Write Foundation, Sounds Write 3 - 6, Writing Revolution components, Whole Spoken Language, Reading Instruction, Literature and Comprehension.
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<ul style="list-style-type: none"> <li>-Review the tutor learning provision from 2022 and make improvements in tracking and monitoring of the students on the program. There needs to be a clear matrix to ensure that there is an equitable provision for TLI.</li> <li>-Ensure there is provision for students that need to long term intervention as well as those students that need short term intervention that will mean they can make some quick gains.</li> <li>-Ensure that students get access to both quality literacy and numeracy intervention</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>-Leaders will ensure that the appropriate funding and support is made available for the programs success</li> <li>-Leaders will maintain the staff allocation to TLI for literacy and numeracy</li> <li>-Leaders will create a matrix and timetable to allocate TLI for students that are in need (including short term and long term intervention)</li> <li>-The tutor learning teacher will consult with classroom teachers to identify students that need support and what those supports will be</li> <li>-The tutor learning teacher will monitor the students learning and make improvements to the teaching and learning of the student at risk.</li> <li>-The students will actively participate and engage in the program on a regular basis</li> <li>-The students will be supported to gain knowledge and skills around number</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>-Diebbels data will show progress</li> <li>-tutor learning timetable and planning documents (including students that are there for shorter periods and those that are on for long term growth)</li> <li>-Use of Data to place students in TLI</li> <li>-Essential Assessment Results will improve</li> <li>-Pat Maths and Pat R</li> <li>-Teacher Judgement scores will increase</li> </ul>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Create a matrix/timetable to decide who gets allocated to TLI. Eg 50% of allocation to students 6 months behind for 5 weeks at a time, 50% of allocation to students that needs long term intervention.</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Ensure there is equal provision for literacy and numeracy intervention.</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$41,829.97</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p><b>KIS 1.b</b> Priority 2023 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			

<b>Actions</b>	-Begin to implement the Resilience Project			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>-Leaders will create a wellbeing team to ensure the smooth and staged implementation of the Resilience Project</li> <li>-Leaders will meet with key staff to plan and implement the training</li> <li>-Leaders will communicate with the community with key messages and learnings of the Resilience Project and make available resources to support mental health</li> <li>-Leaders will support the creation and ensure the implementation of a Scope and Sequence Resilience Project</li> <li>-Teachers will attend professional development for the Resilience Project</li> <li>-Teachers will implement the scope and sequence of the Resilience Project across the whole school</li> <li>-Staff will model elements of Resilience Project</li> <li>-Students will engage in regular Resilience Project Lessons</li> <li>-Students will articulate their learnings from Resilience Project</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>-Curriculum documentation and timetable shows evidence of the Personal &amp; Social Capability and Health curriculum being taught using the Resilience Project</li> <li>-Curriculum documentation and timetable shows plans for explicit teaching of the Resilience Project</li> <li>-Professional Development Planner will show evidence of staff attending Resilience Project training.</li> <li>-Posters and videos around the school provide information about services where staff and students can seek advice and support</li> <li>-Regular inclusions of the Resilience Project in parent communications (newsletters/compass) to educate the community.</li> <li>-Data from the Resilience Project mental health survey</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
All key staff to be trained in Resilience Project	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Scope and Sequence created for Resilience Project	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Leaders will communicate with community and provide resources to support families with mental health	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implementation of the teaching and learning program of the Resilience Project	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>Goal 3</b>	To build student relationships, resilience, and confidence.			
<b>12 Month Target 3.1</b>	Embed the Respectful Relationships program in the whole School Curriculum.  Introduce the Resilience Project to learn about the components of good mental health			
<b>KIS 3.a</b> Health and wellbeing	Embed a whole school approach to student wellbeing, inclusion, and leadership.			
<b>Actions</b>	-Continue to embed Respectful Relationships across the School			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>-Leaders will create a wellbeing team to ensure the smooth and staged implementation of Respectful Relationships</li> <li>-Leaders will meet with key staff to plan and implement the training</li> <li>-Leaders will communicate with the community with key messages and learnings from RR</li> <li>-Leaders will lead the creation and ensure the implementation of a Scope and Sequence for RR</li> <li>-Teachers will attend professional development of RR</li> <li>-Teachers will develop and implement the Scope and Sequence of Respectful Relationships across the whole school</li> <li>-Staff will model elements of RR</li> <li>-Students will engage in regular Respectful Relationship</li> <li>-Students will articulate their learnings from RR</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>-Student Engagement and Connectedness increase</li> <li>-Evidence from the PD planner that staff attended the training</li> <li>-Curriculum documentation and timetable shows evidence of the Personal &amp; Social Capability and Health curriculum being taught</li> </ul>			



	using the RR Curriculum -Curriculum documentation and timetable shows plans for explicit teaching of the RR and consent education -Professional Development Planner will show evidence of staff attending Resilience Project training. -Posters and videos around the school provide information about services where staff and students can seek advice and support -Regular inclusions of the RR in parent communications (newsletters/compass) to educate the community.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
All key staff to be trained in RR	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Scope and Sequence to be implemented and followed	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Resources to be bought to support the implementation of the program	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input checked="" type="checkbox"/> 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	\$10,922.97	\$10,922.97	\$0.00
Disability Inclusion Tier 2 Funding	\$30,907.08	\$30,907.00	\$0.08
Schools Mental Health Fund and Menu	\$30,647.38	\$30,647.38	\$0.00
<b>Total</b>	<b>\$72,477.43</b>	<b>\$72,477.35</b>	<b>\$0.08</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Ensure there is equal provision for literacy and numeracy intervention.	\$41,829.97
All key staff to be trained in Resilience Project	\$10,000.00
Scope and Sequence created for Resilience Project	\$1,000.00
Implementation of the teaching and learning program of the Resilience Project	\$1,000.00
All key staff to be trained in RR	\$5,000.00
Scope and Sequence to be implemented and followed	\$1,000.00
Resources to be bought to support the implementation of the program	\$5,000.00
<b>Totals</b>	<b>\$64,829.97</b>

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Ensure there is equal provision for literacy and numeracy intervention.	from: Term 1 to: Term 4	\$10,922.97	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$10,922.97	

## Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Ensure there is equal provision for literacy and numeracy intervention.	from: Term 1 to: Term 4	\$30,907.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  •
<b>Totals</b>		\$30,907.00	

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

Activities and Milestones	When	Funding allocated (\$)	Category
All key staff to be trained in Resilience Project	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> The Resilience Project

Scope and Sequence created for Resilience Project	from: Term 1 to: Term 4	\$2,000.00	☑ The Resilience Project
Implementation of the teaching and learning program of the Resilience Project	from: Term 1 to: Term 4	\$2,647.38	☑ The Resilience Project
All key staff to be trained in RR	from: Term 1 to: Term 4	\$10,000.00	☑ Resilience, Rights and Respectful Relationships teaching resources (free)
Scope and Sequence to be implemented and followed	from: Term 1 to: Term 4	\$1,000.00	☑ Resilience, Rights and Respectful Relationships teaching resources (free)
Resources to be bought to support the implementation of the program	from: Term 1 to: Term 2	\$5,000.00	☑ Resilience, Rights and Respectful Relationships teaching resources (free)  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)</li> </ul>
<b>Totals</b>		\$30,647.38	

### 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 and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
All key staff to be trained in Resilience Project	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Resilience Project	<input checked="" type="checkbox"/> On-site
All key staff to be trained in RR	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Departmental resources Respectful Relationships team	<input checked="" type="checkbox"/> Off-site Regional Office