2023 Annual Implementation Plan

for improving student outcomes

Panton Hill Primary School (1134)

Submitted for review by Kylie Richards (School Principal) on 24 January, 2023 at 12:34 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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	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	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	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	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	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	Our recent experience with having worked on our literacy program over the past few years has had the benefit of improving our ability to drive change in the school. We are looking forward to now shifting our focus to numeracy.
Considerations for 2023	Whilst working on a numeracy focus, we will need to continue to reinforce and build on our focus of literacy. New graduate in the Grade 3/4 classroom to be supported in the expectations and instructional model at PHPS

Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2023 Priorities Goal** 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.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student outcomes in Mathematics
Target 2.1	By 2023 to improve the percentage of students achieving above benchmark growth in NAPLAN numeracy from Years 3-5 from 11% (2019) to 25% (2023).
Target 2.2	By 2023 to improve the percentage above expected growth in teacher judgement for number and algebra to at least 25% for every year level from the 2019 percentages of Year 1 from 25%; Year 2 from 13%; Year 3 from 4%; Year 4 from 10%; Year 5 from 11% and Year 6 from 33%.
Target 2.3	By 2023 to improve the percentage of positive endorsement of students in the AtoSS for the factor *effective teaching time* from 90% (2019) to 95% (2023) and *student voice and agency* from 87% (2019) to 95% (2023).

Key Improvement Strategy 2.a Building practice excellence	Build teacher capability to improve consistency of teaching practice of Mathematics
Key Improvement Strategy 2.b Empowering students and building school pride	Develop improved student voice and agency in their learning
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Develop student capability to utilise higher order thinking in Mathematics
Goal 3	To improve student outcomes in literacy
Target 3.1	By 2023 to improve the percentage of students above benchmark growth in NAPLAN reading from Year 3-5 from 6% (2019) to 25% (2023) and writing from 17% (2019) to 25% (2023).
Target 3.2	By 2023 to improve the percentage above expected growth in teacher judgement of reading to at least 25% for every year level - Year 1 from 0%; Year 2 from 13%; Year 3 from 4%; Year 4 from 21%; Year 5 from 5% and Year 6 from 59%.
Target 3.3	By 2023 to improve the percentage of positive endorsement of teachers in the SSS for the category *teaching and learning practice improvement* from 79% (2019) to 95% (2023) and in academic emphasis from 74% (2019) to 90% (2023).
Key Improvement Strategy 3.a	Implement a PLC cycle focused on improving teacher data literacy and consistent planning processes

Evaluating impact on learning	
Key Improvement Strategy 3.b Building practice excellence	Implement a PHPS Instructional Model for teaching and learning to ensure consistency of practice in the teaching of reading and writing

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.
2023 Priorities Goal 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.	Yes	Support for the 2023 Priorities	ATOSS Student voice and agency from 75% (2022) to 85% POS Confidence and Resiliency skills from 84% (2022) to 86% (Network) Stimulating learning environment from 70% (2022) to 79% (Similar schools and network) SSS Academic emphasis from 76% (2022) to 85% Shielding/Buffering from 80% (2022) to 85%
To improve student outcomes in Mathematics	Yes	By 2023 to improve the percentage of students achieving above benchmark growth in NAPLAN numeracy from Years 3-5 from 11% (2019) to 25% (2023).	To improve the percentage of students achieving above benchmark growth in NAPLAN numeracy from Years 3-5 from 17% (2021) to 25% in 2023
		By 2023 to improve the percentage above expected growth in teacher judgement for number and algebra to at least 25% for every year level from the 2019 percentages of Year 1 from 25%; Year 2 from 13%; Year 3 from 4%; Year 4 from 10%; Year 5 from 11% and Year 6 from 33%.	To improve the percentage above expected growth in teacher judgement for number and algebra to at least 20% across all grades from sem 2 21 - 22 g1, 2,4&5 0%, g3 10%, g6 17%

			To improve the percentage of positive endorsement of students in the AtoSS for the factor effective teaching time from 92% (2022) to 95% To improve student voice and agency from 75% (2022) to 85%
		By 2023 to improve the percentage of positive endorsement of students in the AtoSS for the factor *effective teaching time* from 90% (2019) to 95% (2023) and *student voice and agency* from 87% (2019) to 95% (2023).	
To improve student outcomes in literacy	No	By 2023 to improve the percentage of students above benchmark growth in NAPLAN reading from Year 3-5 from 6% (2019) to 25% (2023) and writing from 17% (2019) to 25% (2023).	
		By 2023 to improve the percentage above expected growth in teacher judgement of reading to at least 25% for every year level - Year 1 from 0%; Year 2 from 13%; Year 3 from 4%; Year 4 from 21%; Year 5 from 5% and Year 6 from 59%.	
		By 2023 to improve the percentage of positive endorsement of teachers in the SSS for the category *teaching and learning practice improvement* from 79% (2019) to 95% (2023) and in academic emphasis from 74% (2019) to 90% (2023).	

Goal 1	**2023 Priorities Goal** 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.	
12 Month Target 1.1	ATOSS Student voice and agency from 75% (2022) to 85% POS Confidence and Resiliency skills from 84% (2022) to 86% (Network) Stimulating learning environment from 70% (2022) to 79% (Similar schools and network) SSS Academic emphasis from 76% (2022) to 85% Shielding/Buffering from 80% (2022) to 85%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 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
KIS 2 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.	
Goal 2	To improve student outcomes in Mathematics	
12 Month Target 2.1	To improve the percentage of students achieving above benchmark growth in NAPLAN numeracy from Years 3-5 from 17% (2021) to 25% in 2023	

12 Month Target 2.2	To improve the percentage above expected growth in teacher judgement for number and algebra to at least 20% across all grades from sem 2 21 - 22 g1, 2,4&5 0%, g3 10%, g6 17%	
12 Month Target 2.3	To improve the percentage of positive endorsement of students in the AtoSS for the factor effective teaching time from 92% (2022) to 95% To improve student voice and agency from 75% (2022) to 85%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build teacher capability to improve consistency of teaching practice of Mathematics	Yes
KIS 2 Empowering students and building school pride	Develop improved student voice and agency in their learning	Yes
KIS 3 Intellectual engagement and self-awareness	Develop student capability to utilise higher order thinking in Mathematics	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.	Our school data, in particular the student growth data, clearly indicates a need to focus on numeracy. We have recognised that there is little consistency in the teaching of numeracy and no agreed implementation model.	

Define Actions, Outcomes and Activities

Goal 1	**2023 Priorities Goal** 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.
12 Month Target 1.1	ATOSS Student voice and agency from 75% (2022) to 85% POS Confidence and Resiliency skills from 84% (2022) to 86% (Network) Stimulating learning environment from 70% (2022) to 79% (Similar schools and network) SSS Academic emphasis from 76% (2022) to 85% Shielding/Buffering from 80% (2022) to 85%
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build greater staff capacity around data literacy and assessment in order to meet students' individual learning needs (including staff capacity to understand and implement IEPs). Build staff capacity around extending students beyond the 'at level' curriculum. Build staff capability to plan a differentiated program, through the use of a collaborative professional learning community approach.
Outcomes	Students in need of targeted academic support or intervention will be identified and supported. Teachers and the tutor will plan for differentiation based on data and evidence. Teachers will confidently engage in the PLC process Leaders will support teachers to incorporate effective assessment data literacy practices through clear processes. Leaders will facilitate collaboration through the PLC process
Success Indicators	EARLY INDICATORS All weekly planners will show evidence of differentiation. Ongoing assessment to show student learning growth. IEPs to identify adjustments for students academic needs. PLC minutes indicate use of data to inform planning and inquiry

| | LATE INDICATORS
Teacher Judgement will indicate high percent of students as 'above level'
Benchmark numeracy data
Improved ATOSS (voice and agency)
Improved Parent Survey (Confidence and Resiliency, Stimulating learning environment)
Improved SSS (academic emphasis, shielding, buffering) |

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Tutor program to be continue to be effectively implemented, working closely with teachers Students outcomes monitored to ensure learning growth is achieved	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$56,921.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Student excellence program to be continued to be supported	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$3,055.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items

				will be used which may include DET funded or free items
Ensure ongoing monitoring of IEP's that includes student voice	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Provide Professional Learning on PLC to all staff	☑ Leadership Team	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Investigate relevant data set for improvement/differentiation using maths toolkit	☑ Leadership Team	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Provide ongoing focus in professional learning on data literacy for staff and support staff during PLC meetings	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	To review the school values in conjunction with the school community. To embed the school values in everyday school interactions. Provide support for students with additional needs through the music therapy program. Develop practices which promote wellbeing throughout the school. Investigate practices which promote resilience

Outcomes	Leaders will support the continuous development, documentation and revision of the school's response to student wellbeing. Principal and school leaders will promote resilience practices at whole school assembly Principal will provide sustained focus on wellbeing/resilience in staff meetings. Teachers will plan and implement weekly wellbeing lessons which are reactive when necessary Teachers will create displays in all classrooms promoting resilience and wellbeing Teachers will build the capacity for students to name their emotions Students will demonstrate the schools values and expectations in interactions within and outside of the classroom. Students will be aware of useful practices for building resilience
Success Indicators	EARLY INDICATORS Students enthusiasm for taking on student leadership roles. Documentation in place and clearly stated for all staff, parents and students. Anecdotal feedback from teachers regarding student behaviour. LATE INDICATORS Increase in the POS (confidence and resiliency) Achievement in Victorian Curriculum:Personal and Social Capability

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Music Therapy Group and individual sessions to focus on resilience and friendships	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$27,861.25 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Continue to implement and monitor programs such as Respectful Relationships and Bounce Back	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Work with students leaders and whole school on review of school values	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Communicate the school's wellbeing approach to the community	☑ Principal	☐ PLP Priority	from: Term 1	$0.00

				to: Term 2	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Wellbeing displays in all classrooms		☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 2	To improve student outcomes in Mathematics
12 Month Target 2.1	To improve the percentage of students achieving above benchmark growth in NAPLAN numeracy from Years 3-5 from 17% (2021) to 25% in 2023
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12 Month Target 2.3	To improve the percentage of positive endorsement of students in the AtoSS for the factor effective teaching time from 92% (2022) to 95%
	To improve student voice and agency from 75% (2022) to 85%

KIS 1 Building practice excellence	Build teacher capability to improve consistency of teaching practice of Mathematics
Actions	Plan whole school professional learning in evidence-based approaches to providing differentiated learning in numeracy. Build teacher curriculum knowledge of a continuum of learning in numeracy. Develop whole school instructional model in numeracy.
Outcomes	Increased teacher understanding and confidence in the teaching of numeracy. Students will use feedback to support their development of skills and understandings in numeracy Students in need of targeted support or intervention will be identified and supported Teachers will discuss student data and work samples during planning meetings. Teachers will use the mathematics curriuculum and continuum of learning for numeracy in their planning. Leaders will provide professional learning opportunities for staff in the area of numeracy Leaders will undertake learning walks and feedback on teacher practice Leaders will facilitate the timetabling of learning walks for all staff members Parents/Guardians will be made aware if their child requires extra support to continue their learning. Parents/Guardians will be made aware of the school's numeracy approach and encouraged to share the positive messaging towards numeracy.
Success Indicators	EARLY INDICATORS Differentiated curriculum documents and evidence of students learning at different levels Classroom observations demonstrating use of strategies from professional learning Teacher planning meetings and learning walks demonstrate evidence of students learning at different levels LATE INDICATORS Classroom observations indicate an improved student and teacher disposition towards numeracy Data indicating moderate to high learning growth for all students

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional learning for all staff focusing on evidence based practices in teaching numeracy, incorporating unpacking the mathematics curriculum, exploring scope and sequence and exploring the numeracy toolkit.	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Curriculum audit of where we are currently in the teaching of numeracy (using SWOT)	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review of the current assessment schedule for numeracy	☑ All Staff	☐ PLP Priority	from: Term 1	$0.00

				to: Term 2	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Purchase resources required to successfully deliver Numeracy lessons for each level and for whole school use	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	

KIS 2 Empowering students and building school pride	Develop improved student voice and agency in their learning
Actions	Develop teacher capacity to support student voice and agency Clearly define what metacognition means throughout the school Embed practices that drive metacognition

Outcomes	Students will be involved in co-creating LI and SC Students will be able to reflect on their progress and set goals and outline strategies. Staff will have a shared understanding of metacognition and the practices that develop it. Leaders will provide professional learning for teachers
Success Indicators	EARLY INDICATORS Classroom observations indicate student agency in their learning, including co-creation of learning goals. Evidence of opportunities for student agency in planning documents Documentation of professional learning sessions Minutes of meeting and discussions indicate focus on agency LATE INDICATORS Student, staff and parent survey results show evidence of increased agency

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional learning about student voice and agency, particularly how to incorporate metacognitive strategies as part of the GRR model	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ 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 a bank of resources eg: exit slips, reflection journals that can be used to support metacognition	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Classroom Observations and Learning Walks with a particular focus on student voice/agency	☑ All Staff	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used ☐ 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	$0.00	$9,084.70	-$9,084.70
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$27,861.25	-$27,861.25
Total	$0.00	$36,945.95	-$36,945.95

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Tutor program to be continue to be effectively implemented, working closely with teachers Students outcomes monitored to ensure learning growth is achieved	$56,921.00
Music Therapy Group and individual sessions to focus on resilience and friendships	$27,861.25
Purchase resources required to successfully deliver Numeracy lessons for each level and for whole school use	$3,000.00
Totals	$87,782.25

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Tutor program to be continue to be effectively implemented, working closely with teachers Students outcomes monitored to ensure learning growth is achieved	from: Term 1 to: Term 4	$6,084.70	☑ School-based staffing
Purchase resources required to successfully deliver Numeracy lessons for each level and for whole school use	from: Term 1 to: Term 4	$3,000.00	☑ Teaching and learning programs and resources
Totals		**$9,084.70**	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Music Therapy Group and individual sessions to focus on resilience and friendships	from: Term 1 to: Term 4	$27,861.25	☑ Music Therapists **This activity will use Mental Health Menu programs** o Program delivered in school by external service provider
Totals		**$27,861.25**	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional learning for all staff focusing on evidence based practices in teaching numeracy, incorporating unpacking the mathematics curriculum, exploring scope and sequence and exploring the numeracy toolkit.	☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Whole School Pupil Free Day	☑ Primary Mathematics and Science specialists	☑ On-site
Curriculum audit of where we are currently in the teaching of numeracy (using SWOT)	☑ Leadership Team	from: Term 1 to: Term 2	☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Professional learning about student voice and agency, particularly how to incorporate metacognitive strategies as part of the GRR model	☑ Leadership Team	from: Term 1 to: Term 2	☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site