

2021 Annual Implementation Plan

for improving student outcomes

Springside West Secondary College (8784)



Submitted for review by John Goodman (School Principal) on 17 December, 2020 at 05:32 PM
Endorsed by Anne-Maree Kliman (Senior Education Improvement Leader) on 21 April, 2021 at 08:01 PM
Endorsed by Tony Tahche (School Council President) on 10 May, 2021 at 08:51 AM

Self-evaluation Summary - 2021

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Emerging
	Building practice excellence	Evolving
	Building practice excellence	Emerging
	Curriculum planning and assessment	Evolving
Professional leadership	Building leadership teams	Evolving
	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving
	Instructional and shared leadership	Emerging

Positive climate for learning	Empowering students and building school pride	Evolving
	Empowering students and building school pride	Emerging
	Setting expectations and promoting inclusion	Evolving
	Setting expectations and promoting inclusion	Evolving

Community engagement in learning	Building communities	Evolving
	Global citizenship	Evolving
	Global citizenship	Evolving
	Networks with schools, services and agencies	Emerging

Enter your reflective comments	COVID 19 has disrupted almost all of the AIP work from last year so we need to refocus.
Considerations for 2021	Build and promote further.
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
2021 Priorities Goal	Yes	Support for the 2021 Priorities	See below.
Improve literacy and numeracy growth for every student	Yes	Drafting note: for each of the targets, please consider specifying numerical benchmarks and targets; suggest separating out each of measures into different sub targets By 2023, achieve 80% benchmark growth in reading, writing and numeracy, from Years 7 - 9 (NAPLAN).	50 growth in reading writing and numeracy.
		Increase annually, for each year of the strategic plan, the % of students in the top two bands in reading, writing and numeracy in Year 9 to above state percentages (NAPLAN).	Over a year of growth in PAT testing.
		Achieve annual median growth in reading, mathematics, science, vocabulary, grammar & punctuation and spelling to be at or above the norm sample in PAT assessments for years 7, 8, 9 and 10.	Growth above the norm sample as per the target in PAT testing: reading, mathematics, science, vocabulary, grammar & punctuation and spelling.
		Increase enrolments to conduct viable Unit 3/4-year 12 Physics, Chemistry and Mathematics Methods subjects each year. <i>This is an important strategic priority of the school- is this the best way to ensure that it is followed over the four Years?</i>	Maintain enrolment levels and build further.
		Achieve median all study score of 28 (for the 2019 year 8 cohort).	Median VCE study score of 27.

		Achieve 5% of students scoring above 37 in VCE by 2023.	2% of students scoring above 37 in VCE.
		By 2023, increase positive staff endorsement in the the Staff Opinion Survey for the following domains: <ul style="list-style-type: none"> • Guaranteed and viable curriculum from 60%(2019) to 64%(2023) • Collective efficacy from 53% favourable responses (2019) to 57% (2023). 	By 2021, increase positive staff endorsement in the the Staff Opinion Survey for the following domains:Guaranteed and viable curriculum from 60%(2019) to 62%(2021)Collective efficacy from 53% favourable responses (2019) to 54% (2021).
Improve student engagement in learning	No	Drafting note: for each of these Targets, please specify numerical benchmarks and targets All(100%) VCAL students achieve a VCAL certificate or pathway into further study or employment.	
		Maintain student attendance at or below 15 days absence per year per student for each year of the review period.	
		By, 2023 increase student positive endorsement in the domains (Attitudes to School Survey): <ul style="list-style-type: none"> • Student voice and agency: from 38% (2019) to 43% • Stimulated learning: from 52% (2019) to 57% • Motivation and interest: from 61% (2019) to 66% • Differentiated learning: from 62% (2019) to 67% 	
		Improve staff positive endorsement in the <i>collaboration</i> domain from 48% in 2019 to 58% in 2023 as per the Staff Opinion Survey.	
Strengthen the wellbeing and connectedness for all students	No	By 2023, increase <i>Parent Satisfaction</i> reported in the Panorama Report from 83% (2019) to 85% (to be finalised).	

		By 2023, raise student <i>Sense of Connectedness</i> reported in the Panorama Report from 66% (2019) to 70%(2023)	
		By 2023, increase student positive endorsement in the following domains: (Attitudes to School Survey): <ul style="list-style-type: none"> • Respect for diversity: from 39% (2019) to 44% • Classroom behaviour: from 55% (2019) to 60% 	

Goal 1	2021 Priorities Goal	
12-month target 1.1-month target	See below.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning, catch-up and extension priority	Yes
KIS 1.b	Happy, active and healthy kids priority	Yes
KIS 1.c	Connected schools priority	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 2021.	
Goal 2	Improve literacy and numeracy growth for every student	
12-month target 2.1-month target	50 growth in reading writing and numeracy.	

12-month target 2.2-month target	Over a year of growth in PAT testing.	
12-month target 2.3-month target	Growth above the norm sample as per the target in PAT testing: reading, mathematics, science, vocabulary, grammar & punctuation and spelling.	
12-month target 2.4-month target	Maintain enrolment levels and build further.	
12-month target 2.5-month target	Median VCE study score of 27.	
12-month target 2.6-month target	2% of students scoring above 37 in VCE.	
12-month target 2.7-month target	By 2021, increase positive staff endorsement in the the Staff Opinion Survey for the following domains: Guaranteed and viable curriculum from 60%(2019) to 62%(2021) Collective efficacy from 53% favourable responses (2019) to 54% (2021).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Building practice excellence	Develop and implement professional learning communities, including a focus on building teacher capacity	Yes
KIS 2.b Evidence-based high-impact teaching strategies	Build a school culture of collaboration to ensure a consistent approach to teaching and assessment of student learning growth	Yes
KIS 2.c Empowering students and building school pride	Build on the guaranteed and viable curriculum and increase opportunities for student voice and agency	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 need to build on the work thus far and implement professional learning teams after the disruption of 2021.

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal			
12-month target 1.1 target	See below.			
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority			
Actions	<p>Leaders will: staff the program; organise required professional learning; develop a timetable; identify students through data analysis; appoint coordinator and implement tutor program:</p> <p>Tutors will: work with identified students; develop individualized program with students; work with classroom teachers to support students in their learning.</p> <p>Teaching staff will: work with tutors to support students and provide direction and feedback; will provide data to tutors to assess the effectiveness of interventions; will provide data to tutors to assist in refining teaching strategies.</p> <p>Students will: have access to an in class, withdrawal and after school tutoring program at all year levels; be identified as requiring assistance by tutors and will be given support during the program.</p>			
Outcomes	<p>Lift outcomes to beyond one year of growth as per pre COVID 19 data.</p> <p>Leaders will: Plan an effective day to day program; provide the necessary infrastructure to ensure the successful implementation of the tutoring initiative; ensure students are benefitting from the program and evaluate effectiveness as we proceed.</p> <p>Tutors will: grow in their understanding of the students and the most effective ways to support them; develop strong and abiding links with teachers to constantly evaluate the needs of targeted students.</p> <p>Teaching staff will: Demonstrate a willingness and increased capacity to use the tutor program to leverage their teaching to provide for students who have fallen behind;</p> <p>Students will: Develop skills in understanding the need to self diagnose areas where they require support and develop the confidence to seek that support;</p> <p>Improve their PAT testing results to a level near or at their expected level based on pre Covid-19 lockdown data.</p>			
Success Indicators	Pat testing data 1.3 over year.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Conduct tutor program	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$250,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<p>Fully implement All You Can Be Well being program and introduce new confidence and assertiveness program for girls. Combine AYCB program with SWPBS implementation to support well being of students.</p> <p>SWPBS Actions:</p> <ul style="list-style-type: none"> - To continue to embed the seven essential features of Tier 1 focussing on elements 4 (teaching expected behaviours) and 7 (ongoing monitoring) - Completion of SAS and TFI with - Beginning implementation of Universal Prevention B strategies - Increased ATOSS results under student engagement (linked to specific SSP targets) <p>Leaders will: Lead behaviour PD to whole staff AYCB program developed to include lessons focussing on SWPBS behaviours Collect and analyse behavioural data for decision making on a monthly basis Complete learning walks with a SWPBS focus Facilitate the delivery of SAS/TFI Update of action plan to include outcomes from SAS/TFI Attend Universal Prevention B training</p> <p>Teachers will: HG teachers focus on one behaviour each week Focus on standard behaviours being reported in the updated Compass chronicle system Common language used with students Consistent use of behavioural continuum Increased use of success passes for targeted behaviours</p> <p>Students will: Increased use of desired behaviours</p>			

	Identify someone who displays the target behaviour Report increased engagement with learning through ATOSS			
Outcomes	<p>Increased confidence and capacity to cope with setbacks.</p> <p>Outcomes: Leaders will: Track behavioural data coming out of compass to identify trends Target specific behaviours using the data to drive decision making</p> <p>Teachers will: Report increased awareness of SWPBS systems and comfort of use Feel more comfortable in dealing with minor behaviours in the classroom Focus on identifying positive behaviours and acknowledging these Consistent application of the behavioural continuum</p> <p>Students will: Students know what behaviours are expected of them Understand that their positive behaviours will be acknowledged Report increased engagement in classroom learning</p>			
Success Indicators	<p>Feedback on programs and data outcomes through SAS.</p> <p>How will we know if we have been successful? ATOSS – student engagement data improvements Behavioural data trends identified and tracked for changes Increased understanding of expected behaviours through teaching and implementation of the matrix</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implement AYCB and refine	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$2,500.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	<p>Engage parents via remote connections and themed walkthroughs.</p> <p>Regular promotion of learning areas in the school newsletter with a focus on the themed walkthroughs.</p> <p>Leaders will: Promote the walkthroughs initiative in newsfeeds the newsletter; Explain the work of learning areas in the walk throughs.</p> <p>Staff will: Participate in the walk throughs by explaining the work of the class they are teaching; Help with the planning, liaison and presentation of information sessions in accordance with their role in the school; Engage with school leaders with regard to the way explanations of the curriculum program can be undertaken.</p>			
Outcomes	<p>That parents become more aware of what it is we are trying to achieve in the school curriculum.</p> <p>Leaders will: Have an improved level of engagement with the parent community; Use parent information sessions as a critical opportunity to interact with the community and not just as a vehicle for disseminating information; Develop skills with regard to parent liaison that will prove of lasting benefit to the Springside West Secondary College school community.</p> <p>Staff will: Develop an awareness of areas of parent concern with regard to the school curriculum and school programs and the way these areas are viewed by parents; Assist with information evenings in line with their specified role and develop materials that help to illuminate the programs of the school; Consider parent input and feedback when planning programs and developing course materials for students at Springside West Secondary College.</p>			

Success Indicators	Parent opinion data- lift response rate and positive reading. Lift the level of parent involvement in the school themed walkthrough program. Lift the levels of participation in the remote information nights.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Themed walkthroughs	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input type="checkbox"/> Equity funding will be used
Remote information nights	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Improve literacy and numeracy growth for every student			
12-month target 2.1 target	50 growth in reading writing and numeracy.			
12-month target 2.2 target	Over a year of growth in PAT testing.			
12-month target 2.3 target	Growth above the norm sample as per the target in PAT testing: reading, mathematics, science, vocabulary, grammar & punctuation and spelling.			
12-month target 2.4 target	Maintain enrolment levels and build further.			
12-month target 2.5 target	Median VCE study score of 27.			
12-month target 2.6 target	2% of students scoring above 37 in VCE.			
12-month target 2.7 target	By 2021, increase positive staff endorsement in the the Staff Opinion Survey for the following domains:			

	<p>Guaranteed and viable curriculum from 60%(2019) to 62%(2021) Collective efficacy from 53% favourable responses (2019) to 54% (2021).</p>
<p>KIS 1 Building practice excellence</p>	<p>Develop and implement professional learning communities, including a focus on building teacher capacity</p>
<p>Actions</p>	<p>Implement model in full after COVID 19 delays in 2020.</p> <p>Leaders will:</p> <ul style="list-style-type: none"> • Training LTs to develop a deep knowledge of the purpose of PLCs • Engage teachers to develop a deep knowledge of the why/how/what of Professional Learning Teams (PLT) • Support teacher growth in each stage in the PLT cycle by providing feedback • Model the skills required to design and deliver differentiated instruction • Model the skills required to accurately record and use student learning data • Develop the PLC inquiry cycle for SWSC • Support facilitators (training) to lead PLTs effectively • Make connections with PLC leaders (DET) and communities of practice (VUSC) • Identify tools of data collection (cycle 2 onwards) to measure the impact • Have challenging conversations with blockers to support facilitators <p>Teachers will:</p> <ul style="list-style-type: none"> • Use the PLT cycle to analyse evidence of student learning and evaluate the impact of teaching practice • Develop differentiated teaching and learning strategies • Make connections between PLT IC and GANAG • Know how and when Tier 2 & 3 interventions are to be accessed • Collect and share data using PLT norms (“our” data) • Lead the discussion with data focus • Evaluate the data to identify high impact teaching strategies • Document meeting agenda/minutes/actions documented on GD <p>Students will:</p> <ul style="list-style-type: none"> • Provide feedback/qualitative data on teaching practices • Be open to learning • Adaptive to different teaching strategies • Participate in formative and summative assessments

	<ul style="list-style-type: none"> • Be able to access additional support for their learning
Outcomes	<p>A increased awareness of the need for professional dialogue and the way this can shape and improve student outcomes.</p> <p>Leaders will:</p> <ul style="list-style-type: none"> • Develop and implement PLC launch • Monitor cycles development • Develop PLC/PLT norms with staff input • Provide ongoing PL to staff (curriculum days) on each element of IC • Conduct classroom Observations/LWs to collect and analyse the impact of PLT work • Gain PL in maturity matrix to measure the impact of PLT cycles <p>Teachers will:</p> <ul style="list-style-type: none"> • Gain an understanding of use of data (Data literacy)- using data in shifting practice and improving student outcomes • Use HITS based on student data conversations • Conduct peer observations to improve their practice • Share student growth data in PLTs <p>Students will:</p> <ul style="list-style-type: none"> • Show growth in their learning • Be more engaged in apply new knowledge section of GANAG • Take ownership of their learning • Measure their own growth over time
Success Indicators	<p>By 2021, increase positive staff endorsement in the the Staff Opinion Survey for the following domains: Guaranteed and viable curriculum from 60%(2019) to 62%(2021) Collective efficacy from 53% favourable responses (2019) to 54% (2021).</p> <ul style="list-style-type: none"> • Improved student growth data • SATTs data will show improved student engagement in learning • Staff opinion data will show improved learning growth • Feedback from staff

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Conduct regular PLT cycles.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Evidence-based high-impact teaching strategies	Build a school culture of collaboration to ensure a consistent approach to teaching and assessment of student learning growth			
Actions	<p>Use the PLC work to conduct walk through and peer observation on best practice. Combine the PLC approach with the Instructional Model to build the effectiveness of the model over the course of the year.</p> <p>Instructional Model</p> <p>Leaders will:</p> <ul style="list-style-type: none"> • AP [PORJ] will deliver an introduction to the Teaching and Learning Model Documentation which has been prepared, reviewing this with all teaching staff. • AP [PORJ] will deliver 3 x professional learning sessions unpacking the GANAG Instructional Model: <ul style="list-style-type: none"> o Introducing the GANAG Instructional Model o Developing our understanding of the GANAG Model o Reflecting on our practice • Leading Teachers will run small group sessions with the teaching staff unpacking one element of GANAG in detail. • AP [PORJ] will produce and disseminate GANAG posters in all learning spaces outlining the expected behaviours from both teachers and students in each stage. <p>Teachers will:</p> <ul style="list-style-type: none"> • Attend Professional Learning sessions on the GANAG Instructional model elements with both the AP and Leading Teachers. • Engage in Professional Reading on one element of GANAG. • Trial various activities related to one element of GANAG and complete a Teacher Reflection document to be shared with their respective teams. This is to be used as a piece of evidence for their PDP also. • All You Can Be teachers in Years 7-10 will discuss the GANAG model and expected behaviours as part of the first day of Term One. <p>Students will:</p>			

	<ul style="list-style-type: none"> • Become increasingly aware of the GANAG model and expected behaviours for both themselves and teachers whilst in the classroom.
Outcomes	<p>Staff to embrace opening up the classroom to their colleagues.</p> <p>Instructional Model Leaders will:</p> <ul style="list-style-type: none"> • Lead PDP review groups in conversations about specific elements of the Instructional Model which they wish to focus on. Engage in professional conversations to support reflection. • Conduct learning walks throughout the school in order to better understand and gauge the implementation of the GANAG model in classes. <ul style="list-style-type: none"> o Discussions with students about their developing understanding of the stages of the lesson. o Observations about the visible elements of the Instructional Model – clearly discerning which stage of learning students are in. <p>Teachers will:</p> <ul style="list-style-type: none"> • Develop a greater level of consistency in practice, progressing through the different stages of the GANAG Instructional Model. In particular: <ul style="list-style-type: none"> o Clear articulation of the Learning Goal, visible on the board for all students. o Experimentation with various modes for delivering and exploring new content and skills with the students. • Clearly articulate the part of the lesson where they intend to target improvement and trial strategies as part of the PLT Inquiry cycle. <p>Students will:</p> <ul style="list-style-type: none"> • Be able to better recognise and articulate the part of the lesson that they are currently in and what expected behaviours they should be demonstrating. • Reflect upon their understanding, strengths, and weaknesses with regards to the various stages of learning in the GANAG Instructional Model.
Success Indicators	<p>By 2021, increase positive staff endorsement in the the Staff Opinion Survey for the following domains: Guaranteed and viable curriculum from 60%(2019) to 62%(2021) Collective efficacy from 53% favourable responses (2019) to 54% (2021).</p> <p>Instructional Model</p>

- Attitudes to School Survey Data – Teaching and Learning
- o
- Student survey reflecting on their understanding of the GANAG Model as well as where they feel that they are improving versus still developing.
- o To be conducted in AYCB lessons early Term 3
- o Survey Developed by PORJ and LUSH.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Learning walks	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Peer observation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$0.00	\$0.00
Additional Equity funding	\$388,495.00	\$343,198.00
Grand Total	\$388,495.00	\$343,198.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Numeracy and Literacy Intervention Teams	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$134,456.00	\$134,456.00
Numeracy and Literacy Transition Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$33,614.00	\$33,614.00
Attendance Officer	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$56,369.00	\$56,369.00

	to: Term 4			
Mental Health Practitioner	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$73,000.00	\$27,703.00
Sub School Coordinators	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$91,056.00	\$91,056.00
All You can be Program, Flip Program, School research evaluation and measurement, ACER PAT Testing: Costings to be confirmed.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$0.00	\$0.00
Totals			\$388,495.00	\$343,198.00

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Conduct regular PLT cycles.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> On-site
Learning walks	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal <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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Peer observation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <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"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting <input checked="" type="checkbox"/> Area principal forums	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site

