

2022 Annual Implementation Plan

for improving student outcomes

Springside West Secondary College (8784)



Submitted for review by John Goodman (School Principal) on 25 July, 2022 at 12:29 PM
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 25 July, 2022 at 04:45 PM
Awaiting endorsement by School Council President

Self-evaluation summary - 2022

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

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	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embedding
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations 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	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	The placement of the school at evolving for the dimensions of assessment and teaching and learning reflects a somewhat conservative assessment- it would be better for the school to consider such areas embedded with a little more work completed in a less disruptive year. On measures relating to leadership, engagement and support/resources the college has through necessity leapt forward using the expansion of the school and the pivot to remote learning to enhance processes and refine resource allocation.
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Considerations for 2022	There is a need to restabilise the school after another extended period of remote learning. Building the core work of PLCs, the instructional model and the SWPBS matrix will be critical. The leadership team will expand significantly and it will be important to ensure that all members of this team are onboard from the outset.
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
<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. Engage all at risk students in a meaningful support program in the TLI initiative.
Improve literacy and numeracy growth for every student	Yes	<p>Drafting note: for each of the targets, please consider specifying numerical benchmarks and targets; suggest separating out each of measures into different sub targets</p> <p>By 2023, achieve 80% benchmark growth in reading, writing and numeracy, from Years 7 - 9 (NAPLAN).</p>	Achieve 75% growth in all listed measures.
		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).	Record annual increase as in target.

		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.	Achieve annual median growth growth in all listed measures.
		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 current Year 11 enrolments into Year 12 2023.
		Achieve median all study score of 28 (for the 2019 year 8 cohort).	Monitor Year 11 2022 progress to ensure students are setting appropriate goals for 2023.
		Achieve 5% of students scoring above 37 in VCE by 2023.	Monitor Year 11 2022 progress to ensure students are setting appropriate goals for 2023
		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). 	Achieve both measures in 2022 a year ahead of time.
Improve student engagement in learning	Yes	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.	This measure to be above 90%.
		Maintain student attendance at or below 15 days absence per year per student for each year of the review period.	Maintain this target.

		<p>By, 2023 increase student positive endorsement in the domains (Attitudes to School Survey):</p> <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% 	In 2022 to have all measures at or just below the listed target.
		Improve staff positive endorsement in the <i>collaboration</i> domain from 48% in 2019 to 58% in 2023 as per the Staff Opinion Survey.	Achieve a 55% reading on this data set in 2022.
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)	
		<p>By 2023, increase student positive endorsement in the following domains: (Attitudes to School Survey):</p> <ul style="list-style-type: none"> • Respect for diversity: from 39% (2019) to 44% • Classroom behaviour: from 55% (2019) to 60% 	

Goal 1	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
12-month target 1.1-month target	Engage all at risk students in a meaningful support program in the TLI initiative.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	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 2022.	
Goal 2	Improve literacy and numeracy growth for every student	
12-month target 2.1-month target	Achieve 75% growth in all listed measures.	
12-month target 2.2-month target	Record annual increase as in target.	
12-month target 2.3-month target	Achieve annual median growth growth in all listed measures.	
12-month target 2.4-month target	Maintain current Year 11 enrolments into Year 12 2023.	
12-month target 2.5-month target	Monitor Year 11 2022 progress to ensure students are setting appropriate goals for 2023.	
12-month target 2.6-month target	Monitor Year 11 2022 progress to ensure students are setting appropriate goals for 2023	
12-month target 2.7-month target	Achieve both measures in 2022 a year ahead of time.	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 2.a Excellence in teaching and learning	Develop and implement professional learning communities, including a focus on building teacher capacity	Yes
KIS 2.b Excellence in teaching and learning	Build a school culture of collaboration to ensure a consistent approach to teaching and assessment of student learning growth	Yes
KIS 2.c Positive climate for learning	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.	Important to continue the PLC work into 2022.	
Goal 3	Improve student engagement in learning	
12-month target 3.1-month target	This measure to be above 90%.	
12-month target 3.2-month target	Maintain this target.	
12-month target 3.3-month target	In 2022 to have all measures at or just below the listed target.	
12-month target 3.4-month target	Achieve a 55% reading on this data set in 2022.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Excellence in teaching and learning	Develop staff capacity to understand, deliver and share practice in line with the school instructional model	Yes

KIS 3.b Positive climate for learning	Develop student learning opportunities that are challenging, engaging and promote curiosity	Yes
KIS 3.c Excellence in teaching and learning	Develop appropriate data informed pathways for all students that seeks to cater for the learning needs of all students.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Continue to build alignment with regard to teaching practice and the instructional model.	

Define actions, outcomes, success indicators and activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.			
12-month target 1.1 target	Engage all at risk students in a meaningful support program in the TLI initiative.			
KIS 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy			
Actions	Develop a team to deliver the TLI work.			
Outcomes	Students: develop a confidence in their capacity resume onsite study. Teachers: will work with the TLI tutors to build student confidence and improve performance. Leaders: will monitor data and the program to ensure its effectiveness.			
Success Indicators	Pat testing data will be utilised to measure the effectiveness of the program over time.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Run regular TLI meetings.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00
Conduct the program in classes and after school	<input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00

KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Students make up for lost learning during the remote learning, and this is demonstrated through data outcomes. Improved student confidence as they approach the senior years of schooling. Teachers are following up affectively with student attendance and reporting this back to Subschoools. Students develop an awareness of the importance of student attendance. Students also are empowered to report concerns about their own mental health to the relevant sub schools and student well being officers. School I have a twin focus of promoting the Tutor Learning Initiative and creating a sustained dialogue around improved student mental health.			
Outcomes	Undertake a rigorous analysis of needs of students to accommodate them through the Tutor Learning Initiative. Ensure equal allocation of tutors across the programme from the junior years up to the VCE and VCAL programs. Promote the Tutor Learning initiative to the school community through both parents and students as a way of students lifting their performance where it has been impacted by remote learning. Work closely with the new heads of subschool and subschool teams, to ensure that student well being is at the centre of all we do, with particular regard to students who have fallen behind during remote learning. Work with neighbouring school Lakeview Senior College to apply for funding for additional support with regard to student well-being.			
Success Indicators	Improved student achievement data returning students to level similar to where they were prior to the remote learning phase. Attendance data at near to or at levels consistent with data prior to remote learning. By terms three and four a settled student culture within the school. This settled culture is reflected in student safety data. Improved staff retention rates in a difficult employment market.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Application made for specific support funding from the Department of Education and Training in conjunction with Lakeview Senior College.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$115,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Appointment and allocation of appropriately qualified staff to the Tutor Learning Initiative.	<input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional learning and training of the new SUBSCHOOL staff. This includes both heads of school and coordinators.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00
Goal 2	Improve literacy and numeracy growth for every student			
12-month target 2.1 target	Achieve 75% growth in all listed measures.			
12-month target 2.2 target	Record annual increase as in target.			
12-month target 2.3 target	Achieve annual median growth growth in all listed measures.			
12-month target 2.4 target	Maintain current Year 11 enrolments into Year 12 2023.			
12-month target 2.5 target	Monitor Year 11 2022 progress to ensure students are setting appropriate goals for 2023.			
12-month target 2.6 target	Monitor Year 11 2022 progress to ensure students are setting appropriate goals for 2023			
12-month target 2.7 target	Achieve both measures in 2022 a year ahead of time.			
KIS 2.a Building practice excellence	Develop and implement professional learning communities, including a focus on building teacher capacity			
Actions	<ul style="list-style-type: none"> - Capacity building for staff (a lot of new staff coming in.) - Sharing/testing strategies in the broader context of faculties. - Using control groups to confirm findings. 			

	- Staff surveys			
Outcomes	<ul style="list-style-type: none"> - Increased data literacy across the broader staff body - Teacher collaboration & sharing expertise - Observable changes – gathering data from teachers at this point in time, with the focus on the ‘how’ of teaching - Auditing of programs - Learning walks 			
Success Indicators	PDP reflections - Future PDP goals - Elements of ATOS to track across time			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Training undertaken with regard to the effective setting up of professional learning teams and cycles.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional learning teams will have a protected space in the meeting schedule of one meeting per week.	<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	\$5,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2.b	Build a school culture of collaboration to ensure a consistent approach to teaching and assessment of student learning growth			

Evidence-based high-impact teaching strategies				
Actions	<ul style="list-style-type: none"> - Looking at new processes & conducting necessary PL leaders & facilitators & staff - Getting tutoring program included/embedded in PLC process (not as independent PLC group) - Changing how the groupings will be in 2022 (larger groups 4-7 people with protocols/structure in place) - Use of maturity matrix 			
Outcomes	<ul style="list-style-type: none"> - Question: How we link the PLC data to NAPLAN data? (intrinsic impact, but how to specifically measure.) - In Science, trialling flip classrooms in senior schools. - Tightening up on curriculum, with common tasks etc. (in addition to assessment) will read to more reliable data. - Pecha Kuchas – gallery walks etc. - Continue with surveys from facilitator staff. - Focus shifting to practise (Not the ‘what’ to teach, rather the how to teach.) - Remain as part of the PDP process. - Strengthening link between PLCs and Faculties. - Standing agenda item at faculty meetings. 			
Success Indicators	<ul style="list-style-type: none"> - PDP reflections - Future PDP goals - Elements of ATOS to track across time 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Training undertaken with regard to the effective setting up of professional learning teams and cycles.</p> <p>Professional learning teams will have a protected space in the meeting schedule of one meeting per week.</p>	<ul style="list-style-type: none"> <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	\$5,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 3	Improve student engagement in learning			
12-month target 3.1 target	This measure to be above 90%.			
12-month target 3.2 target	Maintain this target.			
12-month target 3.3 target	In 2022 to have all measures at or just below the listed target.			
12-month target 3.4 target	Achieve a 55% reading on this data set in 2022.			
KIS 3.a Building practice excellence	Develop staff capacity to understand, deliver and share practice in line with the school instructional model			
Actions	<ul style="list-style-type: none"> • PD for the delivery of content • Emphasis that modifications in PLTs are then documented in the curriculum • Explicit link between PLTs and GANAG • Developing consistency with Learning Intentions and Success Criteria across the college 			
Outcomes	Students identified and supported, teachers and staff plan lessons in line with PLC cycle process, regular process of reflection through classroom visits to focus on the instructional model.			
Success Indicators	NAPLAN data, attitudes to school, PDP reflection, reflection documentation, PAT data.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
School wide professional learning.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00
KIS 3.b	Develop student learning opportunities that are challenging, engaging and promote curiosity			

Intellectual engagement and self-awareness				
Actions	<p>Work toward high level of consistency with the use of the school instructional model: GANAG.</p> <p>Develop processes whereby the professional learning community approach of the school is able to utilise data sets to consider the best ways to extend and develop the skills of all students.</p> <p>Continue to lift the data literacy of all staff to enable more effective understanding of student learning needs.</p>			
Outcomes	<p>Students will be encouraged to set goals that extend them in their learning and work toward making up lost ground during the remote learning phase.</p> <p>Teachers will work with the professional learning community model and the school instructional model to build a culture of high achievement through consistent teaching practises.</p> <p>School leaders will meet regularly and prioritise the use of resource is to build an effective teaching and learning culture that extends students.</p> <p>Significant efforts will be made to engage the broader parent community to enable a greater understanding of the idea of the school as a place of learning above all else.</p>			
Success Indicators	<p>Evidence of improvement on the student engagement data from the student attitudes to school survey.</p> <p>Improvement in the reading data from NAPLAN and PAT.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional learning teams to investigate student achievement by focussing on cycles.	<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"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
A curriculum day will be undertaken to focus on student comprehension of key terms and the school instructional model.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$2,000.00

	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal		to: Term 2	
KIS 3.c Curriculum planning and assessment	Develop appropriate data informed pathways for all students that seeks to cater for the learning needs of all students.			
Actions	Continue to build and expand the capacity of the school, careers, counselling and pathways approach.			
Outcomes	<p>Students will develop a clearer sense of their priorities and their intended direction for future study and work.</p> <p>Teachers will develop a deeper understanding of student aspiration as it applies to their studies.</p> <p>Leaders will prioritise the development of effective teaching programmes that support students in their preferred pathway.</p> <p>Community engagement will be built and an attempt will be made to build an understanding in the parent community with regard to student aspiration and the way this works as a foundation for school achievement.</p>			
Success Indicators	Student completion data and pathways planning.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Conduct morrisby testing and conduct senior counselling with regard to subject selection and pathways.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Careers leader/team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00

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	\$0.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$0.00	\$0.00	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Application made for specific support funding from the Department of Education and Training in conjunction with Lakeview Senior College.	\$115,000.00
Appointment and allocation of appropriately qualified staff to the Tutor Learning Initiative.	\$2,000.00
Training undertaken with regard to the effective setting up of professional learning teams and cycles.	\$0.00
Professional learning teams will have a protected space in the meeting schedule of one meeting per week.	\$5,000.00
Training undertaken with regard to the effective setting up of professional learning teams and cycles. Professional learning teams will have a protected space in the meeting schedule of one meeting per week.	\$5,000.00

Professional learning teams to investigate student achievement by focussing on cycles.	\$10,000.00
Totals	\$137,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Appointment and allocation of appropriately qualified staff to the Tutor Learning Initiative.	from: Term 1 to: Term 2		
Totals		\$0.00	

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
Application made for specific support funding from the Department of Education and	from: Term 1		

Training in conjunction with Lakeview Senior College.	to: Term 1		
Training undertaken with regard to the effective setting up of professional learning teams and cycles.	from: Term 1 to: Term 1		
Professional learning teams will have a protected space in the meeting schedule of one meeting per week.	from: Term 1 to: Term 4		
Training undertaken with regard to the effective setting up of professional learning teams and cycles. Professional learning teams will have a protected space in the meeting schedule of one meeting per week.	from: Term 1 to: Term 4		
Professional learning teams to investigate student achievement by focussing on cycles.	from: Term 1 to: Term 4		
Totals			\$0.00

Additional funding planner – Total Budget

Activities and milestones	Budget
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Totals	\$0.00
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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 plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Training undertaken with regard to the effective setting up of professional learning teams and cycles.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Professional learning teams to investigate student achievement by focussing on cycles.	<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	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
A curriculum day will be undertaken to focus on student comprehension of key terms and the school instructional model.	<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	from: Term 2 to: Term 2	<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"/> Professional practice day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site