

2019 Annual Implementation Plan

for improving student outcomes

Great Ryrie Primary School (5478)



Submitted for review by Douglas Elliott (School Principal) on 28 December, 2018 at 04:56 PM
Endorsed by Jennifer Small (Senior Education Improvement Leader) on 04 March, 2019 at 09:31 PM
Endorsed by Richard Bailey (School Council President) on 27 March, 2019 at 07:00 PM

Self-evaluation Summary - 2019

	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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Emerging moving towards Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving moving towards Embedding

Positive climate for learning	Empowering students and building school pride	Evolving
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Emerging moving towards Evolving

Community engagement in learning	Building communities	Embedding
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Evolving moving towards Embedding
	Parents and carers as partners	Embedding

Enter your reflective comments	<p>Two areas that are yet to see significant if any improvement are those of;</p> <ol style="list-style-type: none"> 1. Leadership Visibility and Distributed Leadership. 2. Student Voice and Agency <p>1. Leadership Visibility and Distributed Leadership. Although there is clear evidence of the presence of the APs and Learning Specialists being visible and contributing significantly to both teacher feedback and a shared and clearly articulated vision, this is not evident of either the</p> <ol style="list-style-type: none"> a. Principal, who is less present in classrooms across the board and in articulating a vision in staff Professional Learning and significant school events or b. Team Leaders, who have less opportunity in whole school context, nor a clearly articulated role in contributing significantly to teacher feedback and articulating a shared and clear vision. <p>2. Student Voice and Agency. Although there is clear evidence of student engagement in extra-curricular activities and fundraising their is less evidence of</p>
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	<p>student agency in curriculum design and development. Student involvement in setting goals is increasing in the area of Writing.</p>
<p>Considerations for 2019</p>	<p>Leadership Visibility and Distributed Leadership. Prioritise the presence of the principal and Team Leaders being more visible in classrooms across the board and in taking a leading role in articulating the school vision in staff Professional Learning and significant school events</p> <p>Student Voice and Agency. Facilitate and prioritise effective student agency in curriculum design and development and increase student involvement in setting goals in all areas of the curriculum.</p> <p>High Ability; Develop a documented whole school approach to identifying and catering for High Ability students across the school.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	To improve individual student learning outcomes in Literacy and Numeracy.																																																																
Target 1.1	<p><u>NAPLAN</u></p> <p>Increase high relative growth in NAPLAN for Year 3 to 5 and Year 5 to 7, in all literacy and numeracy domains.</p> <table border="1" data-bbox="667 469 2063 655"> <thead> <tr> <th>Year 3-5 2017</th> <th>Year 3-5 Target</th> <th>Year 5-7 2017</th> <th>Year 5-7 Target</th> </tr> </thead> <tbody> <tr> <td>Reading 28.33%</td> <td>Reading 35.00%</td> <td>Reading 22.67%</td> <td>Reading 30.00%</td> </tr> <tr> <td>Writing 24.59%</td> <td>Writing 30.00%</td> <td>Writing 17.33%</td> <td>Writing 25.00%</td> </tr> <tr> <td>Grammar 21.31%</td> <td>Grammar 25.00%</td> <td>Grammar 25.00%</td> <td>Grammar 30.00%</td> </tr> <tr> <td>Spelling 19.67%</td> <td>Spelling 25.00%</td> <td>Spelling 15.79%</td> <td>Spelling 25.00%</td> </tr> <tr> <td>Numeracy 13.11%</td> <td>Numeracy 25.00%</td> <td>Numeracy 21.33%</td> <td>Numeracy 25.00%</td> </tr> </tbody> </table> <p>The percentage of students achieving high gain to be above similar schools for reading, writing and numeracy.</p> <p>Decrease low relative growth in NAPLAN for Year 3 to 5 and Year 5 to 7, in all literacy and numeracy domains.</p> <table border="1" data-bbox="667 751 2033 938"> <thead> <tr> <th>Year 3-5 2017</th> <th>Year 3-5 Target</th> <th>Year 5-7 2017</th> <th>Year 5-7 Target</th> </tr> </thead> <tbody> <tr> <td>Reading 26.67%</td> <td>Reading 20.00%</td> <td>Reading 24.00%</td> <td>Reading 20.00%</td> </tr> <tr> <td>Writing 32.79%</td> <td>Writing 25.00%</td> <td>Writing 16.00%</td> <td>Writing 15.00%</td> </tr> <tr> <td>Grammar 24.59%</td> <td>Grammar 20.00%</td> <td>Grammar 15.79%</td> <td>Grammar 15.00%</td> </tr> <tr> <td>Spelling 26.23%</td> <td>Spelling 20.00%</td> <td>Spelling 17.11%</td> <td>Spelling 15.00%</td> </tr> <tr> <td>Numeracy 31.15%</td> <td>Numeracy 25.00%</td> <td>Numeracy 26.67%</td> <td>Numeracy 20.00%</td> </tr> </tbody> </table> <p>The percentage of students achieving low gain to be below similar schools for reading, writing and numeracy.</p> <p>Increase the percentage of students in the top two bands of NAPLAN for reading, writing and numeracy and for the percentage to be above similar schools.</p> <table border="1" data-bbox="667 1070 2040 1225"> <thead> <tr> <th>Year 3 2017</th> <th>Year 3 Target</th> <th>Year 5 2017</th> <th>Year 5 Target</th> </tr> </thead> <tbody> <tr> <td>Reading 12.8+43.6=56.4%</td> <td>Reading 15.0+45.0=60.0%</td> <td>Reading 19.4+19.4=38.8%</td> <td>Reading 22.5+22.5=45.0%</td> </tr> <tr> <td>Writing 52.6+17.1=69.7%</td> <td>Writing 55.0+20.0=70.0%</td> <td>Writing 7.4+2.9=10.3%</td> <td>Writing 15.0+10.0=25.0%</td> </tr> <tr> <td>Numeracy 11.7+28.6=40.3%</td> <td>Numeracy 15.0+30.0=45.0%</td> <td>Numeracy 20.6+10.3=30.9%</td> <td>Numeracy 25.0+15.0=40.0%</td> </tr> </tbody> </table> <p>The percentage of students in the top two bands of NAPLAN for reading, writing and numeracy to be above similar schools.</p> <p>Decrease the percentage of students in the bottom two bands of NAPLAN for reading, writing and numeracy</p>	Year 3-5 2017	Year 3-5 Target	Year 5-7 2017	Year 5-7 Target	Reading 28.33%	Reading 35.00%	Reading 22.67%	Reading 30.00%	Writing 24.59%	Writing 30.00%	Writing 17.33%	Writing 25.00%	Grammar 21.31%	Grammar 25.00%	Grammar 25.00%	Grammar 30.00%	Spelling 19.67%	Spelling 25.00%	Spelling 15.79%	Spelling 25.00%	Numeracy 13.11%	Numeracy 25.00%	Numeracy 21.33%	Numeracy 25.00%	Year 3-5 2017	Year 3-5 Target	Year 5-7 2017	Year 5-7 Target	Reading 26.67%	Reading 20.00%	Reading 24.00%	Reading 20.00%	Writing 32.79%	Writing 25.00%	Writing 16.00%	Writing 15.00%	Grammar 24.59%	Grammar 20.00%	Grammar 15.79%	Grammar 15.00%	Spelling 26.23%	Spelling 20.00%	Spelling 17.11%	Spelling 15.00%	Numeracy 31.15%	Numeracy 25.00%	Numeracy 26.67%	Numeracy 20.00%	Year 3 2017	Year 3 Target	Year 5 2017	Year 5 Target	Reading 12.8+43.6=56.4%	Reading 15.0+45.0=60.0%	Reading 19.4+19.4=38.8%	Reading 22.5+22.5=45.0%	Writing 52.6+17.1=69.7%	Writing 55.0+20.0=70.0%	Writing 7.4+2.9=10.3%	Writing 15.0+10.0=25.0%	Numeracy 11.7+28.6=40.3%	Numeracy 15.0+30.0=45.0%	Numeracy 20.6+10.3=30.9%	Numeracy 25.0+15.0=40.0%
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The percentage of students in the bottom two bands of NAPLAN for reading, writing and numeracy to be below similar schools.

Victorian Curriculum – Teacher Judgements

Increase the percentages of students achieving a minimum of 12 months learning growth in 12 months from Foundation to Year 6 in literacy and numeracy.

Where; **R&V** Reading & Viewing, **S&L** Speaking & Listening, **W** Writing, **M&G** Measurement & Geometry,

N&A Number & Algebra, **S&P** Statistics & Probability

<u>2016-2017 Semester 1 – Semester 1 Actual:</u>	<u>2020-2021 Semester 1 – Semester 1 Target:</u>
F-1 R&V 1.22, S&L 0.99, W 1.10, M&G 1.04, N&A 1.06, S&P 1.03	F-1 R&V 1.25, S&L 1.20, W 1.20, M&G 1.20, N&A 1.20, S&P 1.20
1-2 R&V 0.96, S&L 1.00, W 1.03, M&G 1.08, N&A 1.03, S&P 1.10	1-2 R&V 1.20, S&L 1.20, W 1.20, M&G 1.20, N&A 1.20, S&P 1.20
2-3 R&V 0.97, S&L 0.90, W 0.84, M&G 1.02, N&A 0.96, S&P 1.01	2-3 R&V 1.20, S&L 1.20, W 1.20, M&G 1.20, N&A 1.20, S&P 1.20
3-4 R&V 0.94, S&L 1.03, W 1.00, M&G 1.01, N&A 1.02, S&P 1.04	3-4 R&V 1.20, S&L 1.20, W 1.20, M&G 1.20, N&A 1.20, S&P 1.20
4-5 R&V 0.88, S&L 1.00 W 0.94, M&G 1.08, N&A 1.08, S&P 0.98	4-5 R&V 1.20, S&L 1.20, W 1.20, M&G 1.20, N&A 1.20, S&P 1.20
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Student Attitudes to School Survey

Increase the percentage of positive endorsement in the domain of Effective teaching practices for cognitive development.

Attitudes to School Survey Results, Percentile - 2017 - Years 4-6			
		Percentile	
Parent Factor Name	Factor Name	School	Target
Effective teaching practice for cognitive engagement	Differentiated learning challenge	38.1	75.0
	Effective classroom behaviour	46.7	75.0
	Effective teaching time	24.8	75.0
	Stimulated learning	37.6	75.0

Parent Opinion Survey

Increase the school 'percent endorsed', plotted as percentage ranks against Primary School 'percent endorsed', for all student cognitive engagement. measures

Parent Opinion Survey - Percentile by Factor by School Type		
School percent endorsed plotted as percentage ranks against Primary School percent endorsed		
	Percentile	Percentile
Student cognitive engagement	2017	Target
High expectations for success	23.2	50.0
Student motivation and support	26.7	55.0
Stimulating learning environment	29.4	60.0
Effective teaching	26.1	55.0

Key Improvement Strategy 1.a
Building practice excellence

Embed evidence-based and consistent teaching and learning practices in Writing .

Key Improvement Strategy 1.b Setting expectations and promoting inclusion	Enhance student engagement through the implementation of SWPBS																																										
Goal 2	Enhance the level of professional leadership in the school.																																										
Target 2.1	<p><u>School Staff Survey</u></p> <p>Increase the percentage endorsement (Principal/Teachers) in the School Staff Survey in the following measures:</p> <ul style="list-style-type: none"> • all school climate measures <table border="1" data-bbox="667 619 2049 1353"> <thead> <tr> <th colspan="4">Summary of module Percent Endorsement scores for School climate</th> </tr> <tr> <th>Component</th> <th>Definition: The degree to which....</th> <th>Percent Endorsement 2017</th> <th>Percent Endorsement Target</th> </tr> </thead> <tbody> <tr> <td>Collective efficacy</td> <td>School staff believe they have the necessary skills expertise and resources to successfully educate students.</td> <td>62.72%</td> <td>75.00%</td> </tr> <tr> <td>Collective responsibility</td> <td>Staff view the success of all students as their shared responsibility.</td> <td>67.54%</td> <td>75.00%</td> </tr> <tr> <td>Academic emphasis</td> <td>Emphasis is placed on the importance of academic success and school norms support learning.</td> <td>58.55%</td> <td>75.00%</td> </tr> <tr> <td>Trust in students and parents</td> <td>Staff trust the students and parents of the school community.</td> <td>66.32%</td> <td>75.00%</td> </tr> <tr> <td>Staff trust in colleagues</td> <td>Staff in schools trust and understand one another.</td> <td>64.47%</td> <td>75.00%</td> </tr> <tr> <td>Teacher collaboration</td> <td>Staff seek advice from colleagues and participate in collaborative discussion to improve learning and teaching.</td> <td>66.32%</td> <td>75.00%</td> </tr> <tr> <td>Parent and community involvement</td> <td>Parents and the wider community are involved in school activities and programs.</td> <td>75.44%</td> <td>80.00%</td> </tr> <tr> <td>Collective focus on student learning</td> <td>All of the school's activities are organised to promote student learning.</td> <td>73.68%</td> <td>80.00%</td> </tr> </tbody> </table>			Summary of module Percent Endorsement scores for School climate				Component	Definition: The degree to which....	Percent Endorsement 2017	Percent Endorsement Target	Collective efficacy	School staff believe they have the necessary skills expertise and resources to successfully educate students.	62.72%	75.00%	Collective responsibility	Staff view the success of all students as their shared responsibility.	67.54%	75.00%	Academic emphasis	Emphasis is placed on the importance of academic success and school norms support learning.	58.55%	75.00%	Trust in students and parents	Staff trust the students and parents of the school community.	66.32%	75.00%	Staff trust in colleagues	Staff in schools trust and understand one another.	64.47%	75.00%	Teacher collaboration	Staff seek advice from colleagues and participate in collaborative discussion to improve learning and teaching.	66.32%	75.00%	Parent and community involvement	Parents and the wider community are involved in school activities and programs.	75.44%	80.00%	Collective focus on student learning	All of the school's activities are organised to promote student learning.	73.68%	80.00%
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Guaranteed and viable curriculum	The curriculum is coherent across year levels and is delivered adequately in the time allotted.	67.11%	75.00%
Shielding/Buffering	Staff are protected from intrusions that distract from learning and teaching.	40.35%	75.00%
Overall Percent Endorsement for module		64.75%	76.00%

- all professional learning measures

Summary of module Percent Endorsement scores for Professional Learning			
Component	Definition: The degree to which....	Percent Endorsement 2017	Percent Endorsement Target
School level support	The school leadership team promotes supports and encourages professional learning opportunities for staff.	67.5%	75.0%
Renewal of knowledge and skills	Professional learning activities improve instructional strategies and teaching skills.	91.7%	95.0%
Applicability of Professional Learning	Professional learning activities are relevant to learning and teaching strategies in the school.	85.6%	95.0%
Collective participation	Staff seek advice from colleagues and participate in collaborative discussion to improve learning and teaching.	66.7%	75.0%
Active participation	Professional learning activities provide opportunities to develop review or practice learning and teaching strategies.	82.5%	90.0%
Coherence	Professional learning activities align with school wide agendas.	86.8%	95.0%
Feedback	Feedback is seen as crucial to the professional learning process.	61.1%	75.0%
Overall Percent Endorsement for module		78.5%	85.7%

- all school leadership measures.

Summary of module Percent Endorsement scores for School Leadership			
Component	Definition: The degree to which....	Percent Endorsement 2017	Percent Endorsement Target
Leading Change	Is able to facilitate change including those that challenge the status quo and manage their impact on teachers	68.4%	75.0%
Cultural Leadership	Can build a culture of well-being cohesion and shared vision	64.9%	75.0%
Flexibility	Adapt leadership behaviour to the needs of the current situation and are comfortable with dissent	53.9%	75.0%
Intellectual Stimulation	Ensures that staff are aware of the most current theories and practices regarding effective schooling and make discussions of those theories/practices a regular part of the school culture	76.3%	85.0%
Instructional Leadership	Is directly involved in the design implementation and monitoring of curriculum instruction and assessment; hands-on support for instruction	74.2%	85.0%
Parent and Community Involvement, Engagement, and Outreach	Advocates for the school to parents and community members to meet the needs of students and support their learning	71.9%	85.0%
Leaders' Support for Change	Supports staff to grow and improve	70.2%	85.0%
Visibility	Has frequent contact and interacts with teachers students and parents	43.9%	75.0%
Overall Percent Endorsement for module		67.9%	80.0%

Key Improvement Strategy 2.a Building leadership teams	Build the capabilities of the school leadership teams to lead school improvement.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																																																												
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Student Attitudes to School Survey

Increase the percentage of positive endorsement in the domain of Effective teaching practices for cognitive development.

Attitudes to School Survey Results, Percentile - 2017 - Years 4-6

Parent Factor Name	Factor Name	Percentile	
		School	Target
Effective teaching practice for cognitive engagement	Differentiated learning challenge	38.1	75.0
	Effective classroom behaviour	46.7	75.0
	Effective teaching time	24.8	75.0
	Stimulated learning	37.6	75.0

Parent Opinion Survey

Increase the school 'percent endorsed', plotted as percentage ranks against Primary School 'percent endorsed', for all student cognitive engagement. measures

Parent Opinion Survey - Percentile by Factor by School Type

School percent endorsed plotted as percentage ranks against Primary School percent endorsed

	Percentile	Percentile
Student cognitive engagement	2017	Target
High expectations for success	23.2	50.0
Student motivation and support	26.7	55.0
Stimulating learning environment	29.4	60.0
Effective teaching	26.1	55.0

79% to 85%, Effective Teaching Time from 82% to 90%, Stimulated learning, from 74% to 85%.

PARENT OPINION SURVEY
Increase the percentage endorsement for Effective Teaching from 85% to 90%.

STAFF OPINION SURVEY
SCHOOL CLIMATE MODULE
Increase the percentage endorsement for; Academic Emphasis from 56.3% to 75.00%, Collective efficacy from 66.1% to 75.00%, PROFESSIONAL LEARNING MODULE
Feedback from 61.9% to 75.0%, SCHOOL

			LEADERSHIP MODULE Visibility from 41.9% to 75.0%, and the Overall Percent Endorsement for the Leadership module from 70% to 80%,																																
Enhance the level of professional leadership in the school.	No	<p><u>School Staff Survey</u></p> <p>Increase the percentage endorsement (Principal/Teachers) in the School Staff Survey in the following measures:</p> <ul style="list-style-type: none"> • all school climate measures <table border="1" data-bbox="450 762 1832 1342"> <thead> <tr> <th colspan="4">Summary of module Percent Endorsement scores for School climate</th> </tr> <tr> <th>Component</th> <th>Definition: The degree to which....</th> <th>Percent Endorsement 2017</th> <th>Percent Endorsement Target</th> </tr> </thead> <tbody> <tr> <td>Collective efficacy</td> <td>School staff believe they have the necessary skills expertise and resources to successfully educate students.</td> <td>62.72%</td> <td>75.00%</td> </tr> <tr> <td>Collective responsibility</td> <td>Staff view the success of all students as their shared responsibility.</td> <td>67.54%</td> <td>75.00%</td> </tr> <tr> <td>Academic emphasis</td> <td>Emphasis is placed on the importance of academic success and school norms support learning.</td> <td>58.55%</td> <td>75.00%</td> </tr> <tr> <td>Trust in students and parents</td> <td>Staff trust the students and parents of the school community.</td> <td>66.32%</td> <td>75.00%</td> </tr> <tr> <td>Staff trust in colleagues</td> <td>Staff in schools trust and understand one another.</td> <td>64.47%</td> <td>75.00%</td> </tr> <tr> <td>Teacher collaboration</td> <td>Staff seek advice from colleagues and participate in collaborative discussion to improve learning and teaching.</td> <td>66.32%</td> <td>75.00%</td> </tr> </tbody> </table>	Summary of module Percent Endorsement scores for School climate				Component	Definition: The degree to which....	Percent Endorsement 2017	Percent Endorsement Target	Collective efficacy	School staff believe they have the necessary skills expertise and resources to successfully educate students.	62.72%	75.00%	Collective responsibility	Staff view the success of all students as their shared responsibility.	67.54%	75.00%	Academic emphasis	Emphasis is placed on the importance of academic success and school norms support learning.	58.55%	75.00%	Trust in students and parents	Staff trust the students and parents of the school community.	66.32%	75.00%	Staff trust in colleagues	Staff in schools trust and understand one another.	64.47%	75.00%	Teacher collaboration	Staff seek advice from colleagues and participate in collaborative discussion to improve learning and teaching.	66.32%	75.00%	
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Parent and community involvement	Parents and the wider community are involved in school activities and programs.	75.44%	80.00%
Collective focus on student learning	All of the school's activities are organised to promote student learning.	73.68%	80.00%
Guaranteed and viable curriculum	The curriculum is coherent across year levels and is delivered adequately in the time allotted.	67.11%	75.00%
Shielding/Buffering	Staff are protected from intrusions that distract from learning and teaching.	40.35%	75.00%
Overall Percent Endorsement for module		64.75%	76.00%

- all professional learning measures

Summary of module Percent Endorsement scores for Professional Learning			
Component	Definition: The degree to which....	Percent Endorsement 2017	Percent Endorsement Target
School level support	The school leadership team promotes supports and encourages professional learning opportunities for staff.	67.5%	75.0%
Renewal of knowledge and skills	Professional learning activities improve instructional strategies and teaching skills.	91.7%	95.0%
Applicability of Professional Learning	Professional learning activities are relevant to learning and teaching strategies in the school.	85.6%	95.0%
Collective participation	Staff seek advice from colleagues and participate in collaborative discussion to improve learning and teaching.	66.7%	75.0%
Active participation	Professional learning activities provide opportunities to develop review or practice learning and teaching strategies.	82.5%	90.0%
Coherence	Professional learning activities align with school wide agendas.	86.8%	95.0%

Feedback	Feedback is seen as crucial to the professional learning process.	61.1%	75.0%
Overall Percent Endorsement for module		78.5%	85.7%

- all school leadership measures.

Summary of module Percent Endorsement scores for School Leadership			
Component	Definition: The degree to which....	Percent Endorsement 2017	Percent Endorsement Target
Leading Change	Is able to facilitate change including those that challenge the status quo and manage their impact on teachers	68.4%	75.0%
Cultural Leadership	Can build a culture of well-being cohesion and shared vision	64.9%	75.0%
Flexibility	Adapt leadership behaviour to the needs of the current situation and are comfortable with dissent	53.9%	75.0%
Intellectual Stimulation	Ensures that staff are aware of the most current theories and practices regarding effective schooling and make discussions of those theories/practices a regular part of the school culture	76.3%	85.0%
Instructional Leadership	Is directly involved in the design implementation and monitoring of curriculum instruction and assessment; hands-on support for instruction	74.2%	85.0%
Parent and Community Involvement, Engagement, and Outreach	Advocates for the school to parents and community members to meet the needs of students and support their learning	71.9%	85.0%
Leaders' Support for Change	Supports staff to grow and improve	70.2%	85.0%

		Visibility	Has frequent contact and interacts with teachers students and parents	43.9%	75.0%
		Overall Percent Endorsement for module		67.9%	80.0%

Goal 1	To improve individual student learning outcomes in Literacy and Numeracy.
12 Month Target 1.1	<p>NAPLAN Maintain NAPLAN high gain (3-5) in Writing at 34% Reduce NAPLAN low gain (3-5) from 24% in Writing to 20%</p> <p>Year 3 NAPLAN Increase top 2 bands in Writing from 69.7% to 75.0%</p> <p>Year 5 NAPLAN Increase the top 2 Bands in Writing from 10.3% to 25%</p> <p>Year 3 NAPLAN Maintain bottom two bands in Writing at 1.3% or below.</p> <p>Year 5 NAPLAN Decrease bottom 2 bands in Writing from 8.9% to 5.0%</p> <p>TEACHER JUDGEMENTS The Between Year Growth in the 'Cold Write' for Writing at each Year Level to be at or above 1.10, as recorded in SPA.</p> <p>Teacher Judgements in 'Reading & Viewing', 'Writing' to show growth at or above 1.10</p> <p>SUDENT ATTITUDES TO SCHOOL SURVEY Increase the percentage endorsement for Differentiated learning challenge from 84% to 90%, Effective classroom behaviour from 79% to 85%,</p>

	<p>Effective Teaching Time from 82% to 90%, Stimulated learning, from 74% to 85%.</p> <p>PARENT OPINION SURVEY Increase the percentage endorsement for Effective Teaching from 85% to 90%.</p> <p>STAFF OPINION SURVEY SCHOOL CLIMATE MODULE Increase the percentage endorsement for; Academic Emphasis from 56.3% to 75.00%, Collective efficacy from 66.1% to 75.00%, PROFESSIONAL LEARNING MODULE Feedback from 61.9% to 75.0%, SCHOOL LEADERSHIP MODULE Visibility from 41.9% to 75.0%, and the Overall Percent Endorsement for the Leadership module from 70% to 80%,</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Embed evidence-based and consistent teaching and learning practices in Writing .	Yes
KIS 2 Setting expectations and promoting inclusion	Enhance student engagement through the implementation of SWPBS	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.	<p>At the time of our School Review in 2017, the review panel suggested the school continue to build the capacity of all teachers to teach EAL students and ensure the school policies and curriculum structures are inclusive of EAL learner needs. The analysis of EAL learning growth indicated a similarity to all students at the school with a range of low, medium and high growth. Although well resourced support is in place, there is still a perceived need to embed high impact EAL supportive practices in daily classroom programs.</p> <p>It was also the view of the Review Panel and remains a school priority to continue to develop and document curriculum expectations and whole school approaches, in order to embed the consistent implementation of evidence-based, high-impact,</p>	

teaching strategies in all areas of the curriculum. The desire being to simultaneously deepen teachers' curriculum and assessment knowledge, build our understanding of learning as a continuum and to plan for learning in response to assessment data, in order to maximise student learning in all cohorts.

The panel agreed that the school build collective responsibility and accountability processes to maximise and improve performance outcomes.

After consultation with staff and leadership, the above areas were identified as remaining an appropriate focus in the second year of our 2018-2021 Strategic Plan. It was resolved by Leadership to remove the separate goal of enhancing the level of professional leadership in the school to streamline the focus on a single core school improvement strategy, while embedding some of the actions and all of the targets for this Goal from 2018 this into the actions and targets for Building Practice Excellence in 2019.

Define Actions, Outcomes and Activities

Goal 1	To improve individual student learning outcomes in Literacy and Numeracy.
12 Month Target 1.1	<p>NAPLAN Maintain NAPLAN high gain (3-5) in Writing at 34% Reduce NAPLAN low gain (3-5) from 24% in Writing to 20%</p> <p>Year 3 NAPLAN Increase top 2 bands in Writing from 69.7% to 75.0%</p> <p>Year 5 NAPLAN Increase the top 2 Bands in Writing from 10.3% to 25%</p> <p>Year 3 NAPLAN Maintain bottom two bands in Writing at 1.3% or below.</p> <p>Year 5 NAPLAN Decrease bottom 2 bands in Writing from 8.9% to 5.0%</p> <p>TEACHER JUDGEMENTS The Between Year Growth in the 'Cold Write' for Writing at each Year Level to be at or above 1.10, as recorded in SPA.</p> <p>Teacher Judgements in 'Reading & Viewing', 'Writing' to show growth at or above 1.10</p> <p>SUDENT ATTITUDES TO SCHOOL SURVEY Increase the percentage endorsement for Differentiated learning challenge from 84% to 90%, Effective classroom behaviour from 79% to 85%, Effective Teaching Time from 82% to 90%, Stimulated learning, from 74% to 85%.</p> <p>PARENT OPINION SURVEY Increase the percentage endorsement for Effective Teaching from 85% to 90%.</p> <p>STAFF OPINION SURVEY</p>

	<p>SCHOOL CLIMATE MODULE Increase the percentage endorsement for; Academic Emphasis from 56.3% to 75.00%, Collective efficacy from 66.1% to 75.00%, PROFESSIONAL LEARNING MODULE Feedback from 61.9% to 75.0%, SCHOOL LEADERSHIP MODULE Visibility from 41.9% to 75.0%, and the Overall Percent Endorsement for the Leadership module from 70% to 80%,</p>
KIS 1 Building practice excellence	Embed evidence-based and consistent teaching and learning practices in Writing .
Actions	<p>Building reflective and collaborative professional practices including class observation, feedback, coaching, and mentoring and teacher reflection around Writing.</p> <p>Building teacher capacity to understand and implement the curriculum continuum, developing and documenting an agreed pedagogy and curriculum plan in Writing.</p> <p>Embedding High Impact Teaching Strategies into the development of a refined whole school instructional model for Writing.</p> <p>Strengthening moderation practices in Writing.</p> <p>Upskill the Leadership Team in Implementing Professional Learning Communities within their team, with a focus on Writing.</p> <p>Using the 'Practice Principals for Excellence in Teaching and Learning' as guidelines to support practices in the teaching of Writing.</p> <p>Building teacher capacity to understand and implement the EAL continuum, developing and documenting an agreed curriculum plan in Writing.</p>
Outcomes	<p>Leaders will;</p> <ul style="list-style-type: none"> - see literacy displays that support students writing in every classroom - see student learning goals displayed in the classroom - see improved engagement of students in writing sessions - be able to articulate the writing process at GRPS - monitor writing data across the school - will conduct classroom observations

	<p>Teachers will;</p> <ul style="list-style-type: none"> - support student learning through writing anchor charts, displays and writing resource box (VCOP, Writing process, 7 steps to success) - explain what students need to know and be able to do by the end of the lesson or unit using worked examples in Writing - explain, display and refer to learning intentions and success criteria in Writing, in classrooms - scaffold and differentiate learning to enable students to achieve their goals in Writing - build student capacity to monitor and evaluate their own progress and achievement in Writing - convey high expectations of learning, effort and engagement for all students in Writing - include differentiated activities in writing that support EAL learners in Writing <p>Students will:</p> <ul style="list-style-type: none"> - use writing displays and resources to support and improve their writing - articulate writing goals, including EAL students - Use VCOP up levelling templates and resources to improve their writing - be able to articulate the writing process - be able to articulate the 7 steps of writing and identify these steps/strategies - demonstrate mastery of the new knowledge and skills in Writing
<p>Success Indicators</p>	<p>Leaders will ensure;</p> <ul style="list-style-type: none"> - there is a documented curriculum plan, assessment schedule and shared pedagogical approaches are understood and implemented - a school-based professional learning schedule that supports the school's identified improvement strategies is developed and implemented - a school improvement team is formed to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan - Professional learning Plans outlining workshops/forums <p>Teachers will engage in;</p> <ul style="list-style-type: none"> - moderation of common student assessment tasks - data collection, analysis and evaluation of student learning growth over time - term and weekly planners that will demonstrate use of VCOP, Writing Process and 7 Steps to Success, EAL continuum - 4 peer observation sessions during the year <p>Data Sources to be used will include:</p> <ul style="list-style-type: none"> - Student Achievement as indicated through NAPLAN, Teacher Judgements, Cold Write - Staff Opinion Survey - Student Attitude to School Survey

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Doug Elliott: Employ two Learning Specialists with a focus on Writing. (Lauren Rice, Sharon Jacobs) Employ Assistant Principal to lead the school in improved differentiation through data analysis for targeted. individualised student learning outcomes \$30,000. Ensure support structures for data collection and analysis Formalise the establishment of a School Improvement Team based on Distributed Leadership Model Formalise the development of a documented approach to a Whole School Team based PDP process that is supported by the engagement of the whole School Leadership Team Conduct Classroom Observations with a focus on Writing \$25,000</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$55,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Melissa Roberts: - Support and coach Leading Teacher in her role in leading writing and data literacy - Conduct Classroom Observations with a focus on Writing</p>	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Karen Rouda: Facilitate Professional Learning in Writing Lead/Model Professional Learning in Planning for Teaching & Learning with a focus on Writing Implement Peer Coaching program Lead/Model Professional Learning in Planning for Data Collection and Analysis to differentiate learning Conduct Classroom Observations with a focus on Writing</p>	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<p>Lauren Rice:</p> <ul style="list-style-type: none"> - Facilitate Professional Learning in Writing - Lead/Model Professional Learning in Planning for Teaching & Learning with a focus on Writing - Implement Peer Coaching program - Lead/Model Professional Learning in Planning for Data Collection and Analysis - Facilitate Professional Learning around the EAL continuum in Writing \$10,000 	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Sharon Jacobs:</p> <ul style="list-style-type: none"> - Support the facilitation Professional Learning in Writing - Lead/Model Professional Learning in Planning for Teaching & Learning with a focus on Writing - Implement Peer Coaching program - Conduct Classroom Observations with a focus on Writing 	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Lead Planning for Teaching & Learning using data to plan differentiated learning Professional Learning for Teaching & Learning in Writing Lead Moderation in Learning Teams Participate in Classroom Observations Participate in Professional Learning for Lead Moderation in Learning Teams Participate in PDP reviews Participate in AIP review through the School Improvement Team</p>	<input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Participate in;</p> <ul style="list-style-type: none"> - Professional Learning for Teaching & Learning using data to plan differentiated learning - Professional Learning for Teaching & Learning in Writing - GRPS Coaching program - Classroom Observations - Moderation of Teacher Judgements - Planning for Teaching & Learning using data to plan differentiated 	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

learn				
Team Leaders/AP/Prin Participate in Professional Learning for Teaching & Learning using data to plan differentiated learning	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Setting expectations and promoting inclusion	Enhance student engagement through the implementation of SWPBS			
Actions	<ul style="list-style-type: none"> - Develop teacher capacity to embed school values and behaviour expectations through explicit teaching - Develop SWPBS team's understanding to analyse and use behaviour referral data to drive explicit teaching focus - Engage with SWPBS coach on a fortnightly basis to ensure accreditation for SWPBS Tier 1 - Embed a whole school approach to individual reward system using acknowledgement of expected behaviours - Train and facilitate staff to use video modelling to explicitly teach expected behaviours 			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - promote the whole school approach to health, wellbeing, inclusion and engagement including the SWPBS, Respectful Relationships and Positive Education - deal with less major behaviours problems <p>Teachers will:</p> <ul style="list-style-type: none"> - reinforce positive and expected behaviour through the use of an individual reward system - ensure 50 minutes of Personal and Social Learning is allocated into weekly program using curriculum documents (RRRR, SWPBS, Positive ED) to support explicit teaching of SWPBS - refer less major behaviours to leadership <p>Students will:</p> <ul style="list-style-type: none"> - be able to articulate school values and expected behaviours - be able to demonstrate the expected behaviours in all areas around the school 			

Success Indicators	<ul style="list-style-type: none"> - TFI endorsement for Tier 1 - Decrease in major referral incidents - Attendance data will show improvement - Attitudes to school data will improve in 'effective classroom behaviour' - Weekly TV show involving video modelling of expected behaviours - Teacher work programs will demonstrate explicit teaching of SWPBS and Personal and Social Learning 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
AP - Melissa Roberts - Engage with regional support SWPBS Coach, Sarah Spence on a fortnightly coaching basis - CRT to release teachers to \$10,000	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
SWPBS Team - SWPBS Team to Participate in PL Work with Sarah Spence to upskill in how to effectively use video self modelling to explicitly teach expected behaviour - SWPBS Team to PL staff on video modelling	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Resources to support video modelling - Hire Media Grad Student to work with students and teachers to make weekly SWPBS TV show \$11,000 - Equipment for media room. Eg. green screen, microphones, tripod \$5,000 - iPads to monitor student behaviour data \$2,000	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$18,000.00 <input checked="" 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	\$105,000.00	\$75,000.00
Additional Equity funding	\$112,000.00	\$92,000.00
Grand Total	\$217,000.00	\$167,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<p>Doug Elliott: Employ two Learning Specialists with a focus on Writing. (Lauren Rice, Sharon Jacobs) Employ Assistant Principal to lead the school in improved differentiation through data analysis for targeted. individualised student learning outcomes \$30,000. Ensure support structures for data collection and analysis Formalise the establishment of a School Improvement Team based on Distributed Leadership Model Formalise the development of a documented approach to a Whole School Team based PDP process that is supported by the engagement of the whole School Leadership Team Conduct Classroom Observations with a focus on Writing \$25,000</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT</p>	\$55,000.00	\$25,000.00
<p>Karen Rouda: Facilitate Professional Learning in Writing</p>	<p>from: Term 2</p>	<p><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)</p>	\$12,000.00	\$12,000.00

Lead/Model Professional Learning in Planning for Teaching & Learning with a focus on Writing Implement Peer Coaching program Lead/Model Professional Learning in Planning for Data Collection and Analysis to differentiate learning Conduct Classroom Observations with a focus on Writing	to: Term 4	<input checked="" type="checkbox"/> CRT		
Lauren Rice: - Facilitate Professional Learning in Writing - Lead/Model Professional Learning in Planning for Teaching & Learning with a focus on Writing - Implement Peer Coaching program - Lead/Model Professional Learning in Planning for Data Collection and Analysis - Facilitate Professional Learning around the EAL continuum in Writing \$10,000	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
AP - Melissa Roberts - Engage with regional support SWPBS Coach, Sarah Spence on a fortnightly coaching basis - CRT to release teachers to \$10,000	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$10,000.00	\$10,000.00
Resources to support video modelling - Hire Media Grad Student to work with students and teachers to make weekly SWPBS TV show \$11,000 - Equipment for media room. Eg. green screen, microphones, tripod \$5,000 - iPads to monitor student behaviour data \$2,000	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Assets	\$18,000.00	\$18,000.00
Totals			\$105,000.00	\$75,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
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Reading Recovery	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$42,000.00	\$42,000.00
Chaplaincy Program \$40,000	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$40,000.00	\$20,000.00
ES staff to support student engagement	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$30,000.00	\$30,000.00
Totals			\$112,000.00	\$92,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Melissa Roberts: - Support and coach Leading Teacher in her role in leading writing and data literacy - Conduct Classroom Observations with a focus on Writing	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Karen Rouda: Facilitate Professional Learning in Writing Lead/Model Professional Learning in Planning for Teaching & Learning with a focus on Writing Implement Peer Coaching program Lead/Model Professional Learning in Planning for Data Collection and Analysis to differentiate learning Conduct Classroom Observations with a focus on Writing	<input checked="" type="checkbox"/> Assistant Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants SREAMS	<input checked="" type="checkbox"/> On-site
Lauren Rice: - Facilitate Professional Learning in Writing - Lead/Model Professional Learning in Planning for Teaching & Learning with a	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants SREAMS	<input checked="" type="checkbox"/> On-site

<p>focus on Writing</p> <ul style="list-style-type: none"> - Implement Peer Coaching program - Lead/Model Professional Learning in Planning for Data Collection and Analysis - Facilitate Professional Learning around the EAL continuum in Writing \$10,000 						
<p>Sharon Jacobs:</p> <ul style="list-style-type: none"> - Support the facilitation Professional Learning in Writing - Lead/Model Professional Learning in Planning for Teaching & Learning with a focus on Writing - Implement Peer Coaching program - Conduct Classroom Observations with a focus on Writing 	<input checked="" type="checkbox"/> Learning Specialist(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<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
<p>Lead Planning for Teaching & Learning using data to plan differentiated learning</p> <p>Professional Learning for Teaching & Learning in Writing</p> <p>Lead Moderation in Learning Teams</p> <p>Participate in Classroom Observations</p> <p>Participate in Professional Learning for Lead Moderation in Learning Teams</p>	<input checked="" type="checkbox"/> Team Leader(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site

Participate in PDP reviews Participate in AIP review through the School Improvement Team						
Participate in; - Professional Learning for Teaching & Learning using data to plan differentiated learning - Professional Learning for Teaching & Learning in Writing - GRPS Coaching program - Classroom Observations - Moderation of Teacher Judgements - Planning for Teaching & Learning using data to plan differentiated learn	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team ☑ Individualised Reflection	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Teaching partners ☑ Learning Specialist	☑ On-site
Team Leaders/AP/Prin Participate in Professional Learning for Teaching & Learning using data to plan differentiated learning	☑ Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Leadership partners ☑ External consultants SREAMS	☑ On-site
AP - Melissa Roberts - Engage with regional support SWPBS Coach, Sarah Spence on a fortnightly coaching basis - CRT to release teachers to \$10,000	☑ Assistant Principal	from: Term 1 to: Term 4	☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Departmental resources Regional SWPBS Coach	☑ On-site

<p>SWPBS Team - SWPBS Team to Participate in PL Work with Sarah Spence to upskill in how to effectively use video self modelling to explicitly teach expected behaviour - SWPBS Team to PL staff on video modelling</p>	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
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