

2020 Annual Implementation Plan

for improving student outcomes

Seaholme Primary School (4440)



Submitted for review by Merridy Patterson (School Principal) on 19 December, 2019 at 08:48 AM
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 16 January, 2020 at 10:27 AM
Endorsed by Tina Gladigau (School Council President) on 06 February, 2020 at 08:17 PM

Self-evaluation Summary - 2020

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

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

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

Enter your reflective comments	Throughout 2019 we have embedded the PLC inquiry process and begun to incorporate student agency as a major form of data. Our involvement in Leading Mathematics has supported this work. Moved into the 'influence' category of the School Performance Report.
Considerations for 2020	Continue to develop the work in the area of Positive Climate for Learning. Document whole school pedagogical practice across all areas of the curriculum. Formalise collection of student agency of data, begin to collect extensive survey data to inform our school review and new strategic plan. Participate in the Hobsons Bay Network Community of Practice on Student Agency.
Documents that support this plan	

SSP Goals Targets and KIS

<p>Goal 1</p>	<p>To have all students annually achieve 12 months growth or more in Literacy and Numeracy.</p>
<p>Target 1.1</p>	<p>To have 100% of students achieve 12 months or more growth as evidenced against Intake adjusted measure</p> <p>Increase the percentage of students above the expected level in NAPLAN each year.</p> <p>To increase the proportion of students each year in the two highest NAPLAN bands (numeracy and all literacy areas: reading, writing, spelling, grammar & punctuation)</p> <p>To reduce the proportion of students each year in the two lowest NAPLAN bands (numeracy and all literacy areas: reading, writing, spelling, grammar & punctuation)</p> <p>To have at least 90% of students making medium to high growth against NAPLAN data. 2017 67.9% achieving medium to high growth.</p> <p>To have all identified students achieve the goals in his/her individual learning plan in literacy and numeracy</p>
<p>Target 1.2</p>	<p>To have 100% of students achieve 12 months or more growth as evidenced against Intake adjusted measure</p> <p>Increase the percentage of students above the expected level in NAPLAN each year</p> <p>To increase the proportion of students each year in the two highest NAPLAN bands (numeracy and all literacy areas: reading, writing, spelling, grammar & punctuation)</p>

	<p>To reduce the proportion of students each year in the two lowest NAPLAN bands (numeracy and all literacy areas: reading, writing, spelling, grammar & punctuation)</p> <p>To have at least 90% of students making medium to high growth against NAPLAN data</p> <p>To have all identified students achieve the goals in his/her individual learning plan in literacy and numeracy</p> <p>All staff are implementing effective differentiation strategies that reflect authentic learning tasks across all areas of the curriculum</p>
<p>Key Improvement Strategy 1.a Curriculum planning and assessment</p>	<p>There is a holistic approach to curriculum, pedagogy and assessment</p>
<p>Key Improvement Strategy 1.b Curriculum planning and assessment</p>	<p>There is a holistic approach to curriculum, pedagogy and assessment</p>
<p>Goal 2</p>	<p>To improve professional practice through increased collective endeavour and professional accountability.</p>
<p>Target 2.1</p>	<p>Improve the staff survey components of collective responsibility, staff trust in colleagues, to be 75% or higher</p> <p>Maintain or improve staff survey components of collective efficacy, collective focus on student learning, and teacher collaboration to be 75% or higher</p> <p>All teachers have regularly participated in coaching, reciprocal peer observations and feedback cycles, that support improvement in practice</p>

Key Improvement Strategy 2.a Building practice excellence	Build a professional learning community culture that deepens the capacity of all staff to have a shared understanding and collective responsibility for student learning. Develop and formalise feedback and reflection processes for teachers.
Goal 3	To deepen and strengthen students' learning confidence and motivation.
Target 3.1	All Teaching and Learning variables on the on the 5/6 Student Attitudes to School Survey, to be 75% or higher (fourth quartile or higher) - focus on lowest variables; stimulating learning, learning confidence, teacher effectiveness
Key Improvement Strategy 3.a Empowering students and building school pride	Provide further opportunities to increase student voice and agency in and outside of the classroom. Develop and formalise feedback and reflection processes for students.
Goal 4	To empower students to be curious, creative and critical thinkers who are responsible for their decisions and actions.
Target 4.1	All Wellbeing and Student Relationship variables on the 5/6 Student Attitudes to School Survey, to be 75% or higher (fourth quartile or higher) - focus on lowest variables; classroom behaviour, student morale and student safety Increased opportunities and formal processes for students to reflect metacognitively on their learning through effective feedback processes
Key Improvement Strategy 4.a Empowering students and building school pride	To continue to embed the Schoolwide Positive Behaviour Framework (SWPB).

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>To have all students annually achieve 12 months growth or more in Literacy and Numeracy.</p>	<p>Yes</p>	<p>To have 100% of students achieve 12 months or more growth as evidenced against Intake adjusted measure</p> <p>Increase the percentage of students above the expected level in NAPLAN each year.</p> <p>To increase the proportion of students each year in the two highest NAPLAN bands (numeracy and all literacy areas: reading, writing, spelling, grammar & punctuation)</p> <p>To reduce the proportion of students each year in the two lowest NAPLAN bands (numeracy and all literacy areas: reading, writing, spelling, grammar & punctuation)</p> <p>To have at least 90% of students making medium to high growth against NAPLAN data. 2017 67.9% achieving medium to high growth.</p> <p>To have all identified students achieve the goals in his/her individual learning plan in literacy and numeracy</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To have 62% of the 2020 Grade 5 cohort achieving in the top two bands of NAPLAN Reading. 59% in top two bands of NAPLAN Reading in 2019.</p> <p>To have 5% of the 2020 Grade 5 cohort in the bottom two bands of NAPLAN Reading. 5% in the bottom two bands in 2019.</p> <p>To have at least 90% of student making medium to high growth against NAPLAN Reading Data. 88% achieving medium to high growth in 2019.</p> <p>To have 40% of the 2020 Grade 5 cohort achieving in the top two bands of NAPLAN Writing. 33% in top two bands of NAPLAN Reading in 2019.</p> <p>To have 6% of the 2020 Grade 5 cohort in the bottom two bands of NAPLAN Writing. 8% in the bottom two bands in 2019.</p> <p>To have at least 90% of student making medium to high growth against NAPLAN</p>

			Writing Data. 88% achieving medium to high growth in 2019.
		<p>To have 100% of students achieve 12 months or more growth as evidenced against Intake adjusted measure</p> <p>Increase the percentage of students above the expected level in NAPLAN each year</p> <p>To increase the proportion of students each year in the two highest NAPLAN bands (numeracy and all literacy areas: reading, writing, spelling, grammar & punctuation)</p> <p>To reduce the proportion of students each year in the two lowest NAPLAN bands (numeracy and all literacy areas: reading, writing, spelling, grammar & punctuation)</p> <p>To have at least 90% of students making medium to high growth against NAPLAN data</p> <p>To have all identified students achieve the goals in his/her individual learning plan in literacy and numeracy</p> <p>All staff are implementing effective differentiation strategies that reflect authentic learning tasks across all areas of the curriculum</p>	<p>To have 60% of the 2020 Grade 5 cohort achieving in the top two bands of NAPLAN Numeracy. 56% in top two bands of NAPLAN Numeracy in 2019.</p> <p>To have 4% of the 2020 Grade 5 cohort in the bottom two bands of NAPLAN Numeracy. 5% in the bottom two bands in 2019.</p> <p>To have at least 90% of students making medium to high growth against NAPLAN Numeracy Data. 88% achieving medium to high growth in 2019.</p>
To improve professional practice through increased collective endeavour and professional accountability.	Yes	Improve the staff survey components of collective responsibility, staff trust in colleagues, to be 75% or higher	To improve the staff survey components of collective responsibility, staff trust in colleagues, to remain at 93% or higher

		<p>Maintain or improve staff survey components of collective efficacy, collective focus on student learning, and teacher collaboration to be 75% or higher</p> <p>All teachers have regularly participated in coaching, reciprocal peer observations and feedback cycles, that support improvement in practice</p>	<p>To improve staff survey components of collective efficacy (96%), collective focus (91%) on student learning, and teacher collaboration (81%) to maintain or increase positive response rate.</p> <p>All teachers have participated in reciprocal peer observations and feedback cycles, that support improvement in practice at least once a term.</p>
To deepen and strengthen students' learning confidence and motivation.	Yes	All Teaching and Learning variables on the on the 5/6 Student Attitudes to School Survey, to be 75% or higher (fourth quartile or higher) - focus on lowest variables; stimulating learning, learning confidence, teacher effectiveness	<p>To increase our positive response rate in the area of Stimulated Learning Area to 75%. 2019 71%.</p> <p>To increase our positive response rate in the area of Sense of Confidence to 75%. 2019 73%.</p>
To empower students to be curious, creative and critical thinkers who are responsible for their decisions and actions.	No	<p>All Wellbeing and Student Relationship variables on the 5/6 Student Attitudes to School Survey, to be 75% or higher (fourth quartile or higher) - focus on lowest variables; classroom behaviour, student morale and student safety</p> <p>Increased opportunities and formal processes for students to reflect metacognitively on their learning through effective feedback processes</p>	

Goal 1	To have all students annually achieve 12 months growth or more in Literacy and Numeracy.
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<p>12 Month Target 1.1</p>	<p>To have 62% of the 2020 Grade 5 cohort achieving in the top two bands of NAPLAN Reading. 59% in top two bands of NAPLAN Reading in 2019.</p> <p>To have 5% of the 2020 Grade 5 cohort in the bottom two bands of NAPLAN Reading. 5% in the bottom two bands in 2019.</p> <p>To have at least 90% of student making medium to high growth against NAPLAN Reading Data. 88% achieving medium to high growth in 2019.</p> <p>To have 40% of the 2020 Grade 5 cohort achieving in the top two bands of NAPLAN Writing. 33% in top two bands of NAPLAN Reading in 2019.</p> <p>To have 6% of the 2020 Grade 5 cohort in the bottom two bands of NAPLAN Writing. 8% in the bottom two bands in 2019.</p> <p>To have at least 90% of student making medium to high growth against NAPLAN Writing Data. 88% achieving medium to high growth in 2019.</p>	
<p>12 Month Target 1.2</p>	<p>To have 60% of the 2020 Grade 5 cohort achieving in the top two bands of NAPLAN Numeracy. 56% in top two bands of NAPLAN Numeracy in 2019.</p> <p>To have 4% of the 2020 Grade 5 cohort in the bottom two bands of NAPLAN Numeracy. 5% in the bottom two bands in 2019.</p> <p>To have at least 90% of students making medium to high growth against NAPLAN Numeracy Data. 88% achieving medium to high growth in 2019.</p>	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	
<p>KIS 1 Curriculum planning and assessment</p>	<p>There is a holistic approach to curriculum, pedagogy and assessment</p>	<p>Yes</p>
<p>KIS 2 Curriculum planning and assessment</p>	<p>There is a holistic approach to curriculum, pedagogy and assessment</p>	<p>Yes</p>

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 believe that through our PLCs we have ensured learning programs (curriculum implementation, pedagogical practices and assessment strategies) are consistent across the school. The next step is to document the pedagogical approaches that we use at Seaholme, refine these practices and ensure new members of staff are inducted to these approaches. Following Bastow's Leading Mathematics professional development in conjunction with our PLC inquiry work we need to continue to embed these new pedagogy to enrich teaching and learning programs, and to enhance student engagement and learner confidence.	
Goal 2	To improve professional practice through increased collective endeavour and professional accountability.	
12 Month Target 2.1	<p>To improve the staff survey components of collective responsibility, staff trust in colleagues, to remain at 93% or higher</p> <p>To improve staff survey components of collective efficacy (96%), collective focus (91%) on student learning, and teacher collaboration (81%) to maintain or increase positive response rate.</p> <p>All teachers have participated in reciprocal peer observations and feedback cycles, that support improvement in practice at least once a term.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build a professional learning community culture that deepens the capacity of all staff to have a shared understanding and collective responsibility for student learning. Develop and formalise feedback and reflection processes for teachers.	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.	We have been selected to participate in the Link School initiative. We need to further build staff capacity to take on collective responsibility beyond our own school.	
Goal 3	To deepen and strengthen students' learning confidence and motivation.	

12 Month Target 3.1	<p>To increase our positive response rate in the area of Stimulated Learning Area to 75%. 2019 71%.</p> <p>To increase our positive response rate in the area of Sense of Confidence to 75%. 2019 73%.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Provide further opportunities to increase student voice and agency in and outside of the classroom. Develop and formalise feedback and reflection processes for 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.	This KIS will support us in the next step to empower students by assisting them to take ownership of their learning, supporting them to become increasingly self-directed over time, and to gain confidence in their ability to complete learning tasks. Additionally we will provide more opportunities for students to further reflect on the effectiveness of their learning and plan for their future development.	

Define Actions, Outcomes and Activities

Goal 1	To have all students annually achieve 12 months growth or more in Literacy and Numeracy.
12 Month Target 1.1	<p>To have 62% of the 2020 Grade 5 cohort achieving in the top two bands of NAPLAN Reading. 59% in top two bands of NAPLAN Reading in 2019.</p> <p>To have 5% of the 2020 Grade 5 cohort in the bottom two bands of NAPLAN Reading. 5% in the bottom two bands in 2019.</p> <p>To have at least 90% of student making medium to high growth against NAPLAN Reading Data. 88% achieving medium to high growth in 2019.</p> <p>To have 40% of the 2020 Grade 5 cohort achieving in the top two bands of NAPLAN Writing. 33% in top two bands of NAPLAN Reading in 2019.</p> <p>To have 6% of the 2020 Grade 5 cohort in the bottom two bands of NAPLAN Writing. 8% in the bottom two bands in 2019.</p> <p>To have at least 90% of student making medium to high growth against NAPLAN Writing Data. 88% achieving medium to high growth in 2019.</p>
12 Month Target 1.2	<p>To have 60% of the 2020 Grade 5 cohort achieving in the top two bands of NAPLAN Numeracy. 56% in top two bands of NAPLAN Numeracy in 2019.</p> <p>To have 4% of the 2020 Grade 5 cohort in the bottom two bands of NAPLAN Numeracy. 5% in the bottom two bands in 2019.</p> <p>To have at least 90% of students making medium to high growth against NAPLAN Numeracy Data. 88% achieving medium to high growth in 2019.</p>
KIS 1 Curriculum planning and assessment	There is a holistic approach to curriculum, pedagogy and assessment
Actions	<ul style="list-style-type: none"> • Monitor use of assessment schedule –Prioritise use of formative (ongoing) assessments • Expand the use of a consistent process for data collection to provide evidence to inform curriculum and instructional practices • Embed the use of student learning data, including the systematic collection and analysis of pre & post assessments,

	developmental rubrics, and protocols for analysing student work in PLCs <ul style="list-style-type: none"> • Provide professional learning for staff based on current best practice • Align Writing instructional model with H.I.T.S. • Effective implementation of intervention to support and extend students. 			
Outcomes	<ul style="list-style-type: none"> • All staff are triangulating data as per the assessment schedule and maintaining accurate records of student learning • All students in Year P to 6 show at least a year's growth in their learning as measured by Fountas and Pinnell. • A greater spread in achievement scores on mid-year reports as the result of improved moderation and triangulation of data • All goals set for students are evidenced by data • Use of H.I.T.S. evident in all classrooms • Data used to identify intervention groups 			
Success Indicators	Students Fountas and Pinnell assessment data Writing instructional Model and handbook completed PLC inquiry documentation on Writing professional development			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Writer's Handbook	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	There is a holistic approach to curriculum, pedagogy and assessment			
Actions	<ul style="list-style-type: none"> • Monitor use of assessment schedule –Prioritise use of rich formative (ongoing) assessments • Expand the use of a consistent process for data collection to provide evidence to inform curriculum and instructional practices • Embed the use of student learning data, including the systematic collection and analysis of pre & post assessments, 			

	developmental rubrics, and protocols for analysing student work <ul style="list-style-type: none"> • Implementation of whole school numeracy professional learning (Leading Numeracy PD Action Plan) • Provide professional learning for staff to develop systematic methods for the collection of data • Align Numeracy instructional model with H.I.T.S. • Effective implementation of intervention to support and extend students. 			
Outcomes	<ul style="list-style-type: none"> • Assessment schedule reviewed and amended to more accurately measure students in the first three years of school. • A greater spread in achievement scores on mid-year reports as the result of improved moderation and triangulation of data • All goals set for students are evidenced by data • Use of H.I.T.S. evident in all classrooms • Data used to identify intervention and extension groups 			
Success Indicators	Victorian curriculum judgments Execution of Numeracy professional development action plan Reviewed Numeracy instructional model and handbook			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Numeracy Handbook	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To improve professional practice through increased collective endeavour and professional accountability.			
12 Month Target 2.1	To improve the staff survey components of collective responsibility, staff trust in colleagues, to remain at 93% or higher To improve staff survey components of collective efficacy (96%), collective focus (91%) on student learning, and teacher collaboration (81%) to maintain or increase positive response rate. All teachers have participated in reciprocal peer observations and feedback cycles, that support improvement in practice at least once a term.			

KIS 1 Building practice excellence	Build a professional learning community culture that deepens the capacity of all staff to have a shared understanding and collective responsibility for student learning. Develop and formalise feedback and reflection processes for teachers.			
Actions	<ul style="list-style-type: none"> • Embed a shared understanding of an effective PLC model • Expand the use of a consistent process for data collection to provide evidence to inform PLC inquiry • Expand the types of student data used to inform PLC inquiry • Observation of PLCs by Regional PLC Manager • Provide Walk & Talk days termly for other schools to observe PLCs. 			
Outcomes	<ul style="list-style-type: none"> • Deeper teacher knowledge of PLC inquiry cycle • A wider variety of student data being collected and analysed to inform PLC inquiry across the whole school • PLCs taking on feedback and improving PLC inquiry model • PLCs seeking support and supporting teachers from other school to improve teaching practice 			
Success Indicators	Sharing of artefacts & quality practice at Area Forums and PLC Cluster meetings A wider variety of student data being collected across the whole school PLC Link support school participation and reflection			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PLC Open Days	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 3	To deepen and strengthen students' learning confidence and motivation.			
12 Month Target 3.1	To increase our positive response rate in the area of Stimulated Learning Area to 75%. 2019 71%. To increase our positive response rate in the area of Sense of Confidence to 75%. 2019 73%.			

KIS 1 Empowering students and building school pride	Provide further opportunities to increase student voice and agency in and outside of the classroom. Develop and formalise feedback and reflection processes for students.			
Actions	<ul style="list-style-type: none"> • Maintain student leadership forum and provide leadership support for JSC/student leaders • Build students' capacity by explicitly teaching leadership skills • Strengthen student leadership through increased opportunities to co-design school events, and to engage in planning and PLC inquiries • Continue ongoing forums & feedback processes with students regarding choice, voice and agency • Provide professional learning for staff on student agency 			
Outcomes	<ul style="list-style-type: none"> • Clearly defined roles for student leaders • Students routinely discuss and reflect on teaching and learning • Teacher/student feedback evidenced in work books, individual goals, electronically and through the use of rubrics • Teaching & Learning & Engagement variables on the 5/6 SATTs show continued improvement 			
Success Indicators	Student Leadership Roles documented JSC minutes PLC Inquiry Minutes To increase our positive response rate in the area of Sense of Confidence to 80%. 2019 76% To increase our attendance rate to 94%. 2019 93.3% School surveys and forums with students			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Student lead events Student forums Student Leadership and Resilience Incursions	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s)	<input 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	\$16,000.00	\$14,000.00
Additional Equity funding	\$2,000.00	\$800.00
Grand Total	\$18,000.00	\$14,800.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Writer's Handbook	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$4,000.00
Numeracy Handbook	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$4,000.00
PLC Open Days	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$6,000.00	\$6,000.00
Totals			\$16,000.00	\$14,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
SWPB Team Review Days	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$2,000.00	\$800.00
Totals			\$2,000.00	\$800.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Writer's Handbook	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External consultants TBC <input checked="" type="checkbox"/> Departmental resources Literacy Toolkit <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Numeracy Handbook	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Departmental resources Numeracy Toolkit	<input checked="" type="checkbox"/> On-site

					<ul style="list-style-type: none"><input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning<input checked="" type="checkbox"/> Pedagogical Model<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
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