

2019 Annual Implementation Plan

for improving student outcomes

Red Hill Consolidated School (6249)



Submitted for review by Leanne Marshall (School Principal) on 11 December, 2018 at 11:53 AM
Endorsed by Michael Devine (Senior Education Improvement Leader) on 17 December, 2018 at 12:56 PM
Endorsed by Naomi Douglas (School Council President) on 20 December, 2018 at 02:09 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	Embedding
	Curriculum planning and assessment	Embedding moving towards Excelling
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Excelling
	Vision, values and culture	Embedding moving towards Excelling

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

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

Enter your reflective comments	In all areas we see a general rating of embedding, this is reflective of 4 years work in implementing the Contemporary Learning Experience. Our school continues to work through a period of refinement of best practice. This will allow us to target specific data sets and focus areas with the aim of excelling in further developing and strengthening the CLE. In 2018, a whole school coaching model was instituted and in 2019 we plan to further develop this model to ensure this process is more rigorous. In 2019 we will involve all staff in a second spiral of inquiry to investigate how we can effectively teach and assess our Maths Learning Links. We will continue to focus on embedding informative teaching practices through our readers workshop and utilise independent reading as a tool to increase student agency and engagement.
Considerations for 2019	Staff will continue to unpack Amplify document to promote student voice, agency and leadership across all learning domains. We aim to maintain student growth and number of student performing in the top two bands in NAPLAN. All assessment will be viewed as Evidence of Learning to develop teachers understanding the continuous cycle of

	assessment and the impact on student progress and attainment.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To increase Student Learning Growth in all areas of the curriculum with particular emphasis on building student capacity in skills related to key growth indicators.
Target 1.1	<p><i>NAPLAN Relative Growth data for the school to be at the expected proportions or better (i.e. low growth 25%, medium growth 50%, high growth 25%) for all areas of literacy and numeracy from 2017 onwards.</i></p> <p><i>AusVELS 30% of students judged to be achieving at A or B for all subject areas.</i></p> <p><i>School Staff Survey mean for Teacher Collaboration to be at 77.00 or higher each year over 2016-2019.</i></p> <p><i>ATS Survey mean for Teacher Effectiveness to be at 4.60 and Learning Confidence to be at 4.50 for 2017-2019.</i></p>
Key Improvement Strategy 1.a Curriculum planning and assessment	Establish a whole school approach of continuously collecting, analysing and utilising evidence of learning to positively impact student achievement.
Goal 2	To improve students' cognitive engagement and active involvement in their learning
Target 2.1	<p><i>A steady improvement in mean scores achieved for ATS measures of Student Distress and Student Morale to reach 6.40 and 6.25 respectively by 2019</i></p> <p><i>A steady improvement in the ATS mean scores for Classroom Behaviour and Student Safety, to reach 4.00 and 4.50 respectively by 2019.</i></p>
Key Improvement Strategy 2.a Building practice excellence	Build teacher capacity in supporting students to evaluate, monitor, reflect on and exercise agency in their learning.
Goal 3	To strengthen relationships and resilience through a positive and proactive approach and a growth mindset.

Target 3.1	<p>Conduct Student Survey to evaluate effectiveness of mindfulness practices. Through a focus on the physical, learning and play environments, we will increase student and community pride in our school by 10% in the Parent Opinion Survey (to 65% positive responses) and Student sense of connectedness (to the 70% in ATOS data) and attendance (to 94%) Increase attendcence rate outside of family holiday category.</p>
Key Improvement Strategy 3.a Health and wellbeing	<p>Employ a school wide approach to the use of mindfulness practices that enhance student learning.</p>
Key Improvement Strategy 3.b Building communities	<p>Build student and whole school pride through improvements to the school grounds and greater care of common spaces</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To increase Student Learning Growth in all areas of the curriculum with particular emphasis on building student capacity in skills related to key growth indicators.	Yes	<p><i>NAPLAN Relative Growth data for the school to be at the expected proportions or better (i.e. low growth 25%, medium growth 50%, high growth 25%) for all areas of literacy and numeracy from 2017 onwards.</i></p> <p><i>AusVELS 30% of students judged to be achieving at A or B for all subject areas.</i></p> <p><i>School Staff Survey mean for Teacher Collaboration to be at 77.00 or higher each year over 2016-2019.</i></p> <p><i>ATS Survey mean for Teacher Effectiveness to be at 4.60 and Learning Confidence to be at 4.50 for 2017-2019.</i></p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>NAPLAN Relative Growth in numeracy to be at the expected proportions (25%,50%, 25%). Continue to maintain high numbers of students performing in the top two bands and medium- high NAPLAN Relative Growth in reading and writing. School Staff Survey mean for Teacher Collaboration to remain above 77.00. ATS for Teacher Effectiveness and Learning Confidence to be 75% or above.</p>
To improve students' cognitive engagement and active involvement in their learning	Yes	<p><i>A steady improvement in mean scores achieved for ATS measures of Student Distress and Student Morale to reach 6.40 and 6.25 respectively by 2019</i></p> <p><i>A steady improvement in the ATS mean scores for Classroom Behaviour and Student Safety, to reach 4.00 and 4.50 respectively by 2019.</i></p>	<p>ATS for Student Sense of Confidence to be 70% or above and Resilience to be above 75%.</p>
To strengthen relationships and resilience through a positive and proactive approach and a growth mindset.	No	<p>Conduct Student Survey to evaluate effectiveness of mindfulness practices. Through a focus on the physical, learning and play environments, we will increase student and community pride in our school by 10% in the Parent Opinion Survey (to 65% positive responses) and Student sense of</p>	

		connectedness (to the 70% in ATOS data) and attendance (to 94%) Increase attendence rate outside of family holiday category.	
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Goal 1	To increase Student Learning Growth in all areas of the curriculum with particular emphasis on building student capacity in skills related to key growth indicators.	
12 Month Target 1.1	NAPLAN Relative Growth in numeracy to be at the expected proportions (25%,50%, 25%). Continue to maintain high numbers of students performing in the top two bands and medium- high NAPLAN Relative Growth in reading and writing. School Staff Survey mean for Teacher Collaboration to remain above 77.00. ATS for Teacher Effectiveness and Learning Confidence to be 75% or above.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Establish a whole school approach of continuously collecting, analysing and utilising evidence of learning to positively impact student achievement.	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.	The school is now positioned to have an explicit focus on assessment. In 2018, all staff participated in a Professional Learning day exploring and auditing current assessment practices. The focus was to evaluate the effectiveness and relevance of the range of tasks students are engaged in to measure progress and understanding. This identified a need for teachers to design authentic fit for purpose assessments to reflect the learning context. In 2019, teachers will evaluate the impact of teaching and learning by analysing multiple sources of data to maximise student learning opportunities.	
Goal 2	To improve students' cognitive engagement and active involvement in their learning	
12 Month Target 2.1	ATS for Student Sense of Confidence to be 70% or above and Resilience to be above 75%.	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build teacher capacity in supporting students to evaluate, monitor, reflect on and exercise agency in their learning.	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.	To further strengthen the Inquiry pedagogical approach, student agency will be a focus area across the school. Through the application of RHCS school wide Learner Assets- (Collaborator, Thinker, Inquirer and Self-Manager), students are more able to articulate the skill sets required to identify their next steps in learning. We believe our students are ready to move forward and actively exercise agency within their learning.	

Define Actions, Outcomes and Activities

Goal 1	To increase Student Learning Growth in all areas of the curriculum with particular emphasis on building student capacity in skills related to key growth indicators.
12 Month Target 1.1	NAPLAN Relative Growth in numeracy to be at the expected proportions (25%,50%, 25%). Continue to maintain high numbers of students performing in the top two bands and medium- high NAPLAN Relative Growth in reading and writing. School Staff Survey mean for Teacher Collaboration to remain above 77.00. ATS for Teacher Effectiveness and Learning Confidence to be 75% or above.
KIS 1 Curriculum planning and assessment	Establish a whole school approach of continuously collecting, analysing and utilising evidence of learning to positively impact student achievement.
Actions	<ul style="list-style-type: none"> * Develop teacher capacity and understanding to analyse and use evidence of learning to plan for effective teaching. * To use effective conferencing strategies to enhance student performance in reading, writing and mathematics. * Develop teacher knowledge and capacity to build effective teams to improve student outcomes through collaborative planning and assessment practices, including moderation.
Outcomes	<p>Students:</p> <ul style="list-style-type: none"> * Will participate in at least one conference per term for reading, writing and mathematics and be able to identify and verbalise their learning growth. * Will be able to clearly identify their next step in learning in reading, writing and mathematics. <p>Teachers:</p> <ul style="list-style-type: none"> * Will confidently use a range of approaches to gather evidence of learning and will collaboratively design assessment tasks. * Collaborative planning sessions will involve discussion about evidence of learning gathered, moderation of evidence and how to use this information to plan for the next step in students' learning. * Collaborative planning documents (What & How planners) will reflect discussion about evidence. * Will create a PDP goal based around evidence of learning. * Will participate in a peer observation process with a possible focus on evidence of learning. <p>Leaders:</p> <ul style="list-style-type: none"> * Will regularly observe teacher practice and be visible in the school (Learning Walks)

	<p>*Will support teacher efficacy through the provision of strategically aligned professional learning opportunities. * Discussions around staff PDP will have a focus on evidence of learning.</p>			
Success Indicators	<ul style="list-style-type: none"> * Conference records * Planning documents from collaborative planning * Assessment tasks developed during collaborative planning * Records from peer coaching model * Professional readings * PDP documentation * Learning Walk documentation * NAPLAN relative growth data * School staff survey data on collaboration, teacher effectiveness and learning confidence 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Teachers will use conferences as a formative and active assessment tool in reading, writing and mathematics.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Professional learning about effective use of data and how to gather evidence of learning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Each sub-school meeting to agenda an evidence of learning (data) piece for discussion.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
8 after school PD sessions will be dedicated to exploring the collection and use of evidence of learning.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$500.00

	<input checked="" type="checkbox"/> Learning Specialist(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Teachers will participate in PD around using evidence of learning in mathematics to plan for effective teaching - Full Pupil Free Day at the start of term 2. This will be followed by all classroom teachers using a professional practice day to transfer the professional learning into best classroom practice.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$15,150.00 <input type="checkbox"/> Equity funding will be used
Weekly 'What & How' planners to have evidence of discussion around evidence of learning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To improve students' cognitive engagement and active involvement in their learning			
12 Month Target 2.1	ATS for Student Sense of Confidence to be 70% or above and Resilience to be above 75%.			
KIS 1 Building practice excellence	Build teacher capacity in supporting students to evaluate, monitor, reflect on and exercise agency in their learning.			
Actions	<ul style="list-style-type: none"> * To use effective conferences to enhance student performance and promote student agency in reading, writing and mathematics. * Build teacher capacity in using assessment as learning strategies, supporting students to evaluate and monitor learning (Learning Link Tracking Sheets & Green Slips, Writing Genre Success Criteria, Reading Conference records) * Develop a consistent language for Learner Assets, * Develop teacher capacity and knowledge around the use of a range of tools/strategies that students can use to make their thinking visible. 			
Outcomes	<p>Students:</p> <ul style="list-style-type: none"> * Will participate in at least one conference per term for reading, writing and mathematics and be able to identify and verbalise their learning growth. * Will be able to clearly identify their next step in learning in reading, writing and mathematics. This will be shared with parents at 3- 			

	<p>way conference and Student Led Conferences.</p> <ul style="list-style-type: none"> * Will be able to use a range of tools, including visual organisers and different thinking routines, to make their thinking visible. * Will identify the Learner Assets being developed and regularly reflect on their use of the Learner Assets. <p>Teachers:</p> <ul style="list-style-type: none"> * Will strategically plan to allow time for conferences to occur in reading, writing and mathematics and allocate time for students to record growth using tracking sheets and success criteria rubrics. * Will explicitly teach students how to utilise a range of tools to make thinking visible. * Will participate in a peer observation process with a possible focus on assessment as learning or making thinking visible. <p>Leaders:</p> <ul style="list-style-type: none"> * Will support teacher efficacy through the provision of strategically aligned professional learning opportunities. * Will regularly observe teacher practice and be visible in the school (Learning Walks) 			
Success Indicators	<ul style="list-style-type: none"> * Planning documents evidencing use of a range of 'assessment as learning' techniques. * Samples of students' self assessments and reflections, including tracking sheets, success criteria and reading conference records * Learning tasks developed during collaborative planning that promote students using visual organisers or thinking routines that encourage visible thinking * Professional readings * Records from peer coaching model * Learning Walk documentation * Data from Attitudes to School Survey for Student Sense of Confidence & Resilience 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Teachers will participate in PD around using evidence of learning in mathematics to plan for effective teaching - Full Pupil Free Day at the start of term 2. This will be followed by all classroom teachers using a professional practice day to transfer the professional learning into best classroom practice. This will include the exploration of using conferring as a tool to monitor progress and set goals with students.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 2 to: Term 2</p>	<p>\$15,150.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Teachers will participate in PD around incorporating metacognition and visible thinking tools to align with Amplify and allow for improved student agency. This will be followed by all classroom</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 3</p>	<p>\$15,150.00</p>

teachers using a professional practice day to transfer the professional learning into best classroom practice.			to: Term 3	<input type="checkbox"/> Equity funding will be used
4 after school PD sessions will be dedicated to exploring Amplify and the connection to HITS.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Weekly 'What & How' planners to have evidence of metacognition and visible thinking tools being implemented in learning environments.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$0.00	\$0.00
Additional Equity funding	\$100,456.00	\$20,498.00
Grand Total	\$100,456.00	\$20,498.00

Activities and Milestones

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

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Employment of a Learning support specialist from Prep to Year 2.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$100,456.00	\$20,498.00
Totals			\$100,456.00	\$20,498.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Teachers will use conferences as a formative and active assessment tool in reading, writing and mathematics.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources Literacy Toolkit	<input checked="" type="checkbox"/> On-site
Professional learning about effective use of data and how to gather evidence of learning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources Literacy Toolkit	<input checked="" type="checkbox"/> On-site
8 after school PD sessions will be dedicated to exploring the collection and use of evidence of learning.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Learning Specialist(s)	to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources pedagogical model	
Teachers will participate in PD around using evidence of learning in mathematics to plan for effective teaching - Full Pupil Free Day at the start of term 2. This will be followed by all classroom teachers using a professional practice day to transfer the professional learning into best classroom practice.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Numeracy Strategy HITS Pedagogical Model	<input checked="" type="checkbox"/> On-site
Teachers will participate in PD around using evidence of learning in mathematics to plan for effective teaching - Full Pupil Free Day at the start of term 2. This will be followed by all classroom teachers using a professional practice day to transfer the professional learning into best classroom practice. This will include the exploration of using conferring as a tool to	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Numeracy Strategy HITS Pedagogical Model	<input checked="" type="checkbox"/> On-site

monitor progress and set goals with students.						
Teachers will participate in PD around incorporating metacognition and visible thinking tools to align with Amplify and allow for improved student agency. This will be followed by all classroom teachers using a professional practice day to transfer the professional learning into best classroom practice.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Amplify	<input checked="" type="checkbox"/> On-site
4 after school PD sessions will be dedicated to exploring Amplify and the connection to HITS.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site