

2019 Annual Implementation Plan

for improving student outcomes

Coburg North Primary School (4543)



Submitted for review by Monika Gruss (School Principal) on 18 February, 2019 at 12:13 PM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 18 February, 2019 at 04:48 PM
Endorsed by Kate Copping (School Council President) on 19 February, 2019 at 10:24 AM

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

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	Evolving moving towards Embedding

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

Enter your reflective comments	The school has experienced an unsettling year with unknown leadership (non appointment of a principal for 3 terms) and with a new building construction which has reduced resources for the school. This has had a major impact on the school, both physically and emotionally.
Considerations for 2019	The school will still be undergoing construction. This will lead to less space for students which will impact on student behavior. Initiatives such as extra lunch time clubs and access to Harmony Park will need to be considered to lessen the impact of this. The introduction of PLC will have an impact on the curriculum and planning component of FISO as well as utilising the PIVOT data that will assist with student voice, agency and leadership.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Develop clear expectations and positive respectful relationships across the school community.
Target 1.1	<p>Attitude to School Survey</p> <ul style="list-style-type: none"> - Increase Effective classroom behavior within the second quartile Percentile range - Increase Resilience within the second quartile Percentile range <p>PIVOT Student Survey</p> <ul style="list-style-type: none"> - To achieve scores in the 4 range for student behavior <ul style="list-style-type: none"> • To achieve scores in the 4 range for student behavior
Key Improvement Strategy 1.a Health and wellbeing	Investigate & implement school wide framework in regards to mental health, well-being and respectful relationships.
Goal 2	Continue to embed a school wide approach to Teaching, Learning & Assessment practices to improve student outcomes through differentiation across the curriculum
Target 2.1	<p>21st Century Curriculum</p> <p>Attitude to School Survey</p> <ul style="list-style-type: none"> - Increase Student voice and agency within the 50th percentile range in Years 4-6 - Increase Stimulated learning within the 50th percentile range in Years 4-6 - Increase Motivation and interested within the 50th percentile range in Years 4-6

	<p>PIVOT – Student Survey</p> <ul style="list-style-type: none"> - Achieve scores in the 4 range for Q3; Q26; Q27; Q28
<p>Target 2.2</p>	<p>Professional Learning Communities</p> <p>NAPLAN</p> <ul style="list-style-type: none"> - 85% of students at Year 3 and Year 5 in NAPLAN data to be at or above expected levels in Literacy and Mathematics (90% by 2020) <p>MOI - Mathematics Online Interview</p> <ul style="list-style-type: none"> - 85% of students deemed capable in Years F-2 to achieve CNPS MOI benchmarks - 95% of students deemed capable in Years F-2 to achieve 1+ years growth <p>PIVOT – Student Survey</p> <ul style="list-style-type: none"> - Achieve scores in the 4 range for Q.23; Q21 <p>Attitude to School Survey</p> <ul style="list-style-type: none"> - Increase Resilience within the 50% percentile range in Years 4-6
<p>Key Improvement Strategy 2.a Evaluating impact on learning</p>	<p>Develop teacher capacity in the effective use of data to differentiate their practice to meet the needs of all students using Professional Learning Communities.</p>
<p>Key Improvement Strategy 2.b Empowering students and building school pride</p>	<p>Establish a 21st Century curriculum framework to improve student engagement and support improved learning outcomes.</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Develop clear expectations and positive respectful relationships across the school community.	No	Attitude to School Survey - Increase Effective classroom behavior within the second quartile Percentile range - Increase Resilience within the second quartile Percentile range PIVOT – Student Survey - To achieve scores in the 4 range for student behavior <ul style="list-style-type: none"> • To achieve scores in the 4 range for student behavior 	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
Continue to embed a school wide approach to Teaching, Learning & Assessment practices to improve student outcomes through differentiation across the curriculum	Yes	21st Century Curriculum Attitude to School Survey - Increase Student voice and agency within the 50th percentile range in Years 4-6 - Increase Stimulated learning within the 50th percentile range in Years 4-6	Attitude to School Survey Social Engagement (Student voice and agency), increase percentile in Years 4-6 from 26.8 to 30.0 Effective teaching practice for cognitive engagement (Stimulated learning), increase percentile in Years 4-6 from 10.5 to 45.0 Learner characteristics and dispositions (Motivation and interest), increase percentile in Years 4-6 from 13.1 to 47.0

		<ul style="list-style-type: none"> - Increase Motivation and interested within the 50th percentile range in Years 4-6 <p>PIVOT – Student Survey</p> <ul style="list-style-type: none"> - Achieve scores in the 4 range for Q3; Q26; Q27; Q28 	<p>PIVOT – Student Survey</p> <p>Q3. This class keeps my attention - I don't get bored, from 3.43 to 3.7</p> <p>Q26. In this class, students have a chance to lead the learning from 3.54 to 3.7</p> <p>Q27. This teacher gives us choices about what work we do from 3.62 to 3.7</p> <p>Q28. This teacher teaches us how to be leaders from 3.73 to 3.75</p>
		<p>Professional Learning Communities</p> <p>NAPLAN</p> <ul style="list-style-type: none"> - 85% of students at Year 3 and Year 5 in NAPLAN data to be at or above expected levels in Literacy and Mathematics (90% by 2020) <p>MOI - Mathematics Online Interview</p> <ul style="list-style-type: none"> - 85% of students deemed capable in Years F-2 to achieve CNPS MOI benchmarks - 95% of students deemed capable in Years F-2 to achieve 1+ years growth <p>PIVOT – Student Survey</p> <ul style="list-style-type: none"> - Achieve scores in the 4 range for Q.23; Q21 <p>Attitude to School Survey</p> <ul style="list-style-type: none"> - Increase Resilience within the 50% percentile range in Years 4-6 	<p>NAPLAN</p> <p>85% of students at Year 3 and Year 5 in NAPLAN data to be at or above the expected levels in Literacy and Mathematics (90% by 2020)</p> <p>85% of students at Year 3 and Year 5 in NAPLAN data to have medium/high growth in Reading, Writing and Mathematics</p> <p>Match/exceed results in NAPLAN to SFOE Band in Reading, Writing and Mathematics</p> <p>MOI - Mathematics Online Interview</p> <p>85% of students deemed capable in Years F-2 to achieve CNPS MOI benchmarks</p> <p>90% of students deemed capable in Years F-2 to achieve 1+ years growth</p> <p>PIVOT</p> <p>Q.23. I know how well I am doing in this class: from 3.7 to 3.9</p> <p>Q.21. I understand how my teacher will mark my work: from 3.7 to 3.9</p>

			Attitude to School Survey Learner characteristics and dispositions (Resilience), increase percentile from 6.5 to 15.0
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Goal 1	Continue to embed a school wide approach to Teaching, Learning & Assessment practices to improve student outcomes through differentiation across the curriculum
12 Month Target 1.1	Attitude to School Survey Social Engagement (Student voice and agency), increase percentile in Years 4-6 from 26.8 to 30.0 Effective teaching practice for cognitive engagement (Stimulated learning), increase percentile in Years 4-6 from 10.5 to 45.0 Learner characteristics and dispositions (Motivation and interest), increase percentile in Years 4-6 from 13.1 to 47.0 PIVOT – Student Survey Q3. This class keeps my attention - I don't get bored, from 3.43 to 3.7 Q26. In this class, students have a chance to lead the learning from 3.54 to 3.7 Q27. This teacher gives us choices about what work we do from 3.62 to 3.7 Q28. This teacher teaches us how to be leaders from 3.73 to 3.75
12 Month Target 1.2	NAPLAN 85% of students at Year 3 and Year 5 in NAPLAN data to be at or above the expected levels in Literacy and Mathematics (90% by 2020) 85% of students at Year 3 and Year 5 in NAPLAN data to have medium/high growth in Reading, Writing and Mathematics Match/exceed results in NAPLAN to SFOE Band in Reading, Writing and Mathematics MOI - Mathematics Online Interview 85% of students deemed capable in Years F-2 to achieve CNPS MOI benchmarks 90% of students deemed capable in Years F-2 to achieve 1+ years growth PIVOT – Student Survey Q.23. I know how well I am doing in this class: from 3.7 to 3.9 Q.21. I understand how my teacher will mark my work: from 3.7 to 3.9

	Attitude to School Survey Learner characteristics and dispositions (Resilience), increase percentile from 6.5 to 15.0	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evaluating impact on learning	Develop teacher capacity in the effective use of data to differentiate their practice to meet the needs of all students using Professional Learning Communities.	Yes
KIS 2 Empowering students and building school pride	Establish a 21st Century curriculum framework to improve student engagement and support improved learning outcomes.	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 has identified a need for teachers to differentiate in their learning and develop programs according to student data. The implementation of Professional Learning Communities in this area will help to assist this. This is a DET initiative and is strongly linked to FISO. The need for developing a 21st century curriculum was also indicated within the SSP and is strongly linked to low student engagement data in the area of student voice agency and leadership. The school currently does not have an inquiry framework in place at the school and there is no connection from 21st century learning skills and pedagogy that influences student voice and agency. This is also a DET initiative that is linked to FISO through the work of the Amplify document.	

Define Actions, Outcomes and Activities

Goal 1	Continue to embed a school wide approach to Teaching, Learning & Assessment practices to improve student outcomes through differentiation across the curriculum
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KIS 1 Evaluating impact on learning	Develop teacher capacity in the effective use of data to differentiate their practice to meet the needs of all students using Professional Learning Communities.			
Actions	<ul style="list-style-type: none"> - To develop an understanding of the PLC process and structure to enable teachers to inquiry into their planning and teacher practice. - To gain an understanding of various assessments and how these can be used to improve teacher practice. - To analyse and use data to inform teacher practice to differentiate in numeracy. 			
Outcomes	<p>Students will...</p> <ul style="list-style-type: none"> - Own their data and know what actions they need to take to move to the next step in their learning. - Know how well they are doing in their class. - Understand how their teacher marks their work. <p>Teachers will...</p> <ul style="list-style-type: none"> - Incorporate focused and differentiated feedback to support the progress and achievement of every student in Literacy and Mathematics. - Routinely integrate student learning data with teacher professional development and strategic planning. - Individually and collectively engage in a cycle of inquiry to evaluate the effectiveness of their current teaching practices. - Participate in classroom observation that involves the modeling of effective practice and feedback. <p>Leaders will...</p> <ul style="list-style-type: none"> - Ensure that timetable and meeting schedules prioritise collaboration for improvement across all teams. - Provide a whole school professional learning plan that supports the implementation of PLC's, feedback and classroom observation. - Build the Learning Specialists capacity to model effective classroom instructional practice through coaching and other professional learning activities. - Facilitate evaluation of the impact of PLCs in relation to improving student learning and the quality of teaching. - Provide professional learning in the analysis of Mathematics Online and how to use the data to differentiate. - Develop the CNPS Number Benchmarks as using data from MOI and the Victorian Curriculum. 			
Success Indicators	<ul style="list-style-type: none"> - All teachers will have an agreed understanding of PLCs. - All teachers effectively use the spiral of inquiry to plan numeracy lessons. - All teachers to have an agreed understanding of the purpose of the assessment schedule and the rational behind each assessment. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

<p>- Update the school wide Assessment Schedule to include the use of effective assessment FOR learning that allows for student differentiation</p>	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>- Establish PLCs across the school that promote a culture of collaboration for improvement, based on the use of data and evaluation of impact on learning;</p>	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>- Store all student data for Literacy and Mathematics in one location that is easy accessible for all staff</p>	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>- Use Mathematics Online data/Building Numeracy to assist teachers/teams to differentiate student learning in Number</p>	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <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
KIS 2 Empowering students and building school pride	Establish a 21st Century curriculum framework to improve student engagement and support improved learning outcomes.			
Actions	<ul style="list-style-type: none"> - Teachers to develop an understanding of inquiry based upon the New Pedagogies for Deep Learning focusing on the 6Cs. - Create and implement an agreed inquiry framework which encapsulates the New Pedagogies for Deep Learning. - Teachers to gain an understanding of student voice, agency and leadership within classrooms and across the school. 			
Outcomes	Students will... <ul style="list-style-type: none"> - Provide feedback to teachers twice a year through PIVOT - Have an opportunity to influence and contribute to shaping the curriculum and learning activities through collaborating on school 			

	<p>planning and decision making</p> <ul style="list-style-type: none"> - Begin to take responsibility for their learning and become independent and self-regulated learners - Begin to develop skills to be lifelong learners, creative, connected and collaborative problem solvers <p>Teachers will...</p> <ul style="list-style-type: none"> - Analyse student data from PIVOT with their students and promote discussions to inform decisions regarding student voice, agency and leadership - Incorporate data gained from the PIVOT survey into teaching practice and place within their 2019 Personal Development Plan (PDPs) - Participate in professional learning 3+ times a term using iPad apps according to the SAMR model - Implement an inquiry approach using the CBL framework to create engaging, authentic and meaningful learning experiences for students <p>Leaders will...</p> <ul style="list-style-type: none"> - Provide professional learning on New Pedagogies for Deep learning and Challenge Based Learning - Provide professional learning for staff and students to create a clear understanding of student voice, agency and leadership to promote discussions and inform decisions within the classroom and across the school - Provide an iPad for all teaching staff and provide professional learning according to the SAMR model 			
Success Indicators	<ul style="list-style-type: none"> - The development of the Inquiry framework based upon the New Pedagogies for Deep Learning across the school. - All teams to incorporate the 6Cs (creativity, collaboration and critical thinking) within their inquiry planning documents. - Feedback elements from AToSS data to show a positive response improvement. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
- Devise and implement a CNPS Inquiry framework that uses the New Pedagogies for Deep Learning (NPD) approach.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,960.00 <input checked="" type="checkbox"/> Equity funding will be used
- Proactively involve students and parents in decision making in inquiry through the planning of Big Ideas	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<input type="checkbox"/> Equity funding will be used
- Conduct a 1-1 BYO iPad Community Engagement session with parents.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
- Provide professional learning for teachers to gain an understanding of Student Voice, Agency and Leadership.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
- Teachers to include an action based upon Pivot data in their PDPs.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
- Provide an iPad for all teachers and provide professional development using the SAMR model to enhance student engagement in learning.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <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	\$6,960.00	\$6,960.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$6,960.00	\$6,960.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
- Establish PLCs across the school that promote a culture of collaboration for improvement, based on the use of data and evaluation of impact on learning;	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$3,000.00	\$3,000.00
- Devise and implement a CNPS Inquiry framework that uses the New Pedagogies for Deep Learning (NPDL) approach.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$3,960.00	\$3,960.00
Totals			\$6,960.00	\$6,960.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
- Update the school wide Assessment Schedule to include the use of effective assessment FOR learning that allows for student differentiation	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
- Establish PLCs across the school that promote a culture of collaboration for improvement, based on the use of data and evaluation of impact on learning;	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources FUSE: Professional Learning Communities	<input checked="" type="checkbox"/> On-site
- Use Mathematics Online data/Building Numeracy to assist teachers/teams to differentiate student learning in Number	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
- Devise and implement a CNPS Inquiry framework that uses the New Pedagogies for Deep Learning (NPDL) approach.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

					Lane Clarke (staff attending PD) <input checked="" type="checkbox"/> Departmental resources FUSE: New Pedagogies for Deep Learning	
- Provide professional learning for teachers to gain an understanding of Student Voice, Agency and Leadership.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 1	<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"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Amplify Document	<input checked="" type="checkbox"/> On-site