

2020 Annual Implementation Plan

for improving student outcomes

Newmerella Primary School (2930)



Submitted for review by Stephen Mathers (School Principal) on 20 December, 2019 at 12:44 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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

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

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

Enter your reflective comments	Need to better prepare students for Naplan through developing student learning resilience, stamina and confidence - see action plan
Considerations for 2020	School Naplan action plan to be implemented Provide differentiated learning for all students through per teaching model with teachers planning and teaching in pairs Continuation of collaborative staff development with SREC schools with focus on learners and teaching protocols to provide greater consistency with teaching practice Collaborative staff development with SREC schools with behavioural analyst Dan Petro to develop more self regulated learners Training in PLC model to implement more effective staff professional learning
Documents that support this plan	newmerella PS School Action Plan.docx (0.02 MB)

SSP Goals Targets and KIS

Goal 1	Improve student learning achievement and growth in literacy and numeracy including an emphasis on extending students capable of high achievement.
Target 1.1	By 2022 the percentage of year 3 students assessed in the top two bands in NAPLAN will increase by: <ul style="list-style-type: none"> • 10 percentage points from 33% to 43% in Reading • 10 percentage points from 46% to 56% in Writing • 20 percentage points from 20% to 40% in Numeracy.
Target 1.2	By 2022 the alignment of Teacher Judgements to NAPLAN Assessments in top 2 bands above/expected age level at year 3 will improve by: <ul style="list-style-type: none"> • 29 percentage points Writing (2017 34% difference in alignment) • 7 percentage points from 93% to 100% in Numeracy. (2017 7% difference in alignment)
Target 1.3	By 2022 the alignment of Teacher Judgements to NAPLAN Assessments in top 2 bands above/expected age level at year 5 will improve by: <ul style="list-style-type: none"> • 35 percentage points from 60% to 95% in Reading (2017 40% difference in alignment) • 13 percentage points from 87% to 100% in Numeracy. (2017 13% difference in alignment)
Key Improvement Strategy 1.a Curriculum planning and assessment	Build teacher capacity to plan, deliver and assess individualised programs.

Key Improvement Strategy 1.b Curriculum planning and assessment	Embed teacher capacity in the use of student performance data to inform the planning, delivery and assessment of a differentiated curriculum.
Key Improvement Strategy 1.c Building practice excellence	Build teacher capacity to embed consistent and explicit high impact teaching strategies that encourage students to have ownership of their learning.
Key Improvement Strategy 1.d Building practice excellence	Maximise learning experiences for all students with a focus on individualised goal setting.
Key Improvement Strategy 1.e Curriculum planning and assessment	Action Plan to accelerate improvement
Goal 2	Improve students' connectedness and engagement in their learning
Target 2.1	<p>Attitudes to School Survey</p> <p>By 2022 improve the percentage of positive responses for the following factors on the Attitudes to School Survey:</p> <ul style="list-style-type: none"> • Student Voice and Agency from 91% to 98% • School Connectedness from 93% to 98%.
Target 2.2	<p>Staff Opinion Survey</p> <ul style="list-style-type: none"> • To improve the School Climate module component mean score for Collective Efficacy from 81% to 95%
Key Improvement Strategy 2.a Empowering students and building school pride	Develop strategies to promote increased levels of student agency and leadership utilising goal setting and student feedback.

Key Improvement Strategy 2.b Building practice excellence	Strengthen staff efficacy and collaboration with individual and collective accountability for improving student-learning outcomes.
Goal 3	Ensure all students, staff and families are supported and engaged in a stimulating learning environment that connects them to the school and community.
Target 3.1	<p>Parent Opinion Survey</p> <p>By 2022 improve the percentage of positive responses in the following factors:</p> <ul style="list-style-type: none"> • 5 percentage points from 93% to 98% in General Satisfaction • 15 percentage points from 79% to 94% in Parent Participation and Involvement • 5 percentage points from 86% to 91% in School Pride and Confidence.
Key Improvement Strategy 3.a Building communities	Develop a framework to build parent engagement in student learning and effective home/school partnerships that includes a variety of vehicles to seek and receive feedback.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>Improve student learning achievement and growth in literacy and numeracy including an emphasis on extending students capable of high achievement.</p>	<p>Yes</p>	<p>By 2022 the percentage of year 3 students assessed in the top two bands in NAPLAN will increase by:</p> <ul style="list-style-type: none"> • 10 percentage points from 33% to 43% in Reading • 10 percentage points from 46% to 56% in Writing • 20 percentage points from 20% to 40% in Numeracy. 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Naplan benchmark growth to be above the State in Reading, Writing and Numeracy</p>
		<p>By 2022 the alignment of Teacher Judgements to NAPLAN Assessments in top 2 bands above/expected age level at year 3 will improve by:</p> <ul style="list-style-type: none"> • 29 percentage points Writing (2017 34% difference in alignment) • 7 percentage points from 93% to 100% in Numeracy. (2017 7% difference in alignment) 	<p>Alignment of Teacher Judgements to NAPLAN Assessments in top 2 bands above/expected age level at Year 3 will be within 10% accuracy</p>
		<p>By 2022 the alignment of Teacher Judgements to NAPLAN Assessments in top 2 bands above/expected age level at year 5 will improve by:</p> <ul style="list-style-type: none"> • 35 percentage points from 60% to 95% in Reading (2017 40% difference in alignment) • 13 percentage points from 87% to 100% in Numeracy. (2017 13% difference in alignment) 	<p>Alignment of Teacher Judgements to NAPLAN Assessments in top 2 bands above/expected age level at Year 5 will be within 10% accuracy</p>

Improve students' connectedness and engagement in their learning	Yes	<p>Attitudes to School Survey</p> <p>By 2022 improve the percentage of positive responses for the following factors on the Attitudes to School Survey:</p> <ul style="list-style-type: none"> • Student Voice and Agency from 91% to 98% • School Connectedness from 93% to 98%. 	Attitudes to School Survey results for domain of Learner Characteristics and Disposition factors of Learning Confidence and Resilience positive responses to be above 90%
		<p>Staff Opinion Survey</p> <ul style="list-style-type: none"> • To improve the School Climate module component mean score for Collective Efficacy from 81% to 95% 	Staff Opinion Survey Module of Teaching and Learning implementation for Promote Student Ownership of Learning Goals factor to be above 100%
Ensure all students, staff and families are supported and engaged in a stimulating learning environment that connects them to the school and community.	No	<p>Parent Opinion Survey</p> <p>By 2022 improve the percentage of positive responses in the following factors:</p> <ul style="list-style-type: none"> • 5 percentage points from 93% to 98% in General Satisfaction • 15 percentage points from 79% to 94% in Parent Participation and Involvement • 5 percentage points from 86% to 91% in School Pride and Confidence. 	

Goal 1	Improve student learning achievement and growth in literacy and numeracy including an emphasis on extending students capable of high achievement.	
12 Month Target 1.1	Naplan benchmark growth to be above the State in Reading, Writing and Numeracy	
12 Month Target 1.2	Alignment of Teacher Judgements to NAPLAN Assessments in top 2 bands above/expected age level at Year 3 will be within 10% accuracy	
12 Month Target 1.3	Alignment of Teacher Judgements to NAPLAN Assessments in top 2 bands above/expected age level at Year 5 will be within 10% accuracy	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Build teacher capacity to plan, deliver and assess individualised programs.	No
KIS 2 Curriculum planning and assessment	Embed teacher capacity in the use of student performance data to inform the planning, delivery and assessment of a differentiated curriculum.	Yes
KIS 3 Building practice excellence	Build teacher capacity to embed consistent and explicit high impact teaching strategies that encourage students to have ownership of their learning.	No
KIS 4 Building practice excellence	Maximise learning experiences for all students with a focus on individualised goal setting.	No
KIS 5 Curriculum planning and assessment	Action Plan to accelerate improvement	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.	From school data identified need to improve Naplan results in Reading, Writing and Numeracy and student learning confidence, resilience.
Goal 2	Improve students' connectedness and engagement in their learning
12 Month Target 2.1	Attitudes to School Survey results for domain of Learner Characteristics and Disposition factors of Learning Confidence and Resilience positive responses to be above 90%
12 Month Target 2.2	Staff Opinion Survey Module of Teaching and Learning implementation for Promote Student Ownership of Learning Goals factor to be above 100%
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Develop strategies to promote increased levels of student agency and leadership utilising goal setting and student feedback.
KIS 2 Building practice excellence	Strengthen staff efficacy and collaboration with individual and collective accountability for improving student-learning outcomes.
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.	Identified need for staff collaborative planning and teaching to deliver differentiated learning that challenges and meets the needs of all students.

Define Actions, Outcomes and Activities

Goal 1	Improve student learning achievement and growth in literacy and numeracy including an emphasis on extending students capable of high achievement.
12 Month Target 1.1	Naplan benchmark growth to be above the State in Reading, Writing and Numeracy
12 Month Target 1.2	Alignment of Teacher Judgements to NAPLAN Assessments in top 2 bands above/expected age level at Year 3 will be within 10% accuracy
12 Month Target 1.3	Alignment of Teacher Judgements to NAPLAN Assessments in top 2 bands above/expected age level at Year 5 will be within 10% accuracy
KIS 1 Curriculum planning and assessment	Embed teacher capacity in the use of student performance data to inform the planning, delivery and assessment of a differentiated curriculum.
Actions	<p>Structure 4 classrooms into 2 paired teacher learning groups - Early Years and Middle Years</p> <p>Clear expectations articulated and understood by classroom teachers and ES staff through PDP and PLC processes for joint planning, teaching and assessment for their learning group</p> <p>Leadership resourcing, monitoring and support for structuring, planning and staff development to facilitate implementation of collaborative teaching model</p> <p>Clear articulation to students and parents of the structure of teaching and learning model and rationale with information and demonstration</p>
Outcomes	<p>Change to a more collaborative mindset and practice by teachers to deliver differentiated learning</p> <p>Students working in groups and individually at appropriate level, point of need and right amount of challenge</p> <p>Understanding of PLC process</p>
Success Indicators	<p>Staff survey results 100% positive response for: Collaborate to Plan Curriculum, Plan Differentiated Learning Activities, Use Data for Curriculum Planning</p> <p>Student attitudes to school 100% positive response for Differentiated Learning Challenge</p> <p>Individual student assessment data showing at least 6 months growth for each student each semester</p> <p>Naplan benchmark growth to be above the State in Reading, Writing and Numeracy</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Structure 4 classrooms into 2 paired learning groups - Early Years and Middle Years - By 2019 for whole school transition days in early December</p> <p>Clear expectations articulated and understood by classroom teachers and ES staff through PDP and PLC processes for joint planning, teaching and assessment for their learning group - Early term 1</p> <p>Leadership resourcing, monitoring and support for structuring, planning and staff development to facilitate implementation of collaborative teaching model - Dec 2019 and ongoing</p> <p>Clear articulation to students and parents of the structure of teaching and learning model and rationale with information and demonstration</p> <p>PLC training</p>	<p><input checked="" type="checkbox"/> All Staff</p> <p><input checked="" type="checkbox"/> Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>KIS 2 Curriculum planning and assessment</p>	<p>Action Plan to accelerate improvement</p>			
<p>Actions</p>	<p>See Newmerella Primary School Naplan Action Plan</p> <p>Establishment of leadership learning walks protocols and focus</p>			
<p>Outcomes</p>	<p>Students will</p> <ul style="list-style-type: none"> - build confidence and understanding through the exposure to NAPLAN vocabulary - be provided with feedback from mini test, along with explicit teaching - demonstrate improvement in core knowledge on the mini tests - articulate the purpose and strategies used to show their skills and knowledge - demonstrate their ability and stamina to undertake longer learning assessments. - articulate self talk <p>Teachers will</p> <ul style="list-style-type: none"> - work in shared teaching spaces P-2 and 3-6, with fluid groupings - focus on core knowledge 			

	<ul style="list-style-type: none"> - explicitly focus on test literacy and vocabulary - assess student's ability to demonstrate core knowledge and adjust teaching <p>Leaders will</p> <ul style="list-style-type: none"> - lead PLT conversations to monitor progress and improvement in assessment data. - Monitor and support planning and implementation of the P-2 and 3-6 structure 			
Success Indicators	<p>Students</p> <ul style="list-style-type: none"> Feedback notes mini test data stamina logs student work books <p>Teachers</p> <ul style="list-style-type: none"> planning documents assessment data and analysis professional learning notes <p>Leaders</p> <ul style="list-style-type: none"> PLT minutes Learning walk and observation notes Professional development documentation 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establishment of leadership learning walks protocols and focus	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
PLT meetings	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Implementation of new P-2 and 3-6 structure	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <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
Review and refine set up of formal testing environment	<input checked="" type="checkbox"/> Learning Specialist(s) <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
Prioritisation of Literacy and Numeracy blocks	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <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
Explicit teaching of test literacy and vocabulary	<input checked="" type="checkbox"/> Learning Specialist(s) <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
Implementation and analysis of mini tests	<input checked="" type="checkbox"/> Learning Specialist(s) <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
Building test stamina	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Explicit planning and teaching of core skills	<input checked="" type="checkbox"/> Learning Specialist(s) <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
Mini lessons to focus on identified deficit areas and strategies	<input checked="" type="checkbox"/> Learning Specialist(s) <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
Goal 2	Improve students' connectedness and engagement in their learning			
12 Month Target 2.1	Attitudes to School Survey results for domain of Learner Characteristics and Disposition factors of Learning Confidence and Resilience positive responses to be above 90%			
12 Month Target 2.2	Staff Opinion Survey Module of Teaching and Learning implementation for Promote Student Ownership of Learning Goals factor to be above 100%			
KIS 1 Building practice excellence	Strengthen staff efficacy and collaboration with individual and collective accountability for improving student-learning outcomes.			
Actions	See Newmerella Primary School Naplan Action Plan SREC collaborative staff professional learning with focus on Learners and Teaching Protocols SREC collaborative staff professional learning with Dan Petro with a focus on supporting students to be self regulating			
Outcomes	See Newmerella Primary School Naplan Action Plan Change of and greater consistency in staff practice with improved understandings of Learners Protocols (what good learners do) and Teachers Protcols (How teachers, ES and parents can support students to be good learners)			

Success Indicators	Joint teacher planning documents including weekly work programs PLT and PLC meeting records Individual student assessment data showing all students making at least 6 months growth in Reading, Writing and Numeracy each semester Naplan benchmark growth to be above the State in Reading, Writing and Numeracy Attitudes to School Survey results for domain of Learner Characteristics and Disposition factors of Learning Confidence and Resilience positive responses to be above 90% Staff Opinion Survey Module of Teaching and Learning implementation for Promote Student Ownership of Learning Goals factor to be above 100%			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
As per Newmerella Primary School Naplan Action Plan SREC Learners and Teachers Protocols professional learning Dan Petro supporting student self regulation professional learning	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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	\$4,000.00	\$4,000.00
Additional Equity funding	\$40,246.00	\$40,426.00
Grand Total	\$44,246.00	\$44,426.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Structure 4 classrooms into 2 paired learning groups - Early Years and Middle Years - By 2019 for whole school transition days in early December Clear expectations articulated and understood by classroom teachers and ES staff through PDP and PLC processes for joint planning, teaching and assessment for their learning group - Early term 1 Leadership resourcing, monitoring and support for structuring, planning and staff development to facilitate implementation of collaborative teaching model - Dec 2019 and ongoing Clear articulation to students and parents of the structure of teaching and learning model and rationale with information and demonstration PLC training	from: Term 1 to: Term 4		\$2,000.00	\$2,000.00
As per Newmerella Primary School Naplan Action Plan SREC Learners and Teachers Protocols professional learning	from: Term 1 to: Term 4		\$2,000.00	\$2,000.00

Dan Petro supporting student self regulation professional learning				
Totals			\$4,000.00	\$4,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Teacher professional practice day visits to observe practice Employment of literacy intervention staff Employment of student support personnel - OT, psychologist, student counselor, speech pathologist Community Engagement Special activities - Koorie Cultural Day, Grandparents and Special Friends Day, Book Week, Whole School Musical STEAM program Camps and Excursions	from: Term 1 to: Term 3	<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"/> Support services <input checked="" type="checkbox"/> Assets <input checked="" type="checkbox"/> Other Student transport	\$40,246.00	\$40,426.00
Totals			\$40,246.00	\$40,426.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Structure 4 classrooms into 2 paired learning groups - Early Years and Middle Years - By 2019 for whole school transition days in early December</p> <p>Clear expectations articulated and understood by classroom teachers and ES staff through PDP and PLC processes for joint planning, teaching and assessment for their learning group - Early term 1</p> <p>Leadership resourcing, monitoring and support for structuring, planning and staff development to facilitate implementation of collaborative teaching model - Dec 2019 and ongoing</p> <p>Clear articulation to students and parents of the structure of teaching and learning model and rationale with information and demonstration</p> <p>PLC training</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal 	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <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"/> Numeracy leader 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site <p>Teacher practice day observation visits PLC Training</p>

PLT meetings	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
As per Newmerella Primary School Naplan Action Plan SREC Learners and Teachers Protocols professional learning Dan Petro supporting student self regulation professional learning	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> Off-site SREC professional learning at OSC