

2019 Annual Implementation Plan

for improving student outcomes

Chelsea Primary School (3729)



Submitted for review by Taylor Irish (School Principal) on 22 February, 2019 at 01:16 PM
Endorsed by Jennifer McCrabb (Senior Education Improvement Leader) on 05 March, 2019 at 11:54 AM
Endorsed by Darren Lawson (School Council President) on 06 March, 2019 at 01:05 PM

Self-evaluation Summary - 2019

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Excelling

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

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

Enter your reflective comments	<p>We found the review a really positive experience. The support from our SEIL, Reviewer and challenge partners was invaluable. As one of the first schools to be involved in the new format we found the task in front of us initially overwhelming. however, the more time we spent working on SPOT and speaking with our SEIL and Reviewer we were able to get a more clear picture of the requirements.</p> <p>Through the review process, the staff and school council members have a clear understanding of where Chelsea Primary School sits and the future directions of the SSP and AIP.</p> <p>It is an exciting time to be at Chelsea Primary as we look to the future with clear and consistent goals.</p>
Considerations for 2019	<ul style="list-style-type: none"> - The appointment of a new principal to commence 2019 (there is much angst of the parent body as to the new appointment) - Possible reduction of classes in 2019, from 11 classes in 2018, to 10 in 2019, due to declining numbers, currently only 25 enrolments in Foundation for 2019.

	<ul style="list-style-type: none">- appointing an Maths specialist 0.5, job share- possible appointment of PE specialist to job share with the maths specialist- appoint learning specialist
Documents that support this plan	

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve student learning outcomes in Literacy.	Yes	<ul style="list-style-type: none"> • <i>By 2022 the percentage of students achieving medium or high growth in writing in NAPLAN will increase from 74% to 85% (The adaptive online NAPLAN test may require an adjustment)</i> • <i>By 2022 the percentage of students achieving high growth in NAPLAN Writing will increase from 13 % to 25 % (The adaptive online NAPLAN test may require an adjustment)</i> 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase in the number of students in year 5 achieving medium or high growth. 2018 Result Writing Low = 26%, Medium = 61%, High = 13%</p> <p>2019 Goal (based on 36 students) Writing Low = 17% (6), Medium = 66% (24), High = 17% (7)</p> <p>NAPLAN data-Improve year 3 and 5 NAPLAN data in writing for all students deemed capable at or above state means Year 3-increase from scaled score from 425 to 430 or above state means. Year 5-increase from scaled score from 481 to 490 at or above state means.</p> <p>NAPLAN Mean Score Grade 3: Reading 480 Writing 430 Spelling 440 Grammar & Punctuation 480 NAPLAN Mean Score Grade 5: Reading 525 Writing 470 Spelling 510 Grammar & Punctuation 490</p>

		<ul style="list-style-type: none"> • <i>By 2022 the percentage of students achieving low growth in NAPLAN spelling will decrease from 39 % to 25 %</i> 	<p>Decrease in the number of students in year 5 achieving low growth for spelling.</p> <p>NAPLAN data-Improve year 3 and 5 NAPLAN data in spelling for all students deemed capable at or above state means</p> <p>Year 3-increase from scaled score from 434 to 440 or above state means. Year 5-increase from scaled score from 505 to 510 at or above state means.</p> <p>Percentage of students in the low growth category will decrease from 39% to under 35%.</p>
		<p><i>By 2022 the percentage of positive responses for Teaching and learning - practice improvement in the School Staff Survey (SSS) will increase :</i></p> <ul style="list-style-type: none"> • <i>Learning through peer observation from 33% positive endorsement to 75%</i> • <i>Seek Feedback to improve practice from 44% positive endorsement to 80%</i> • <i>Timetabled meetings to support collaboration from 56% endorsement to 80%</i> 	<p>Learning through peer observation from 33% positive endorsement to 45%</p> <ul style="list-style-type: none"> •Seek Feedback to improve practice from 44% positive endorsement to 50% •Timetabled meetings to support collaboration from 56% endorsement to 65%
To improve student learning outcomes in Numeracy.	Yes	<i>By 2022 the percentage of students achieving medium or high growth in NAPLAN will increase from 72% to 85% per cent or</i>	Increase in the number of students in year 5 achieving medium or high growth. 2018 Result Numeracy

		<p><i>greater. (The adaptive online NAPLAN test may require an adjustment)</i></p>	<p>Low = 28.%, Medium = 56%, High = 15%</p> <p>2019 Goal (based on 32 students) Numeracy Low = 22%, Medium = 58% , High = 20%</p> <p>NAPLAN data-Improve year 3 and 5 NAPLAN data in numeracy for all students deemed capable at or above state means Year 3-increase from scaled score from 418 to 430 or above state means. Year 5-increase from scaled score from 488 to 500 at or above state means.</p> <p>NAPLAN Mean Score Grade 3: Numeracy 430 NAPLAN Mean Score Grade 5:Numeracy 500</p>
		<p><i>By 2022 the percentage of students in the top two NAPLAN bands in Year 5 will be 40 per cent or greater. (The adaptive online NAPLAN test may require an adjustment)</i></p>	<p>Percentage of students in the top two NAPLAN bands in Year 5 will be 10 per cent or greater</p>
		<p><i>By 2022 the alignment of teacher judgement data and NAPLAN data will be consistent. (The adaptive online NAPLAN test may require an adjustment)</i></p>	<p>By the end of 2019 the alignment of teacher judgement data and NAPLAN data will be more consistent.</p>

To increase student voice and agency in learning.	Yes	<i>By 2022 the percentage of positive responses for Student Voice and Agency in the AToSS will increase to 90 per cent for girls and boys.</i>	Increase in the percentage of students in the student voice & agency category in the AtoSS to 85% in 2019.
		<i>By 2022 reduce the percentage of student reporting experiencing bullying from 35% to 15%</i>	Reduce the percentage of students reporting bullying to 30% or under.
		<i>By 2022 the percentage of positive response for Academic Emphasis in the SSS will increase from 80 per cent to 90 per cent.</i>	Increase the percentage response for Academic Emphasis to 80% or above for 2019.

Goal 1	To improve student learning outcomes in Literacy.
12 Month Target 1.1	<p>Increase in the number of students in year 5 achieving medium or high growth.</p> <p>2018 Result Writing Low = 26%, Medium = 61%, High = 13%</p> <p>2019 Goal (based on 36 students) Writing Low = 17% (6), Medium = 66% (24), High = 17% (7)</p> <p>NAPLAN data-Improve year 3 and 5 NAPLAN data in writing for all students deemed capable at or above state means Year 3-increase from scaled score from 425 to 430 or above state means. Year 5-increase from scaled score from 481 to 490 at or above state means.</p> <p>NAPLAN Mean Score Grade 3: Reading 480 Writing 430 Spelling 440 Grammar & Punctuation 480</p>

	NAPLAN Mean Score Grade 5: Reading 525 Writing 470 Spelling 510 Grammar & Punctuation 490	
12 Month Target 1.2	<p>Decrease in the number of students in year 5 achieving low growth for spelling.</p> <p>NAPLAN data-Improve year 3 and 5 NAPLAN data in spelling for all students deemed capable at or above state means</p> <p>Year 3-increase from scaled score from 434 to 440 or above state means. Year 5-increase from scaled score from 505 to 510 at or above state means.</p> <p>Percentage of students in the low growth category will decrease from 39% to under 35%.</p>	
12 Month Target 1.3	<p>Learning through peer observation from 33% positive endorsement to 45%</p> <ul style="list-style-type: none"> •Seek Feedback to improve practice from 44% positive endorsement to 50% •Timetabled meetings to support collaboration from 56% endorsement 65% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build an in–depth understanding of the pedagogical content knowledge in Mathematics to support intellectual engagement and differentiation (BPE).	No
KIS 2 Curriculum planning and assessment	Implement a whole school instructional model that promotes high quality teaching and learning in literacy (CPA).	Yes
KIS 3 Building practice excellence	Build teacher capability to utilise a range of formative assessment strategies, including student feedback, to explicitly teach to each student’s point of need (BPE).	No

<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.</p>	<p>The SIT team believes that continuing our focus on Excellence in Teaching and Learning is important and is always the focus of any school along with the need to address student's voice, agency and leadership, as we continue to develop our teaching model throughout the school. Chelsea PS will focus on knowledge building within the school and aligning teaching practices to the Principles of Practice, HITS strategies, and Literacy Tool kits. Chelsea PS is looking to expand observational practices and will develop and trial a Directive Coaching Model to further enhance teacher development and to embed high impact teaching strategies as common practice. We believe that the implementation of coaching, which links to VIC curriculum our school's scope & sequences and assessment practices will enable us to move from evolving to embedding in the building practice excellence area.</p> <p>The school has started to get a lift in NAPLAN data and to achieve the Grade 5 achievement targets in the school strategic plan we will need to continue to fund on this area to ensure we get traction in the high percentage of the relative growth area.</p>
<p>Goal 2</p>	<p>To improve student learning outcomes in Numeracy.</p>
<p>12 Month Target 2.1</p>	<p>Increase in the number of students in year 5 achieving medium or high growth.</p> <p>2018 Result Numeracy Low = 28.%, Medium = 56%, High = 15%</p> <p>2019 Goal (based on 32 students) Numeracy Low = 22%, Medium = 58% , High = 20%</p> <p>NAPLAN data-Improve year 3 and 5 NAPLAN data in numeracy for all students deemed capable at or above state means Year 3-increase from scaled score from 418 to 430 or above state means. Year 5-increase from scaled score from 488 to 500 at or above state means.</p> <p>NAPLAN Mean Score Grade 3: Numeracy 430 NAPLAN Mean Score Grade 5:Numeracy 500</p>
<p>12 Month Target 2.2</p>	<p>Percentage of students in the top two NAPLAN bands in Year 5 will be 10 per cent or greater</p>
<p>12 Month Target 2.3</p>	<p>By the end of 2019 the alignment of teacher judgement data and NAPLAN data will be more consistent.</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Implement a whole school instructional model that promotes high quality teaching and learning in Numeracy (CPA).	Yes
KIS 2 Building practice excellence	To building the numeracy teaching practice of all staff across the school through participation in the Primary Maths Specialist initiative.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>The SIT team believes that continuing our focus on Excellence in Teaching and Learning is important and is always the focus of any school along with the need to address student's voice, agency and leadership, as we continue to develop our teaching model throughout the school. Chelsea PS will focus on knowledge building within the school and aligning teaching practices to the Principles of Practice, HITS strategies, and Literacy Numeracy Tool kits. Chelsea PS is looking to expand observational practices and will develop and trial a Directive Coaching Model to further enhance teacher development and to embed high impact teaching strategies as common practice. We believe that the implementation of coaching, which links to VIC curriculum our school's scope & sequences and assessment practices will enable us to move from evolving to embedding in the building practice excellence area.</p> <p>Numeracy will come into sharper focus with the school looking to continue to align our literacy and numeracy practices. The school is part of the mathematics PMSS initiative; we will implement a mathematics support team to help gain further improvement in numeracy. Literacy will be focused on further developing our ability to teach higher order skills to maximise the advantage of building automatic lower order skills in our students. High-level background knowledge, vocabulary building and exposure to scaffolded meta-cognition strategies in reading and writing will be an area of focus.</p> <p>The school has started to get a lift in NAPLAN data and to achieve the Grade 5 achievement targets in the school strategic plan we will need to continue to fund on this area to ensure we get traction in the high percentage of the relative growth area.</p>	
Goal 3	To increase student voice and agency in learning.	
12 Month Target 3.1	Increase in the percentage of students in the student voice & agency category in the AtoSS to 85% in 2019.	
12 Month Target 3.2	Reduce the percentage of students reporting bullying to 30% or under.	
12 Month Target 3.3	Increase the percentage response for Academic Emphasis to 80% or above for 2019.	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Intellectual engagement and self-awareness	Embed the high impact teaching strategies of Goal Setting, Questioning, Feedback and Metacognitive Strategies to enhance students' intellectual engagement and self-awareness (IESA).	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>Positive Behaviour Support areas have been implemented throughout the school, but not formally understood. With the school having some students with concerning behaviours the need for professional knowledge around evidence-based practices is reasonably urgent. We are implementing the Zones of Regulation Program across the school throughout 2019.</p> <p>The self-evaluation shows the school ranked as embedding: the school supports and manages behaviour and Attitudes to School data suggest that there can be improvement around the connection to teachers and perceived empathy of teachers.</p> <p>Work in this area also creates an opportunity to build student voice, as the school has not had a consistent positive behaviour response for some time. Engaging the SRC and student body on ideas around what needs to be recognised and celebrated within the school can give the students a chance to create meaningful change within their school environment.</p> <p>It also allows for meaningful discussion around the routines and learning environment we have created and for students to understand why specific routines and practices are essential in a safe learning environment and how it supports their learning and collect their thoughts and experience around this. Building a dialogue with students around the teaching model and positive behavioural responses could strengthen the Student Agency.</p>	

Define Actions, Outcomes and Activities

Goal 1	To improve student learning outcomes in Literacy.
12 Month Target 1.1	<p>Increase in the number of students in year 5 achieving medium or high growth.</p> <p>2018 Result Writing Low = 26%, Medium = 61%, High = 13%</p> <p>2019 Goal (based on 36 students) Writing Low = 17% (6), Medium = 66% (24), High = 17% (7)</p> <p>NAPLAN data-Improve year 3 and 5 NAPLAN data in writing for all students deemed capable at or above state means Year 3-increase from scaled score from 425 to 430 or above state means. Year 5-increase from scaled score from 481 to 490 at or above state means.</p> <p>NAPLAN Mean Score Grade 3: Reading 480 Writing 430 Spelling 440 Grammar & Punctuation 480 NAPLAN Mean Score Grade 5: Reading 525 Writing 470 Spelling 510 Grammar & Punctuation 490</p>
12 Month Target 1.2	<p>Decrease in the number of students in year 5 achieving low growth for spelling.</p> <p>NAPLAN data-Improve year 3 and 5 NAPLAN data in spelling for all students deemed capable at or above state means</p> <p>Year 3-increase from scaled score from 434 to 440 or above state means. Year 5-increase from scaled score from 505 to 510 at or above state means.</p> <p>Percentage of students in the low growth category will decrease from 39% to under 35%.</p>
12 Month Target 1.3	<p>Learning through peer observation from 33% positive endorsement to 45%</p> <ul style="list-style-type: none"> •Seek Feedback to improve practice from 44% positive endorsement to 50%

	<ul style="list-style-type: none"> •Timetabled meetings to support collaboration from 56% endorsement 65%
KIS 1 Curriculum planning and assessment	Implement a whole school instructional model that promotes high quality teaching and learning in literacy (CPA).
Actions	<p>Re-structure leadership team and roles and responsibilities to include specialist teachers and data team. Continue Professional development in MSL (Multi-Sensory Language), train three staff this year in June. Build partnership with BWPS, look at the EDI model (Explicit Direct Instruction), connect with a school that have successfully implemented EDI to further build expert practitioners within the school for modelling and observation purposes.</p> <p>Develop clear roles for Specialist Teacher positions to support the pedagogical model.Action professional development plan to support areas of development identified in the teacher feedback process.</p> <p>Build a Low Variance Curriculum aligned to VIC curriculum, outlined in feedback from teacher and data analysis and continuous feedback cycle.</p> <p>Development of consistent meta-cognition tools to scaffold reading comprehension and writing. Implement an RTI (Response to Intervention) whole school instructional model throughout the school, both academic and wellbeing focus.</p> <p>Expand Response to Intervention Team's capacities.</p>
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> Facilitate Professional Development and create opportunities for observation, reflection and coaching including exposure to BWPS and other schools that have implemented EDI. Facilitate Professional Development opportunities for literacy intervention training. Provide direction and clarity of role for newly structured vertical teams: Literacy. Provide PD and coaching in Implementing Low variance curriculum in literacy and documented in their PLT's. Lead the implementation and evaluation of a Directive Coaching program to support HITS consistency and teacher development. Lead the implementation of consistent graphic organisers linked to high-level reading and writing skills to scaffold meta-cognition. Lead the implementation of consistent graphic organisers linked to high-level numeracy problem-solving skills to scaffold meta-cognition. PD staff to continue to improve content knowledge in Literacy. <p>Teachers will:</p> <ul style="list-style-type: none"> Continue to engage in professional development around High Impact Teaching Strategies.Continue to implement HITS and evidence-informed literacy and numeracy strategies including how to support high-level metacognition.Use the online portal and toolkit to build to further support literacy and numeracy strategies. Build Literacy content knowledge via readings, PD and shared practice.

	<p>Engage in observation, reflection and coaching.</p> <p>Students will: Improve their decoding and language comprehension skills to comprehend increasingly sophisticated texts in a wide range of mediums and genres. Improve their spelling and writing skills. Improve learning growth measured by a range of assessments including normed testing.</p>			
<p>Success Indicators</p>	<p>Roles and responsibilities description and meeting minutes outlining the work of the Literacy Curriculum Team, Numeracy Curriculum Team, Data Team and Inquiry Curriculum Team. Coaching and observation in Professional Development Plan with written reflections on the change in practice. Consistent and sequenced review materials on one drive and linked to LVC & Data. Time Tabled coaching and observation times evident in the school calendar. Documentation of consistent and sequential Literacy & Numeracy Curriculum. Consistent graphic organisers and metacognition scaffold evident throughout the school, eg graphic organisers targeting, summarising, comparing and contrasting, describing and visualisation etc. Literacy Response to Intervention: evidence of screening data, identification processes and support provided.</p> <p>NAPLAN data-Improve year 3 and 5 NAPLAN data in writing for all students deemed capable at or above state means Year 3-increase from the scaled score from 425 to 430 or above state means. Year 5-increase from the scaled score from 481 to 490 at or above state means. NAPLAN Mean Score Grade 3: Reading 480 Writing 430 Spelling 440 Grammar & Punctuation 480 NAPLAN Mean Score Grade 5: Reading 525 Writing 470 Spelling 510 Grammar & Punctuation 490 NAPLAN data-Improve year 3 and 5 NAPLAN data in numeracy for all students deemed capable at or above state means Year 3-increase from the scaled score from 418 to 430 or above state means. Year 5-increase from the scaled score from 488 to 500 at or above state means. NAPLAN Mean Score Grade 3: Numeracy 430 NAPLAN Mean Score Grade 5: Numeracy 500</p> <p>ACER between year growth targets to be exceeded in Reading Maths G1 - G6 Maths Essentials to be used at each year level and evidenced in Assessment Schedule. Numeracy Screening data.</p>			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>

Expose three teachers to MSL literact teaching intervention. Structured Synthetic Phonics - Engage with international experts in literacy to develop train the trainer skills in the areas of RC, Vocabulary, Fluency, Phonics, Phonemic Awareness and Oral Language. Train new staff members in MSL Structured Synthetic Phonics.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Employ one specialist teachers and engage them in a Directive Coaching Model to coach Explicit Direct Instruction teaching and whole class differentiation in reviews.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Appoint extra support staff to allow Response to Intervention team to support Literacy intervention. Provide Literacy support training for teachers in every team to ensure Tier 1, 2 and 3 alignment.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
Vertical team restructure, professional development and clear roles and targets to support Literacy/Numeracy, Review, Data and Inquiry Teams. Engage with international experts in literacy to develop train the trainer skills in the areas of RC, Vocabulary, Fluency, Phonics, Phonemic Awareness and Oral Language. Train new staff members in MSL Structured Synthetic Phonics. Embed Numeracy knowledge from Booker and Dr Stephen Norton.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Engage in professional development to understand the evidence base to support meta-cognition in reading, writing and numeracy.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To improve student learning outcomes in Numeracy.			
12 Month Target 2.1	<p>Increase in the number of students in year 5 achieving medium or high growth.</p> <p>2018 Result Numeracy Low = 28.%, Medium = 56%, High = 15%</p> <p>2019 Goal (based on 32 students) Numeracy Low = 22%, Medium = 58% , High = 20%</p> <p>NAPLAN data-Improve year 3 and 5 NAPLAN data in numeracy for all students deemed capable at or above state means Year 3-increase from scaled score from 418 to 430 or above state means. Year 5-increase from scaled score from 488 to 500 at or above state means.</p> <p>NAPLAN Mean Score Grade 3: Numeracy 430 NAPLAN Mean Score Grade 5:Numeracy 500</p>			
12 Month Target 2.2	Percentage of students in the top two NAPLAN bands in Year 5 will be 10 per cent or greater			
12 Month Target 2.3	By the end of 2019 the alignment of teacher judgement data and NAPLAN data will be more consistent.			
KIS 1 Curriculum planning and assessment	Implement a whole school instructional model that promotes high quality teaching and learning in Numeracy (CPA).			
Actions	Re-structure leadership team and roles and responsibilities to include specialist teachers and data team. Continue Professional development in numeracy, two teachers have been selected for Primary Mathematics specialist roles. Ongoing PD and support will be given to these teachers for two years. Build partnership with schools other schools, look at the EDI model (Explicit Direct Instruction), connect with a school that have successfully implemented EDI to further build expert practitioners within the school for modelling and observation purposes.			

	<p>Develop clear roles for Specialist Teacher positions to support the pedagogical model. Action professional development plan to support areas of development identified in the teacher feedback process.</p> <p>Build a Low Variance Curriculum aligned to VIC curriculum, outlined in feedback from teacher and data analysis and continuous feedback cycle.</p> <p>Numeracy will come into sharper focus with the school looking to continue to align our literacy and numeracy practices. The school is part of the mathematics PMSS initiative; we will implement a mathematics support team to help gain further improvement in numeracy.</p>
<p>Outcomes</p>	<p>Leaders will:</p> <p>Facilitate Professional Development and create opportunities for observation, reflection and coaching including exposure to BWPS and other schools that have implemented EDI.</p> <p>Facilitate Professional Development opportunities for Numeracy whole school instructional model implementation.</p> <p>Provide direction and clarity of role for newly structured numeracy vertical teams</p> <p>Provide PD and coaching in Implementing Low variance curriculum numeracy & documented in their PLT's.</p> <p>Lead the implementation and evaluation of a Directive Coaching program to support HITS consistency and teacher development.</p> <p>PD staff to continue to improve content knowledge in Numeracy.</p> <p>PD staff to improve content knowledge in Numeracy</p> <p>PMSS initiative</p> <p>Teachers will:</p> <p>Continue to engage in professional development around High Impact Teaching Strategies. Continue to implement HITS and evidence-informed numeracy strategies. Use the online portal and toolkit to build to further support numeracy strategies.</p> <p>Build Numeracy content knowledge via readings, PD and shared practice.</p> <p>Engage in observation, reflection and coaching.</p> <p>PMSS initiative</p> <p>Students will:</p> <p>Improve their automaticity of number facts, basic skills and ability to engage in higher order thinking.</p> <p>Improve learning growth measured by a range of assessments including normed testing.</p>
<p>Success Indicators</p>	<p>Roles and responsibilities description and meeting minutes outlining the work of the Numeracy Curriculum Team & the Data Team.</p> <p>Coaching and observation in Professional Development Plan with written reflections on the change in practice.</p> <p>Consistent and sequenced review materials on one drive and linked to LVC & Data.</p> <p>Time Tabled coaching and observation times evident in the school calendar.</p> <p>Documentation of consistent and sequential Numeracy Curriculum.</p>

	<p>NAPLAN data-Improve year 3 and 5 NAPLAN data in numeracy for all students deemed capable at or above state means Year 3-increase from the scaled score from 418 to 430 or above state means. Year 5-increase from the scaled score from 488 to 500 at or above state means. NAPLAN Mean Score Grade 3: Numeracy 430 NAPLAN Mean Score Grade 5: Numeracy 500</p> <p>ACER between year growth targets to be exceeded in Maths G1 - G6 Maths Essentials to be used at each year level and evidenced in Assessment Schedule.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Vertical team restructure, professional development and clear roles and targets to support /Numeracy & Data. Engage with international experts in numeracy. Train new staff members in our whole school Explicit Instructional Model. Embed Numeracy knowledge from Booker and Dr Stephen Norton & resources and expertise from PMSS initiative.</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <input type="checkbox"/> Equity funding will be used
<p>Employ one specialist teachers and engage them in a Directive Coaching Model to coach Explicit Direct Instruction teaching and whole class differentiation in reviews.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <input type="checkbox"/> Equity funding will be used
<p>Engage in professional development to understand the evidence base to numeracy.</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$3,000.00</p>

	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team			<input type="checkbox"/> Equity funding will be used
Goal 3	To increase student voice and agency in learning.			
12 Month Target 3.1	Increase in the percentage of students in the student voice & agency category in the AtoSS to 85% in 2019.			
12 Month Target 3.2	Reduce the percentage of students reporting bullying to 30% or under.			
12 Month Target 3.3	Increase the percentage response for Academic Emphasis to 80% or above for 2019.			
KIS 1 Intellectual engagement and self-awareness	Embed the high impact teaching strategies of Goal Setting, Questioning, Feedback and Metacognitive Strategies to enhance students' intellectual engagement and self-awareness (IESA).			
Actions	Establish Wellbeing Team that represents Prep to Grade 6 and learning support. Develop Professional Development Plan to ensure all staff are trained in DET modules that support the implementation of Positive Behaviour Support including Child Safe Practices and Mandatory Reporting Develop school wide consistent Positive Support Routines and expectations and align them to HITS and EDI model. Develop Positive Behaviour support staff to engage in Tier 2 and Tier 3 support. Audit data collation processes, Student Engagement Policies, guidelines and practices and renew to reflect changes.			
Outcomes	Leaders will: Facilitate Positive Behaviour Support professional development - and the link to the RTI model in literacy and numeracy. Explicitly outline the link between HITS and Positive Behaviour Routines and use knowledge to foster greater relationships with students throughout the school. Lead the implementation of Positive Behaviour Support strategies and processes throughout the school. Expand support teams to include positive behaviour support staff to help implement Tier 2 and Tier 3 responses. Communicate changes and expectations with parents and wider community.			

	<p>Teachers will: Engage in professional development in Positive Behaviour Support. Have one staff member per team become part of the wellbeing team. Follow data collation and response processes. Implement positive behaviour support routines in their classroom. Feel much more confident in responding to behaviours of concern.</p> <p>Students will: Engage in Positive Behaviour Support Routines. Engage in Respectful relationships learning, mindfulness and gratitude activities Improve their understanding of self regulation and respect for diversity. Participate in developing shared norms and expectations around learning behaviours and healthy relationships at the school. Participate in the development of rewards and consequences to reinforce agreed norms.</p>			
Success Indicators	<p>Wellbeing team established that meets regularly. All staff trained in all three DET modules supporting Positive Behaviour Support and understand the alignment of the learning and Cheslea PS practices from Tier 1, Tier 2 and Tier 3. Clear identification processes for students needing Behaviour Support and Intervention using data captured by compass. Increase in Behaviour Support Plans and clear links to ILP and teacher planning. Behaviour Support Planning included in Performance and Development Plans. Utilise compass to more effectively capture data that aligns to Positive Behaviour Support processes.</p> <p>Increase ATSS Positive Response Score in the area of Increase in the percentage of students in the student voice & agency to 85% in 2019. . Reduce negative responses in Student Voice and Agency. Advocate at School to 80%, Managing Bullying to 80% and Respect for Diversity to 80%.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Facilitate Professional Development in Positive Behaviour Support for all staff and include this requirement as part of the Performance and Development Process.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Teacher(s)			
<p>Establish a wellbeing team that meets fortnightly to analyse data collected via compass and identify/monitor students requiring Tier 2 and Tier 3 behaviour support. Expand RTI team to be able to implement tier 1 and tier 2 behaviour responses.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
<p>Utilise wellbeing team to oversee Policy amendments, process documentation and the increase of effective use of Behaviour Support Plans, ILP's and data collation to inform evidence based interventions.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input checked="" 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	\$14,000.00	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$14,000.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Expose three teachers to MSL literact teaching intervention. Structured Synthetic Phonics - Engage with international experts in literacy to develop train the trainer skills in the areas of RC, Vocabulary, Fluency, Phonics, Phonemic Awareness and Oral Language. Train new staff members in MSL Structured Synthetic Phonics.	from: Term 1 to: Term 2		\$2,000.00	
Employ one specialist teachers and engage them in a Directive Coaching Model to coach Explicit Direct Instruction teaching and whole class differentiation in reviews.	from: Term 4 to: Term 4		\$2,000.00	
Engage in professional development to understand the evidence base to support meta-cognition in reading, writing and numeracy.	from: Term 1 to: Term 4		\$5,000.00	

Facilitate Professional Development in Positive Behaviour Support for all staff and include this requirement as part of the Performance and Development Process.	from: Term 1 to: Term 4		\$5,000.00	
Totals			\$14,000.00	

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
Expose three teachers to MSL interact teaching intervention. Structured Synthetic Phonics - Engage with international experts in literacy to develop train the trainer skills in the areas of RC, Vocabulary, Fluency, Phonics, Phonemic Awareness and Oral Language. Train new staff members in MSL Structured Synthetic Phonics.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site Bentleigh west primary School
Employ one specialist teachers and engage them in a Directive Coaching Model to coach Explicit Direct Instruction teaching and whole class differentiation in reviews.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<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"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums <input checked="" type="checkbox"/> Regional Leadership Conferences		
<p>Appoint extra support staff to allow Response to Intervention team to support Literacy intervention. Provide Literacy support training for teachers in every team to ensure Tier 1, 2 and 3 alignment.</p>	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources HITT strategies	<input checked="" type="checkbox"/> On-site
<p>Vertical team restructure, professional development and clear roles and targets to support Literacy/Numeracy, Review, Data and Inquiry Teams. Engage with international experts in literacy to develop train the trainer skills in the areas of RC, Vocabulary, Fluency, Phonics, Phonemic Awareness and Oral Language.</p>	<input checked="" type="checkbox"/> All Staff	<p>from: Term 1 to: Term 4</p>	<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"/> Professional Practice Day <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"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> Off-site Bentleigh West Primary School

Train new staff members in MSL Structured Synthetic Phonics. Embed Numeracy knowledge from Booker and Dr Stephen Norton.				<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums <input checked="" type="checkbox"/> Regional Leadership Conferences	Ron Yoshimoto	
Vertical team restructure, professional development and clear roles and targets to support /Numeracy & Data. Engage with international experts in numeracy. Train new staff members in our whole school Explicit Instructional Model. Embed Numeracy knowledge from Booker and Dr Stephen Norton & resources and expertise from PMSS initiative.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<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"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Departmental resources HITT strategies	<input checked="" type="checkbox"/> On-site
Employ one specialist teachers and engage them in a Directive Coaching Model to coach Explicit Direct Instruction teaching and	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> On-site

whole class differentiation in reviews.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team			<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	
Engage in professional development to understand the evidence base to numeracy.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<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"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Regional Leadership Conferences		
Facilitate Professional Development in Positive Behaviour Support for all staff and include this requirement as part of the Performance and Development Process.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised Reflection	<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"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources positive behaviour model	<input checked="" type="checkbox"/> On-site
Establish a wellbeing team that meets fortnightly to analyse data collected via compass and identify/monitor students requiring Tier 2 and Tier 3 behaviour support. Expand RTI team to be able to implement tier 1 and tier 2 behaviour responses.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums <input checked="" type="checkbox"/> Regional Leadership Conferences		
Utilise wellbeing team to oversee Policy amendments, process documentation and the increase of effective use of Behaviour Support Plans, ILP's and data collation to inform evidence based interventions.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> 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"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site