

2022 Annual Implementation Plan

for improving student outcomes

Richmond High School (8271)



Richmond
High School

Submitted for review by Lars Andersson (School Principal) on 08 March, 2022 at 06:06 PM
Endorsed by Pauline Rice (Senior Education Improvement Leader) on 09 March, 2022 at 11:49 AM
Endorsed by Megan Penfound (School Council President) on 11 March, 2022 at 07:48 AM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Evolving
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	As a new school, we have prioritised building a guaranteed and viable curriculum, and establishing a culture of trust and strong, positive relationships between staff and between staff and students. We are increasingly shifting that focus towards higher quality teaching practice, which we will achieve through a combination of a rigorous, evidence-based professional learning program, a shared understanding of excellent pedagogy (instructional model and learning specialist) and the use of PLCs. Our wellbeing and student support program is very strong and students feel a strong connection to RHS. We have
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	also invested in building the leadership capacity of our faculty leaders, LTs and our LS (as well as any other staff member interested in leadership) through our leadership development program.
Considerations for 2022	Our vision is to develop students who can make a difference in the world and in the local community. This means that we need to continue to learn how to develop student voice and agency, so that our graduating students feel confident and capable to embrace future challenges and future learning. Student learning outcomes will improve as the quality of our teaching improves through PL, PLCs, coaching and mentoring. Underpinning that growth is our focus on leadership skills that make a difference to student learning.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	<p>Support for the 2022 Priorities</p>
Key Improvement Strategy 1.a Priority 2022 Dimension	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
Key Improvement Strategy 1.b Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
Goal 2	<p>To maximise learning growth for all students.</p>
Target 2.1	<p>NAPLAN – Benchmark growth</p> <p>By 2024, achieve the percentage of student achieving above NAPLAN benchmark growth:</p> <ul style="list-style-type: none"> • Year 7 to 9 Reading 27% • Year 7 to 9 Writing 25% • Year 7 to 9 Numeracy 36%

<p>Target 2.2</p>	<p>NAPLAN – Band</p> <p>By 2024, the percentage of students achieving in the top two bands of NAPLAN:</p> <ul style="list-style-type: none"> • Year 9 Reading 30% • Year 9 Writing 14% • Year 9 Numeracy 30%
<p>Target 2.3</p>	<p>VCE – Learning gain</p> <p>By 2024, achieve the percentage of students achieving at or above VCE predicted score at 80%</p> <p>By 2024, meet the state VCE mean study score of 28</p>
<p>Target 2.4</p>	<p>Staff Opinion Survey</p> <p>By 2024, the positive percentage endorsement rate in the Staff Opinion Survey factors to be:</p> <ul style="list-style-type: none"> • Academic emphasis 54% • Collective efficacy 58% • Guaranteed and viable curriculum 56%
<p>Target 2.5</p>	<p>Attitudes to School Survey (AToSS)</p>

	<p>By 2024, the positive percentage endorsement rate in the Attitudes to School Survey factors to be:</p> <ul style="list-style-type: none"> • Differentiated learning challenge 57% • Stimulated learning 53% • Effective teaching time 61%
Key Improvement Strategy 2.a Building practice excellence	Develop and embed the effective and cohesive use of the agreed teaching and learning model.
Key Improvement Strategy 2.b Instructional and shared leadership	Promote and embed a culture of collaboration.
Key Improvement Strategy 2.c Curriculum planning and assessment	Embed a whole school guaranteed and viable curriculum and assessment that meets individual student need.
Key Improvement Strategy 2.d Evaluating impact on learning	Build staff capacity to utilise data and a range of other assessment strategies to maximise student learning growth.
Goal 3	Strengthen student agency in learning.
Target 3.1	<p>Attendance</p> <ul style="list-style-type: none"> • By 2024, achieve average days absence as below 25 days
Target 3.2	Attitudes to School Survey (AToSS)

	<p>By 2024, the positive percentage endorsement rate in the Attitudes to School Survey factors to be:</p> <ul style="list-style-type: none"> • Motivation and interest 68% • Self-regulation and goal setting 68% • Student voice and agency 52% • Teacher concern 51%
<p>Target 3.3</p>	<p>Staff Opinion Survey</p> <p>By 2024, the positive percentage endorsement rate in the Staff Opinion Survey factors to be:</p> <ul style="list-style-type: none"> • Collective focus on student learning 70% • Trust in Students and parents 66%
<p>Target 3.4</p>	<p>Parent Opinion Survey (POS)</p> <p>By 2024, the positive percentage endorsement rate in the Parent Opinion Survey factors to be:</p> <ul style="list-style-type: none"> • Parent participation and involvement 75% • Student agency and voice 75%
<p>Key Improvement Strategy 3.a Empowering students and building school pride</p>	<p>Embed the agreed teaching and learning practices to enable genuine student agency.</p>

<p>Key Improvement Strategy 3.b Empowering students and building school pride</p>	<p>Enable students to embody the schools vision and values.</p>
<p>Key Improvement Strategy 3.c Empowering students and building school pride</p>	<p>Build student capability to take ownership of their learning to support them to set, track and attain learning goals.</p>
<p>Key Improvement Strategy 3.d Parents and carers as partners</p>	<p>Strengthen the school engagement with parents as partners in their child's learning.</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	<p>Yes</p>	<p>Support for the 2022 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Students will demonstrate at least 12 months' growth in 12 months in literacy and numeracy this year using PAT, teacher judgement and NAPLAN. A particular focus will be on NAPLAN Year 7 - Year 9 growth in Writing, where our goal is to achieve 20% above benchmark growth in 2022, and Year 7-9 growth in Numeracy, where our goal is to achieve 15% above benchmark growth in 2022. We will use the following measures School Climate -Increase Collective Efficacy. School Climate -increase Academic Focus. School Climate – Increase Staff trust in Colleagues. School Climate – Increase Teacher Collaboration. Leadership- -Increase Leading change. Parent- Increase School improvement. Parent-Increase General Satisfaction. Student - Increase Teacher Effectiveness. Student Attitudes to School survey data will demonstrate growth in the following dimensions: Student Morale; Student Distress; Student Safety; and Classroom Behaviour.</p>

To maximise learning growth for all students.	No	<p>NAPLAN – Benchmark growth</p> <p>By 2024, achieve the percentage of student achieving above NAPLAN benchmark growth:</p> <ul style="list-style-type: none"> • Year 7 to 9 Reading 27% • Year 7 to 9 Writing 25% • Year 7 to 9 Numeracy 36% 	
		<p>NAPLAN – Band</p> <p>By 2024, the percentage of students achieving in the top two bands of NAPLAN:</p> <ul style="list-style-type: none"> • Year 9 Reading 30% • Year 9 Writing 14% • Year 9 Numeracy 30% 	
		<p>VCE – Learning gain</p> <p>By 2024, achieve the percentage of students achieving at or above VCE predicted score at 80%</p>	

		By 2024, meet the state VCE mean study score of 28	
		<p>Staff Opinion Survey</p> <p>By 2024, the positive percentage endorsement rate in the Staff Opinion Survey factors to be:</p> <ul style="list-style-type: none"> • Academic emphasis 54% • Collective efficacy 58% • Guaranteed and viable curriculum 56% 	
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Strengthen student agency in learning.	No	<p>Attendance</p> <ul style="list-style-type: none"> • By 2024, achieve average days absence as below 25 days 	

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Goal 1	<p>2022 Priorities Goal
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12 Month Target 1.1	<p>Students will demonstrate at least 12 months' growth in 12 months in literacy and numeracy this year using PAT, teacher judgement and NAPLAN. A particular focus will be on NAPLAN Year 7 - Year 9 growth in Writing, where our goal is to achieve 20% above benchmark growth in 2022, and Year 7-9 growth in Numeracy, where our goal is to achieve 15% above benchmark growth in 2022. We will use the following measures School Climate -Increase Collective Efficacy. School Climate - increase Academic Focus. School Climate –Increase Staff trust in Colleagues. School Climate – Increase Teacher Collaboration. Leadership- -Increase Leading change. Parent- Increase School improvement. Parent-Increase General Satisfaction. Student - Increase Teacher Effectiveness. Student Attitudes to School survey data will demonstrate growth in the following dimensions: Student Morale; Student Distress; Student Safety; and Classroom Behaviour.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> • Improve our use of strategies to engage students in learning in class (instructional model) • Embed student voice and agency in their learning • Use the Tutor Learning Initiative to catch up students with gaps • Implement PLCs as a way of analysing evidence of learning and acting on that evidence * Develop and implement a Writing program
Outcomes	<ul style="list-style-type: none"> • All teachers make learning intentions visible every lesson and evaluate the learning in class at the end of every lesson • All students understand and monitor their learning

	<ul style="list-style-type: none"> Teachers use an inquiry cycle in their PLCs 			
Success Indicators	Learning Walks show all teachers making learning intentions visible every lesson Student ATOSS results showing improvement in student agency TLI Identified students improve in PAT tests			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional learning for teachers in relation to the ENGAGE part of the instructional model	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implementation of PLCs on fortnightly basis with relevant PL around inquiry thinking and forms of professional dialogue	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,800.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Establish a new student voice and agency team with wider student representation, to lead ongoing improvement agenda around student agency (including professional learning)	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and implement a literacy strategy to improve growth in Writing	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Actions	<ul style="list-style-type: none"> Promote high expectations for all students Establish Anti-racism group and lead promotion of diversity Implement the PERMA model into our work practices for staff understanding of wellbeing 			
Outcomes	<ul style="list-style-type: none"> All teachers have the tools and strategies to resolve conflicts and promote high expectations VCE teachers have the right strategies in place to maximise learning growth and achievement in end-of-year exams Staff know and practise a range of wellbeing strategies Staff know how to promote diversity at RHS 			
Success Indicators	ATOSS Teacher concern data increase Feedback from students in focus groups in Term 4			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional learning for staff on high expectations/high care ethos of RHS	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Establish anti-racism team of staff and students to promote diversity at RHS</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$500.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$89,157.28	\$89,157.28	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$500.00	-\$500.00
Total	\$89,157.28	\$89,657.28	-\$500.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Develop and implement a literacy strategy to improve growth in Writing	\$2,000.00
Professional learning for staff on high expectations/high care ethos of RHS	\$500.00
Totals	\$2,500.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Develop and implement a literacy strategy to improve growth in Writing	from: Term 1 to: Term 4	\$52,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services

Totals		\$52,000.00	
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Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Professional learning for staff on high expectations/high care ethos of RHS	from: Term 1 to: Term 2	\$500.00	<input checked="" type="checkbox"/> Tier 1/Category: Social and emotional learning and mental health literacy This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Youth Mental Health First Aid Berry Street
Totals		\$500.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Learning support	\$37,157.28
Totals	\$37,157.28

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Learning support	from: Term 1 to: Term 4	\$37,157.28	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services
Totals		\$37,157.28	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Learning support	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Learning support	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional learning for teachers in relation to the ENGAGE part of the instructional model	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Implementation of PLCs on fortnightly basis with relevant PL around inquiry thinking and forms of professional dialogue	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Establish a new student voice and agency team with wider student representation, to lead ongoing improvement agenda around student agency (including professional learning)	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Amplify <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Professional learning for staff on high expectations/high care ethos of RHS	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions		
Establish anti-racism team of staff and students to promote diversity at RHS	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<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"/> On-site