

# 2019 Annual Implementation Plan

## for improving student outcomes

Gladstone Park Secondary College (7858)



Submitted for review by Lynne Gutterson (School Principal) on 08 February, 2019 at 11:04 AM

Endorsed by Jason Coningsby (Senior Education Improvement Leader) on 19 February, 2019 at 09:31 AM

Endorsed by Sharon Matuauto (School Council President) on 20 February, 2019 at 03:48 PM

## Self-evaluation Summary - 2019

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

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

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

<b>Enter your reflective comments</b>	An evaluation of the schools position on the continuum was conducted by the full Leadership Team, this reflected on evidence from survey data and student outcomes. The school has moved forward in areas of focus for the 2018 AIP and has maintained its position in other areas.
<b>Considerations for 2020</b>	For overall school improvement, a priority has been made to resource leadership development, and to have a focused approach to school improvement in 2019
<b>Documents that support this plan</b>	PLT Feedback - Final Report.docx (0.03 MB)

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>To maximise individual student learning growth in all areas of curriculum. Build knowledge and expertise; develop, test and strengthen teaching and assessment approaches.</p>
<b>Target 1.1</b>	<p>Students maintain or exceed 12 months learning gain each school year using NAPLAN data, teacher judgements and reporting against the VIC curriculum to measure.</p> <p>At years 7 to 10 at least 85% of students achieve medium or high growth annually</p> <p>In VCE students:</p> <ul style="list-style-type: none"> <li>• achieve and sustain a mean study score of 31,</li> <li>• achieve and sustain at least 6% of study scores greater than 40</li> <li>• annually 25% of students achieve ATAR scores greater than 80</li> <li>• annually 25% of students achieve ATAR scores less than 50</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	<p>Further develop the instructional practice of every teacher to ensure a consistent approach to teaching and learning across the College.</p>
<b>Goal 2</b>	<p>To develop a positive learning environment where there are high levels of student cognitive engagement</p>
<b>Target 2.1</b>	<p>Exceed the School Staff Survey module component mean for School Leadership to be in line with All Secondary Schools score</p> <p>Exceed the School Staff Survey module component mean for Professional Learning to be in line with all Secondary Schools score</p>

<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Build the capacity of teachers to increase student engagement and active participation in learning.
<b>Goal 3</b>	To foster a safe and supportive environment and a culture that promotes respectful relationships, resilience, values diversity and is inclusive.
<b>Target 3.1</b>	Exceed the 2016 Student Attitudes to School Survey outcomes in Student Morale mean factor score of 4.56 Establish baseline data with the new Student Attitudes to School Survey 2017 results Establish baseline data for Respectful Relationships from audit
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Review the practices that identify and support students at risk.
<b>Key Improvement Strategy 3.b</b> Health and wellbeing	Audit the internal resources and external partnerships available to support and manage students at risk.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>To maximise individual student learning growth in all areas of curriculum. Build knowledge and expertise; develop, test and strengthen teaching and assessment approaches.</p>	<p>Yes</p>	<p>Students maintain or exceed 12 months learning gain each school year using NAPLAN data, teacher judgements and reporting against the VIC curriculum to measure.</p> <p>At years 7 to 10 at least 85% of students achieve medium or high growth annually</p> <p>In VCE students:</p> <ul style="list-style-type: none"> <li>• achieve and sustain a mean study score of 31,</li> <li>• achieve and sustain at least 6% of study scores greater than 40</li> <li>• annually 25% of students achieve ATAR scores greater than 80</li> <li>• annually 25% of students achieve ATAR scores less than 50</li> </ul>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>1. NAPLAN Year 7-9 high and medium growth sums for Numeracy, reading are 70%, and for writing is 75% . N.B. Base data sums of medium and high growth percentages: Numeracy: 2016 - 63.6%, 2017 - 72.6%, 2018 - 65.6% Reading: 2016 - 67.8%, 2017 - 73.1%, 2018 - 68.7% Writing: 2016 - 71.0%, 2017 - 70.2%, 2018 - 78.0%</p> <p>2. Vic Curric standards show 95% of Year 7 - 9 students gaining one year growth in English, Maths, Science &amp; Humanities. N.B. Base data not yet established</p> <p>3. In VCE, mean study score is 0.50 above the state mean; 5% of study scores greater than 40; 25% of students achieve ATAR scores greater than 80. N.B. Base data: VCE mean study scores (GPSC/State): 2016 - 29.23 / 28.71, 2017 - 29.47 /</p>

			28.79, 2018 - 28.70 / 28.86 % study scores over 40: 2016 - 5.0%, 2017 - 4.7%, 2018 - 4.3% ATAR greater than 80:
To develop a positive learning environment where there are high levels of student cognitive engagement	Yes	Exceed the School Staff Survey module component mean for School Leadership to be in line with All Secondary Schools score  Exceed the School Staff Survey module component mean for Professional Learning to be in line with all Secondary Schools score	Staff Opinion Survey shows 1. Staff Trust in Colleagues component mean score (whole school) of 60.0 N.B. Base data: component mean score (whole school) 2016 - 66.56, 2017 - 61.89, 2018 - 55.35  2. Professional Learning overall component mean score (whole school) of 65.0 N.B. Base data: overall component mean score (whole school) 2016 - 67.03, 2017 - 65.42, 2018 - 49.36  3. School Leadership overall component mean score (whole school) of 53.0 N.B. Base data: component mean score (whole school) 2016 - 58.33, 2017 - 55.49, 2018 - 49.36
To foster a safe and supportive environment and a culture that promotes respectful relationships, resilience, values diversity and is inclusive.	Yes	Exceed the 2016 Student Attitudes to School Survey outcomes in Student Morale mean factor score of 4.56  Establish baseline data with the new Student Attitudes to School Survey 2017 results	1. ATOSS data for student voice and agency is 20.0 percentile N.B. Base data: percentile: 2017 - 11.1, 2018 - 2.8  2. ATOSS data for teacher concern is 12.0 percentile N.B. Base data:

		Establish baseline data for Respectful Relationships from audit	percentile: 2017 - 26.1, 2018 - 14.6
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<b>Goal 1</b>	To maximise individual student learning growth in all areas of curriculum. Build knowledge and expertise; develop, test and strengthen teaching and assessment approaches.		
<b>12 Month Target 1.1</b>	<p>1. NAPLAN Year 7-9 high and medium growth sums for Numeracy, reading are 70%, and for writing is 75% . N.B. Base data sums of medium and high growth percentages: Numeracy: 2016 - 63.6%, 2017 - 72.6%, 2018 - 65.6% Reading: 2016 - 67.8%, 2017 - 73.1%, 2018 - 68.7% Writing: 2016 - 71.0%, 2017 - 70.2%, 2018 - 78.0%</p> <p>2. Vic Curric standards show 95% of Year 7 - 9 students gaining one year growth in English, Maths, Science &amp; Humanities. N.B. Base data not yet established</p> <p>3. In VCE, mean study score is 0.50 above the state mean; 5% of study scores greater than 40; 25% of students achieve ATAR scores greater than 80. N.B. Base data: VCE mean study scores (GPSC/State): 2016 - 29.23 / 28.71, 2017 - 29.47 / 28.79, 2018 - 28.70 / 28.86 % study scores over 40: 2016 - 5.0%, 2017 - 4.7%, 2018 - 4.3% ATAR greater than 80:</p>		
<b>Key Improvement Strategies</b>			Is this KIS selected for focus this year?



<b>KIS 1</b> Building practice excellence	Further develop the instructional practice of every teacher to ensure a consistent approach to teaching and learning across the College.	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.	A priority analysis and an impact v. difficulty analysis was undertaken on the key improvement strategies as outlined in the book "Driving School Improvement - a practical guide" by Pamela Macklin and Vic Zbar (2017). This analysis suggests that the work in Goal One is all very complex, and that it should focus on the first KIS. Work on this strategy will need strategic planning for a long term approach, and breaking the strategies down into smaller, sequenced steps. The main collaborative work at Gladstone Park is that of the CDTs. They are currently in their second year, and it is apparent that some work better than others. The consistency of operation of the CDTs is not yet there, however, they are an accepted expectation and an asset for learning area leaders.	
<b>Goal 2</b>	To develop a positive learning environment where there are high levels of student cognitive engagement	
<b>12 Month Target 2.1</b>	Staff Opinion Survey shows 1. Staff Trust in Colleagues component mean score (whole school) of 60.0 N.B. Base data: component mean score (whole school) 2016 - 66.56, 2017 - 61.89, 2018 - 55.35  2. Professional Learning overall component mean score (whole school) of 65.0 N.B. Base data: overall component mean score (whole school) 2016 - 67.03, 2017 - 65.42, 2018 - 49.36  3. School Leadership overall component mean score (whole school) of 53.0 N.B. Base data: component mean score (whole school) 2016 - 58.33, 2017 - 55.49, 2018 - 49.36	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Build the capacity of teachers to increase student engagement and active participation in learning.	Yes

<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>A priority analysis and an impact v. difficulty analysis was undertaken on the key improvement strategies as outlined in the book "Driving School Improvement - a practical guide" by Pamela Macklin and Vic Zbar (2017). The first KIS was identified a priority as we can continue to use the Pivot Surveys (initiated in 2018) to increase student voice and agency and to support teachers' reflections and goal setting regarding their classroom practice.</p>	
<p><b>Goal 3</b></p>	<p>To foster a safe and supportive environment and a culture that promotes respectful relationships, resilience, values diversity and is inclusive.</p>	
<p><b>12 Month Target 3.1</b></p>	<p>1. ATOSS data for student voice and agency is 20.0 percentile N.B. Base data: percentile: 2017 - 11.1, 2018 - 2.8</p> <p>2. ATOSS data for teacher concern is 12.0 percentile N.B. Base data: percentile: 2017 - 26.1, 2018 - 14.6</p>	
<p><b>Key Improvement Strategies</b></p>		<p>Is this KIS selected for focus this year?</p>
<p><b>KIS 1</b> Health and wellbeing</p>	<p>Review the practices that identify and support students at risk.</p>	<p>Yes</p>
<p><b>KIS 2</b> Health and wellbeing</p>	<p>Audit the internal resources and external partnerships available to support and manage students at risk.</p>	<p>Yes</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.

A priority analysis and an impact v. difficulty analysis was undertaken on the key improvement strategies as outlined in the book "Driving School Improvement - a practical guide" by Pamela Macklin and Vic Zbar (2017). Both KIS 1 and 2 were identified as important work to do ensure we have and plan for a broad, inclusive and comprehensive support system for our students.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<p>To maximise individual student learning growth in all areas of curriculum. Build knowledge and expertise; develop, test and strengthen teaching and assessment approaches.</p>
<b>12 Month Target 1.1</b>	<p>1. NAPLAN Year 7-9 high and medium growth sums for Numeracy, reading are 70%, and for writing is 75% . N.B. Base data sums of medium and high growth percentages: Numeracy: 2016 - 63.6%, 2017 - 72.6%, 2018 - 65.6% Reading: 2016 - 67.8%, 2017 - 73.1%, 2018 - 68.7% Writing: 2016 - 71.0%, 2017 - 70.2%, 2018 - 78.0%</p> <p>2. Vic Curric standards show 95% of Year 7 - 9 students gaining one year growth in English, Maths, Science &amp; Humanities. N.B. Base data not yet established</p> <p>3. In VCE, mean study score is 0.50 above the state mean; 5% of study scores greater than 40; 25% of students achieve ATAR scores greater than 80. N.B. Base data: VCE mean study scores (GPSC/State): 2016 - 29.23 / 28.71, 2017 - 29.47 / 28.79, 2018 - 28.70 / 28.86 % study scores over 40: 2016 - 5.0%, 2017 - 4.7%, 2018 - 4.3% ATAR greater than 80:</p>
<b>KIS 1</b> Building practice excellence	<p>Further develop the instructional practice of every teacher to ensure a consistent approach to teaching and learning across the College.</p>
<b>Actions</b>	<p>Leading teachers and Learning Specialists undertake professional development to enhance skill to build consistent approach to teaching and learning Literacy for Learning training for Learning Specialists Faculty Meetings involve discussions on effective teaching strategies</p>

	Curriculum Design Teams choose effective feedback strategies in developing explicit formative assessment protocols			
<b>Outcomes</b>	Feedback is common-practice in classrooms Teachers are talking and collaborating about pedagogy and consistency in students' experiences of learning and assessment Students' learning confidence is improved through formative feedback Local teaching and learning philosophy developed which utilises relevant facets from the Victorian Teaching and Learning Model			
<b>Success Indicators</b>	NAPLAN data, Victorian Curriculum standards, VCE results			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Literacy for Learning training for Learning Specialists	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Leading teachers and Learning Specialists undertake professional development to enhance skill to build consistent approach to teaching and learning	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$21,500.00  <input type="checkbox"/> Equity funding will be used
Local teaching and learning philosophy developed which utilises relevant facets from the Victorian Teaching and Learning Model	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To develop a positive learning environment where there are high levels of student cognitive engagement			
<b>12 Month Target 2.1</b>	Staff Opinion Survey shows 1. Staff Trust in Colleagues component mean score (whole school) of 60.0 N.B. Base data: component mean score (whole school)			

	<p>2016 - 66.56, 2017 - 61.89, 2018 - 55.35</p> <p>2. Professional Learning overall component mean score (whole school) of 65.0 N.B. Base data: overall component mean score (whole school) 2016 - 67.03, 2017 - 65.42, 2018 - 49.36</p> <p>3. School Leadership overall component mean score (whole school) of 53.0 N.B. Base data: component mean score (whole school) 2016 - 58.33, 2017 - 55.49, 2018 - 49.36</p>			
<b>KIS 1</b> Empowering students and building school pride	Build the capacity of teachers to increase student engagement and active participation in learning.			
<b>Actions</b>	<p>Clear School-wide student engagement and behaviour protocols are available to all staff</p> <p>All Staff utilising Pivot surveys in their classrooms and in their P&amp;D Plans</p> <p>Continue work of Feedback PLT</p> <p>Leading Teachers and Learning Specialists demonstrate, guide and support teachers to develop their teaching practice</p>			
<b>Outcomes</b>	<p>Orderly class environments are evident through consistent adherence to school rules by teachers and students</p> <p>Students' self-awareness is developed through participating in Pivot surveys</p> <p>Teachers have enacted improvement strategies utilising Pivot resources and support of Learning Specialists</p> <p>Teachers are facilitating deeper learning for students</p>			
<b>Success Indicators</b>	<p>Staff Opinion Survey</p> <p>Pivot Surveys</p> <p>ATOSS</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
All Staff utilising Pivot surveys in their classrooms and in their P&D Plans	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$13,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Continued commitment to supporting effective uses of feedback in the classroom	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To foster a safe and supportive environment and a culture that promotes respectful relationships, resilience, values diversity and is inclusive.			
<b>12 Month Target 3.1</b>	<p>1. ATOSS data for student voice and agency is 20.0 percentile N.B. Base data: percentile: 2017 - 11.1, 2018 - 2.8</p> <p>2. ATOSS data for teacher concern is 12.0 percentile N.B. Base data: percentile: 2017 - 26.1, 2018 - 14.6</p>			
<b>KIS 1</b> Health and wellbeing	Review the practices that identify and support students at risk.			
<b>Actions</b>	Audit and review current practices, and create clear step-by-step processes for student support			
<b>Outcomes</b>	<p>Time-line and action plan for review is completed by mid Term 1</p> <p>Sub-schools and student services develop and use a clear flow-chart for student supports</p> <p>There is a consistency of approach to students at risk and/or involved in critical incidents</p> <p>Staff feel supported in dealing with serious situations</p> <p>Students feel safe and supported through serious situations</p>			
<b>Success Indicators</b>	<p>ATOSS</p> <p>Student Focus Groups</p> <p>Audit results</p>			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Audit and review current practices, and create clear step-by-step processes for student support	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$7,500.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Audit the internal resources and external partnerships available to support and manage students at risk.			
<b>Actions</b>	Audit current resources and partnerships Identify resources for at-risk students Strengthen partnerships			
<b>Outcomes</b>	Time-line and action plan for audit is completed by mid Term 1 Audit and assessment completed by end Term 2 - discussion with subschools and recommendations for priorities and actions made to principal team External resources are known, and contacts with external agencies are fostered Students have expanded access to supports More students are able to be supported Parents are aware of school and community supports for students at risk			
<b>Success Indicators</b>	ATOSS Student Focus Groups Audit results			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Audit current resources and partnerships Identify resources for at-risk students Strengthen partnerships	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1	\$7,500.00



			to: Term 4	<input type="checkbox"/> Equity funding will be used
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## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$17,500.00	0.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$17,500.00</b>	<b>\$0.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Literacy for Learning training for Learning Specialists	from: Term 1 to: Term 2		\$10,000.00	
Audit and review current practices, and create clear step-by-step processes for student support	from: Term 1 to: Term 2		\$7,500.00	
<b>Totals</b>			<b>\$17,500.00</b>	

### Additional Equity spend

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Literacy for Learning training for Learning Specialists	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Leading teachers and Learning Specialists undertake professional development to enhance skill to build consistent approach to teaching and learning	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> 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"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Local teaching and learning philosophy developed which utilises relevant facets from the Victorian Teaching and Learning Model	<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"/> 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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources VTLM	<input checked="" type="checkbox"/> On-site
All Staff utilising Pivot surveys in their classrooms and in their P&D Plans	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site

Continued commitment to supporting effective uses of feedback in the classroom	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
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