

2021 Annual Implementation Plan

for improving student outcomes

The Austin School (3605)



Submitted for review by Matthew Di Domenico (School Principal) on 15 December, 2020 at 01:46 PM
Endorsed by Helene Alamidis (Senior Education Improvement Leader) on 17 December, 2020 at 10:07 AM
Endorsed by Lorna Luke (School Council President) on 03 February, 2021 at 01:04 PM

Self-evaluation Summary - 2021

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

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

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

Enter your reflective comments	<p>Positive growth:</p> <ul style="list-style-type: none"> • Establishment and use of assessment tools. • Teacher data literacy skills • PLC's maturity matric • Understanding and enhancement of student voice in programs. <p>AIP is core and directs all activities within the school. Leadership meeting used to collaboratively plan, monitor and reflect on implementation of AIP including PLC inquiries.</p>
Considerations for 2021	<ul style="list-style-type: none"> - Consolidation of the work started in 2020, with a focus to move the school in the new direction of the new strategic plan. - Enhancing teacher's data literacy skills. - Program teams using student data to drive learning and teaching; collating and reflecting on cohort data to identify student learning and impact of programs; program enhancements. - Staff refining assessment tools to better capture student growth and learning. - Building staff's understanding of student agency within our context.

	<ul style="list-style-type: none">- Learning Specialists: Enhancing of Peer Observations and explicitly targeting relevant HITS.- Enhancing Leadership skills through professional development.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To improve student engagement in learning.
Target 2.1	<p>School Staff Survey (SSS)</p> <p>Increase the percent positive endorsement of teachers from 2020 to 2024 in the following factors:</p> <ul style="list-style-type: none"> ● Teaching and Learning – Practice Improvement <ul style="list-style-type: none"> ○ Use pedagogical model - from 76.9% (2020) to 85% (2024) ○ Believe peer feedback improves practice - from 69.2% (2020) to 85% (2024) ● Teaching and Learning - Implementation <ul style="list-style-type: none"> ○ Moderate assessment tasks together - from 76.9% (2020) to 85% (2024) ○ Promote student ownership of learning goals - from 69.2% (2020) to 85% (2024) ● Teaching and Learning - Evaluation <ul style="list-style-type: none"> ○ Understand how to analyse data - from 76.9% (2020) to 85% (2024)

Target 2.2

ATOSS - Student Survey (school adapted)

Mean targets for each program by 2024:

- **Variable**
 - Teacher Effectiveness
 - CIP - 6+
 - AIP - 6+
 - REV - 6+
 - SEP - 6+
 - Wards - 6+
 - LEAP - 6+
 - Teacher Empathy
 - CIP - 6+
 - AIP - 6+
 - REV - 6+
 - SEP - 6+
 - Wards - 6+
 - LEAP - 6+
 - Teacher Expectations
 - CIP - 6+
 - AIP - 6+
 - REV - 6+
 - SEP - 6+
 - Wards - 6+
 - LEAP - 6+
 - Stimulating learning
 - CIP - 6+
 - AIP - 6+
 - REV - 6+
 - SEP - 6+
 - Wards - 6+

	<ul style="list-style-type: none"> ▪ LEAP - 6+
Target 2.3	<p>ILP Goals</p> <p>By 2024, 95% of students will achieve their ILP goals.</p>
Key Improvement Strategy 2.a Building practice excellence	Build and embed a pedagogical model/ framework across the school
Key Improvement Strategy 2.b Evaluating impact on learning	Build teacher capacity through collaboration to utilise data and a range of assessment strategies
Key Improvement Strategy 2.c Empowering students and building school pride	Build teacher capacity to activate student agency and voice
Goal 3	To improve student wellbeing
Target 3.1	<p>School Staff Survey (SSS)</p> <p>Increase the percent positive endorsement of teachers from 2020 to 2024 in the following factors:</p> <ul style="list-style-type: none"> • School Climate <ul style="list-style-type: none"> ○ Collective efficacy - from 65% (2020) to 73% (2024) • School Leadership <ul style="list-style-type: none"> ○ Parent and community involvement, engagement, and outreach - no data (2020) to 85% (2024)

Target 3.2

ATOSS - Student Survey (school adapted)

Mean targets for each program by 2024:

Variable

- School Connectedness
 - CIP - 5+
 - AIP - 5+
 - REV - 5+
 - SEP - 5+
 - Wards - 5+
 - LEAP - 5+
- Connectedness to Peers
 - CIP - 5+
 - AIP - 5+
 - REV - 5+
 - SEP - 5+
 - Wards - 6+
 - LEAP - 6+
- Student Motivation
 - CIP - 5+
 - AIP - 5+
 - REV - 6+
 - SEP - 5+
 - Wards - 6+
 - LEAP - 6+

Target 3.3

POS -Parent Survey (school adapted)

	<p>Parent community engagement factors and means:</p> <p>Factor</p> <ul style="list-style-type: none"> • There is effective two-way communication between the teachers and parents at this school (Q. 12) - 4.64 mean (2020) to 5.0 mean (2024) • Teachers communicate with me often enough about my child’s progress (Q. 14) - 4.36 mean (2020) to 5.0 mean (2024) • Teachers provide useful feedback and respond to the learning needs of my child (Q. 15) - 4.44 mean (2020) to 5.0 mean (2024) • This school celebrates student achievements in all areas (Q. 24) - 4.36 mean (2020) to 5.0 mean (2024)
<p>Key Improvement Strategy 3.a Parents and carers as partners</p>	<p>Strengthen the parent/school relationship</p>
<p>Key Improvement Strategy 3.b Networks with schools, services and agencies</p>	<p>Strengthen networks with schools, services, and agencies</p>
<p>Key Improvement Strategy 3.c Health and wellbeing</p>	<p>Build the capacity of schools in supporting student wellbeing</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <ul style="list-style-type: none"> - Coaching and Mentoring structure embedded across the school. - Staff using reflective practice to inform their professional practice as evidenced in the PDP. - Programs can identify student growth within program rubric via term and across the year - Maintain levels in PLC maturity Matrix, however increase levels in Building Practice Excellence. - End of year reports from each program identify program change/ enhancements based on parent/ student/ base school feedback
To improve student engagement in learning.	No	<p>School Staff Survey (SSS)</p> <p>Increase the percent positive endorsement of teachers from 2020 to 2024 in the following factors:</p> <ul style="list-style-type: none"> • Teaching and Learning – Practice Improvement <ul style="list-style-type: none"> ○ Use pedagogical model - from 76.9% (2020) to 85% (2024) ○ Believe peer feedback improves practice - from 69.2% (2020) to 85% (2024) • Teaching and Learning - Implementation 	

- Moderate assessment tasks together - from 76.9% (2020) to 85% (2024)
- Promote student ownership of learning goals - from 69.2% (2020) to 85% (2024)
- **Teaching and Learning - Evaluation**
 - Understand how to analyse data - from 76.9% (2020) to 85% (2024)

ATOSS - Student Survey (school adapted)

Mean targets for each program by 2024:

- **Variable**
 - Teacher Effectiveness
 - CIP - 6+
 - AIP - 6+
 - REV - 6+
 - SEP - 6+
 - Wards - 6+
 - LEAP - 6+
 - Teacher Empathy
 - CIP - 6+
 - AIP - 6+
 - REV - 6+
 - SEP - 6+
 - Wards - 6+
 - LEAP - 6+
 - Teacher Expectations
 - CIP - 6+
 - AIP - 6+
 - REV - 6+
 - SEP - 6+

		<ul style="list-style-type: none"> ▪ Wards - 6+ ▪ LEAP - 6+ ○ Stimulating learning <ul style="list-style-type: none"> ▪ CIP - 6+ ▪ AIP - 6+ ▪ REV - 6+ ▪ SEP - 6+ ▪ Wards - 6+ ▪ LEAP - 6+ 	
		<p>ILP Goals</p> <p>By 2024, 95% of students will achieve their ILP goals.</p>	
To improve student wellbeing	No	<p>School Staff Survey (SSS)</p> <p>Increase the percent positive endorsement of teachers from 2020 to 2024 in the following factors:</p> <ul style="list-style-type: none"> • School Climate <ul style="list-style-type: none"> ○ Collective efficacy - from 65% (2020) to 73% (2024) • School Leadership <ul style="list-style-type: none"> ○ Parent and community involvement, engagement, and outreach - no data (2020) to 85% (2024) 	

		<p>ATOSS - Student Survey (school adapted)</p> <p>Mean targets for each program by 2024:</p> <p>Variable</p> <ul style="list-style-type: none"> • School Connectedness <ul style="list-style-type: none"> ○ CIP - 5+ ○ AIP - 5+ ○ REV - 5+ ○ SEP - 5+ ○ Wards - 5+ ○ LEAP - 5+ • Connectedness to Peers <ul style="list-style-type: none"> ○ CIP - 5+ ○ AIP - 5+ ○ REV - 5+ ○ SEP - 5+ ○ Wards - 6+ ○ LEAP - 6+ • Student Motivation <ul style="list-style-type: none"> ○ CIP - 5+ ○ AIP - 5+ ○ REV - 6+ ○ SEP - 5+ ○ Wards - 6+ ○ LEAP - 6+ 	
		<p>POS -Parent Survey (school adapted)</p>	

		<p>Parent community engagement factors and means:</p> <p>Factor</p> <ul style="list-style-type: none"> • There is effective two-way communication between the teachers and parents at this school (Q. 12) - 4.64 mean (2020) to 5.0 mean (2024) • Teachers communicate with me often enough about my child's progress (Q. 14) - 4.36 mean (2020) to 5.0 mean (2024) • Teachers provide useful feedback and respond to the learning needs of my child (Q. 15) - 4.44 mean (2020) to 5.0 mean (2024) • This school celebrates student achievements in all areas (Q. 24) - 4.36 mean (2020) to 5.0 mean (2024) 	
--	--	--	--

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	<ul style="list-style-type: none"> - Coaching and Mentoring structure embedded across the school. - Staff using reflective practice to inform their professional practice as evidenced in the PDP. - Programs can identify student growth within program rubric via term and across the year - Maintain levels in PLC maturity Matrix, however increase levels in Building Practice Excellence. - End of year reports from each program identify program change/ enhancements based on parent/ student/ base school feedback 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	Learning, catch-up and extension priority	Yes

Curriculum planning and assessment		
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	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 2021.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<ul style="list-style-type: none"> - Coaching and Mentoring structure embedded across the school. - Staff using reflective practice to inform their professional practice as evidenced in the PDP. - Programs can identify student growth within program rubric via term and across the year - Maintain levels in PLC maturity Matrix, however increase levels in Building Practice Excellence. - End of year reports from each program identify program change/ enhancements based on parent/ student/ base school feedback
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Embed Coaching and Mentoring structure to strengthen the use of HITS and teaching practice.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> -Facilitate a culture of Peer Observation. -Provide data and feedback to staff that is meaningful. -Foster an environment that values trust, collaboration and risk-taking. <p>Teachers will:</p> <ul style="list-style-type: none"> -Actively participate in coaching and mentoring programs. -Be open to critically evaluating their practice. -Identify the FISO and DET resources which support learning and teaching. -Identify effective HITS and what they look like in the context of the relevant school programs. -Update programs and relevant resources to build student understanding and/or agency. <p>Students will:</p> <ul style="list-style-type: none"> -Identify and articulate what the teacher does to help them learn.
Success Indicators	<ul style="list-style-type: none"> -Practices and changes to practice are visible in classrooms during classroom observations and peer observations. -Staff changes to programs based on Peer Observation feedback. -Staff PDP reflection comments. -Staff will be able to give and receive meaningful feedback.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff will participate in PD around FISO, peer observation and HITS	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Leaders will support teachers to focus on a HITS and Practice Principle.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Leaders will provide mentoring and feedback each term around teacher practice.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
In programs staff will provide informal feedback on teacher practice	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Onsite visit to another program	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Off site visit	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3	\$3,000.00

			to: Term 3	<input type="checkbox"/> Equity funding will be used
Case study	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Build staff capacity to collect, analyse, monitor and respond to student engagement data			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> -Identify impact of all programs on student engagement. -Know what tools and data are used by each program and their impact on student engagement and learning. <p>Teachers will:</p> <ul style="list-style-type: none"> -Track student engagement and growth in areas of personal and social capabilities. -Identify areas of student need and alter program to target student need. -Identify impact of program on student engagement and learning. <p>Students will:</p> <ul style="list-style-type: none"> -Voice their learning and understandings. -Identify strategies to support them at school. 			
Success Indicators	<ul style="list-style-type: none"> -Students engaged and attending programs -Program assessment tools (tracks student learning in key areas) and other assessment tools (Kearney School Refusal Assessment Scale, etc.) used by all teachers in planning, monitoring and reporting on student learning. -Data collated termly and end of year assessment data will show impact of program on student engagement and learning. -Feedback survey from schools post program and student feedback during, at the end of program and post program used to reflect and refine programs. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Programs use assessment tools (identifies key learning areas and student progress) to identify student need and monitor student progress.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Ongoing use of relevant assessment tools to identify areas of student need, monitor student growth and alter program where necessary.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Ongoing review and refinement of assessment tools	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Collect, collate and compare data to reflect individual and cohort engagement, growth and learning termly and annually	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Review Post Program Surveys sent to schools and surveys asked to students during program to ensure questions reflect what we want to know.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	Build teacher capacity to engage and support positive parent/school relationships.			

Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> -Investigate DET supports and initiatives that support positive parent/school relationships. -Identify external resources that develop teacher/parent relationships. -Foster an environment that values positive parent relationships. <p>Teachers will:</p> <ul style="list-style-type: none"> -Actively participate in professional development opportunities. -Identify effective strategies which support increased parent engagement within their child's learning. -Understand the value of parent partnerships in supporting students to succeed. -Update programs and relevant resources to support increased parent engagement. 			
Success Indicators	<ul style="list-style-type: none"> -Teacher understanding and knowledge of effective resources and strategies that increase parent/school relationships. -Staff changes to programs which include opportunity for parent feedback -Staff PDP reflection comments. -Parents will give meaningful feedback. -Data via parent surveys 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Investigate relevant resources/programs/PD opportunities focusing on parents	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Undertake relevant PD opportunities	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Ongoing review and refinement to programs for parent engagement opportunities	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Develop survey/Review Parent Opinion Survey to gauge parent feedback in regards to engagement/relationship opportunities	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <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	\$10,000.00	\$3,000.00
Additional Equity funding	\$4,000.00	\$2,000.00
Grand Total	\$14,000.00	\$5,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Undertake relevant PD opportunities	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$3,000.00
Totals			\$10,000.00	\$3,000.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Resources to support student self regulation	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$4,000.00	\$2,000.00
Totals			\$4,000.00	\$2,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Staff will participate in PD around FISO, peer observation and HITS	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<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"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Leaders will support teachers to focus on a HITS and Practice Principle.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Leaders will provide mentoring and feedback each term around teacher practice.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Onsite visit to another program	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<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"/> On-site

Off site visit	<input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> Off-site Various Locations
Undertake relevant PD opportunities	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Offsite PD Providers	<input checked="" type="checkbox"/> Off-site Various