

2024 Annual Implementation Plan

for improving student outcomes

Kingsbury Primary School (4845)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

| | FISO 2.0 dimensions | Self-evaluation level |
|-----------------------|--|-----------------------|
| 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 | |
| Teaching and learning | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Embedding |
| | 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 | |

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| Assessment | Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. | Evolving |
| | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | |

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

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

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| Future planning | <p>The End of Year evaluation has identified areas of success and areas of future focus</p> <p>The success areas would be those that centred on learning outcomes , classroom environment and connection to school. The data that supports this is included in the body of our AIP review.</p> <p>The areas of future focus appear to be around student interactions outside the classroom and how we can encourage students to raise issues with teachers on duty. We may need support on this from the Regional Office or from external providers. The area of Student Agency will also be an area of focus ,however if we can effectively implement our protocols ,monitor their success and adjust based on feedback then growth in this area would be expected. In summary</p> |
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| | <p>In 2024</p> <ul style="list-style-type: none"> Continue the work implementing Berry Street and our Tier 1 & 2 initiatives Continue the work with our EIL on building reading practice Continue refining the Little Learners program in P-2 Continue refining our Numeracy program to better differentiate for individual need <p>Improve our implementation of Student Agency protocols</p> <ul style="list-style-type: none"> Develop staff understanding of Student Agency and why it is important Enhance our focus on putting systems in place that support students with issues that arise in the playground. |
| <p>Documents that support this plan</p> | <p>Attitudes to School Survey (8).pdf (0.19 MB)</p> <p>Top 2 Bands Kingsbury V Like School Group 2019.docx (0.01 MB)</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>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p> | Yes | Support for the priorities | The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. NAPLAN data for Strong and Exceeding will be above like school group in all areas of Literacy NAPLAN Data for Strong and Exceeding will be 15% above like school group in Numeracy |
| To enhance student voice and agency in their learning | Yes | By 2024 the percentage of students with a positive attitude to the AtoSS factor Stimulated learning will increase from 82% in 2020 to 90% | AtoSS Stimulated Learning will be 90% |
| | | By 2024 the percentage of students with a positive attitude to the AtoSS factor Differentiated learning challenge will increase from 87% in 2020 to 95% | Differentiated Learning Challenge will be 95% |
| | | By 2024 the percentage of students with a positive attitude to the AtoSS factor Student voice and agency will increase from 70% in 2020 to 80% | Student Voice and Agency will be 80% |
| To improve student outcomes in literacy and numeracy | No | By 2024 the percentage of Year 5 students achieving below benchmark growth in NAPLAN numeracy will decrease from 27% in 2019 to 15% | |

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| | | By 2024 the percentage of Year 5 students achieving above benchmark growth in NAPLAN numeracy will increase from 26% in 2019 to 35% | |
| | | By 2024 the percentage of Year 5 students achieving below benchmark growth in NAPLAN reading will decrease from 27% in 2019 to 14% | |
| | | By 2024 the percentage of Year 5 students achieving above benchmark growth in NAPLAN reading will increase from 13% in 2019 to 42% | |
| | | By 2024 the percentage of staff with a positive attitude to the SSS factor Collective efficacy will improve from 90% in 2020 to 95% | |
| To build student resilience and confidence | No | By 2024 the percentage of students with a positive attitude to the AtoSS factor Self-regulation and goal setting will increase from 88% in 2020 to 95% | |
| | | By 2024 the percentage of students with a positive attitude to the AtoSS factor Sense of confidence will increase from 78% in 2020 to 90% | |
| | | By 2024 the percentage of students with a positive attitude to the AtoSS factor Teacher concern will increase from 69% in 2020 to 80% | |

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| Goal 1 | Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy. | |
| 12-month target 1.1-month target | NAPLAN data for Strong and Exceeding will be above like school group in all areas of Literacy NAPLAN Data for Strong and Exceeding will be 15% above like school group in Numeracy | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1.a | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | Yes |
| KIS 1.b | 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 2024. | |
| Goal 2 | To enhance student voice and agency in their learning | |
| 12-month target 2.1-month target | AtoSS Stimulated Learning will be 90% | |
| 12-month target 2.2-month target | Differentiated Learning Challenge will be 95% | |
| 12-month target 2.3-month target | Student Voice and Agency will be 80% | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 2.a | Enhance teacher capacity to differentiate teaching and learning | Yes |

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| Excellence in teaching and learning | | |
| KIS 2.b Positive climate for learning | Enhance teacher capacity to co-design opportunities for students to connect learning within and beyond school. | 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. | The need to differentiate learning is central to where our growth will come from in terms of teaching and learning. As articulated in our 2023 AIP we feel we are well down the track to do this in Numeracy, but we do have a way to go in Literacy (especially in Reading). Over time our NAPLAN data has also reflected this as well. We also acknowledge the link between differentiation and agency. Students need to understand where they are with their learning journey and what the next step might look like in order to affect their own progress . Student Voice and Agency remains the area in which we have not made enough traction as yet. | |

Define actions, outcomes, success indicators and activities

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| Goal 1 | Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy. |
| 12-month target 1.1 target | NAPLAN data for Strong and Exceeding will be above like school group in all areas of Literacy NAPLAN Data for Strong and Exceeding will be 15% above like school group in Numeracy |
| KIS 1.a 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 | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy |
| Actions | <ul style="list-style-type: none"> -Develop a better understanding of assessment of open ended maths task and how this data can be utilised to extend and support students -Continue to build teacher capacity to differentiate learning in Reading - Embed Little Learners in the Junior School so that students develop age appropriate decoding skills by the end of Grade 2 |
| Outcomes | <ul style="list-style-type: none"> -Staff will be use open ended maths task responses as part of the process of triangulating data along with online formative and summative assessment -Peer observations of Grade 3-6 classrooms will indicate differentiation of reading tasks through scaffolding, open ended tasks and specific small group instruction -Students will move beyond the Little Learners program throughout the course of 2024 . This will be reflected in LL data as well as broader assessment tasks such as benchmarking |
| Success Indicators | <ul style="list-style-type: none"> NAPLAN data Benchmarking results for students in Grade P-2 Little Learners phonological awareness testing levels Teacher judgement in Numeracy Feedback from peer observations |

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
|--|---|--|----------------------------|--|
| Professional Learning for staff focusing on differentiation in Reading to be delivered by the EIL at the commencement of Term 1 | <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$0.00 |
| On going Professional Learning delivered by the Learning Specialist and EIL at staff meetings and through Learning Walks and feedback. | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| Junior School Teachers visit other schools who have engaged in the Little Learners program. Gaps in decodable reading resources are identified and remediated. | <input checked="" type="checkbox"/> Homegroup teachers | <input checked="" type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$5,001.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Provide funding for Additional staff member in the Junior School to support Equity students and students at risk in the Junior School . | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$33,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Provide targetted Maths support in the Upper School in addition to TLI to focus on Numeracy support in the Upper School | <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 3 to: Term 4 | \$11,488.00 <input checked="" type="checkbox"/> Equity funding will be used |
| KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |

| and a positive, safe and orderly learning environment | | | | |
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| Actions | <p>A senior staff member will be appointed to the Role of Tier 2 Disability Coordinator to oversee</p> <ul style="list-style-type: none"> -the development of Effective Individual Learning Plans -access the most appropriate support programs to address specific cohort need -liaise with external agencies such as DHHS and NDIS to achieve a coherent support plan for students who require additional help - provide PD for staff around the practice and protocols relevant to inclusive education | | | |
| Outcomes | <p>All Tier 3 students required to have an Individual Learning Plan have an up to date plan reviewed every 6-8 weeks with parent and agency support if required</p> <ul style="list-style-type: none"> -support programs delivered through the Mental Health menu and targetted and evidence based -staff will understand, articulate and implement reasonable adjustments to meet the needs of all students | | | |
| Success Indicators | <p>Individual Learning Plans Evidence of Implementation of Mental Health Fund programs Learning Data relating to Tier 2 & 3 students will show growth Attitudes to School Survey Data will show greater than State Means in all areas of Emotional and Relational Engagement</p> | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Appointment of Disability and Inclusion Funding to Oversee all aspects of the program | <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$92,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Other funding will be used |
| Selection of Activities from the Mental Health fund and Menu | <input checked="" type="checkbox"/> Disability inclusion coordinator | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$27,958.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items |

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| | | | | will be used which may include DET funded or free items |
| Access to Professional Learning for staff to develop understanding of Inclusion Principles | <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$2,439.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| Goal 2 | To enhance student voice and agency in their learning | | | |
| 12-month target 2.1 target | AtoSS Stimulated Learning will be 90% | | | |
| 12-month target 2.2 target | Differentiated Learning Challenge will be 95% | | | |
| 12-month target 2.3 target | Student Voice and Agency will be 80% | | | |
| KIS 2.a Building practice excellence | Enhance teacher capacity to differentiate teaching and learning | | | |
| Actions | <ul style="list-style-type: none"> -Build staff capacity to read understand and plan using student learning data -Review the Writing and Reading GVC to develop understanding of sequences in Literacy -Implement whole school protocols around the use of "I can statements" Lesson Plenaries Student Feedback Sharing of Student I can Statements with the Community | | | |
| Outcomes | <p>The following protocols will be observable in every classroom</p> <p>1.We will have a copy of the I Can statements that the class is focusing on in two places-</p> <ul style="list-style-type: none"> -On or near the white board -On a door or window facing out from the classroom <p>2.The 'I can 'statement that the class is working on will be displayed on the board for that lesson. Our next level of work will be to</p> | | | |

| | <p>develop enabling and extension prompts for each I can statement. This will mean that differentiation is built into our lesson.</p> <p>3.Students will be able link success in the activity directly to the 'I can' statement. Our next level of work will be that students provide feedback to teachers as to their progress towards the 'I can 'statement.</p> <p>4.During reflection at the end of each session teachers ask students – What did I do that helped me succeed at the task? What would I do differently next time? Answers to these questions are noted and referred to at the start of the next lesson in the sequence.</p> | | | |
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| Success Indicators | <p>Growth data according to Teacher Judgement Growth data according to assessment tools used within the scope of the Whole School Assessment Schedule ATOSS results for Student Agency and Voice ATOSS results for Stimulating Learning ATOSS results for differentiated Learning Challenge</p> | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| <p>Staff to practice data analysis procedures as part of the on-site professional learning program</p> <p>Allow additional time for staff to prepare and practice through release time</p> | <input checked="" type="checkbox"/> Leadership team | <input checked="" type="checkbox"/> PLP Priority | <p>from: Term 1 to: Term 4</p> | <p>\$1,500.00</p> |
| <p>Student Agency Learning Walks conducted twice a term by Senior staff to gather feedback on the Implementation of the protocols throughout the 3-6 team</p> | <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> PLP Priority | <p>from: Term 1 to: Term 4</p> | <p>\$1,000.00</p> <p><input checked="" type="checkbox"/> Other funding will be used</p> |

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| Student Agency Learning Walks to be twice a term by Senior staff to gather feedback on the implementation of protocols through the P-2 team. | <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$1,000.00 |
| Arrange visits to best practice schools to establish an understanding of Student Voice based Inquiry models | <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 3 to: Term 4 | \$1,000.00 |

Funding planner

Summary of budget and allocated funding

| Summary of budget | School's total funding (\$) | Funding allocated in activities (\$) | Still available/shortfall |
|-------------------------------------|-----------------------------|--------------------------------------|---------------------------|
| Equity Funding | \$49,488.33 | \$49,489.00 | -\$0.67 |
| Disability Inclusion Tier 2 Funding | \$94,438.68 | \$94,439.00 | -\$0.32 |
| Schools Mental Health Fund and Menu | \$27,957.50 | \$27,958.00 | -\$0.50 |
| Total | \$171,884.51 | \$171,886.00 | -\$1.49 |

Activities and milestones – Total Budget

| Activities and milestones | Budget |
|--|-------------|
| Junior School Teachers visit other schools who have engaged in the Little Learners program. Gaps in decodable reading resources are identified and remediated. | \$5,001.00 |
| Provide funding for Additional staff member in the Junior School to support Equity students and students at risk in the Junior School . | \$33,000.00 |
| Provide targetted Maths support in the Upper School in addition to TLI to focus on Numeracy support in the Upper School | \$11,488.00 |
| Appointment of Disability and Inclusion Funding to Oversee all aspects of the program | \$92,000.00 |
| Selection of Activities from the Mental Health fund and Menu | \$27,958.00 |
| Access to Professional Learning for staff to develop understanding of Inclusion Principles | \$2,439.00 |

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| Totals | \$171,886.00 |
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Activities and milestones - Equity Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|--|----------------------------------|------------------------|---|
| Junior School Teachers visit other schools who have engaged in the Little Learners program. Gaps in decodable reading resources are identified and remediated. | from: Term 2 to: Term 4 | \$5,001.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT |
| Provide funding for Additional staff member in the Junior School to support Equity students and students at risk in the Junior School | from: Term 1 to: Term 4 | \$33,000.00 | <input checked="" type="checkbox"/> School-based staffing |
| Provide targetted Maths support in the Upper School in addition to TLI to focus on Numeracy support in the Upper School | from: Term 3 to: Term 4 | \$11,488.00 | <input checked="" type="checkbox"/> CRT |
| Totals | | \$49,489.00 | |

Activities and milestones - Disability Inclusion Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|---|----------------------------------|------------------------|--|
| Appointment of Disability and Inclusion Funding to Oversee all aspects of the program | from: Term 1 to: Term 4 | \$92,000.00 | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • |

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| Access to Professional Learning for staff to develop understanding of Inclusion Principles | from: Term 1 to: Term 4 | \$2,439.00 | <input checked="" type="checkbox"/> Professional learning for school-based staff • |
| Totals | | \$94,439.00 | |

Activities and milestones - Schools Mental Health Fund and Menu

| Activities and milestones | When | Funding allocated (\$) | Category |
|--|----------------------------------|------------------------|----------|
| Selection of Activities from the Mental Health fund and Menu | from: Term 2 to: Term 4 | \$27,958.00 | |
| Totals | | \$27,958.00 | |

Additional funding planner – Total Budget

| Activities and milestones | Budget |
|---------------------------|--------|
| Totals | \$0.00 |

Additional funding planner – Equity Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals | | \$0.00 | |

Additional funding planner – Disability Inclusion Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals | | \$0.00 | |

Additional funding planner – Schools Mental Health Fund and Menu

| Activities and milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals | | \$0.00 | |

Professional learning plan

| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
|---|--|----------------------------|---|--|---|--|
| Professional Learning for staff focusing on differentiation in Reading to be delivered by the EIL at the commencement of Term 1 | <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <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"/> Collaborative inquiry/action research team | <input checked="" type="checkbox"/> Whole school pupil free day | <input checked="" type="checkbox"/> Literacy leaders | <input checked="" type="checkbox"/> On-site |
| On going Professional Learning delivered by the Learning Specialist and EIL at staff meetings and through Learning Walks and feedback. | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s) | 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"/> Leadership partners | <input checked="" type="checkbox"/> On-site |
| Junior School Teachers visit other schools who have engaged in the Little Learners program. Gaps in decodable reading resources are identified and remediated. | <input checked="" type="checkbox"/> Homegroup teachers | from: Term 2 to: Term 4 | <input checked="" type="checkbox"/> Demonstration lessons | <input checked="" type="checkbox"/> Communities of practice | <input checked="" type="checkbox"/> Departmental resources Colleagues at Schools using LL | <input checked="" type="checkbox"/> Off-site Visiting Schools |
| Staff to practice data analysis procedures as part of the on-site professional learning program Allow additional time for staff to prepare and practice through release time | <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"/> 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 |

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| Student Agency Learning Walks conducted twice a term by Senior staff to gather feedback on the Implementation of the protocols throughout the 3-6 team | <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"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| Student Agency Learning Walks to be twice a term by Senior staff to gather feedback on the implementation of protocols through the P-2 team. | <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) | from: Term 2 to: Term 4 | <input checked="" type="checkbox"/> Peer observation including feedback and 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"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| Arrange visits to best practice schools to establish an understanding of Student Voice based Inquiry models | <input checked="" type="checkbox"/> Teacher(s) | from: Term 3 to: Term 4 | <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Network professional learning | <input checked="" type="checkbox"/> Teaching partners | <input checked="" type="checkbox"/> Off-site Schools identified by Network staff to visit |