

2019 Annual Implementation Plan

for improving student outcomes

Warragul Primary School (2104)



Submitted for review by Scott Clode (School Principal) on 19 December, 2018 at 01:40 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

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

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

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

Enter your reflective comments	Having taken on the Acting Principal role for 6 months and then as the substantive principal for 6 months I have been able to ascertain the school culture and climate. In 2019, building practice excellence in the classroom will be a strong focus as well as developing our PLC structures and learning culture across the school.
Considerations for 2020	Consolidate the positive work done in 2018 around the AIP goal of Reading and Maths improvement. Continue to develop our PLC structures after completing the PLC Initiative in 2018. Promote student voice and agency in the school (based on 2018 Attitudes to School survey results).
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve every students' learning growth in Mathematics.
Target 1.1	<p>All F-6 deemed capable students to make at least one Victorian Curriculum level progress in Mathematics each year.</p> <p>Increase the per cent of students achieving at or exceeding expected levels, based on 2016 data, as demonstrated by triangulated data.</p> <p>The NAPLAN Year 3 to 5 Relative Gain Numeracy measure to show: a maximum of 25 per cent of students making low relative gain and a minimum of 25 percent making high relative gain, by 2020.</p>
Key Improvement Strategy 1.a Building practice excellence	Strengthen the use of student assessment data and feedback to evaluate students' progress, monitor the impact of teaching and adjust learning programs.
Goal 2	To improve every students' learning growth in English with an initial focus on reading
Target 2.1	<p>All F-6 deemed capable students to make at least one Victorian Curriculum level progress in English (reading) each year.</p> <p>Increase the per cent of students achieving at or exceeding expected levels, based on 2016 data, as demonstrated by triangulated data.</p> <p>The NAPLAN Year 3 to 5 Relative Gain Reading measure to show an increase in the per cent students making high relative gain and a decrease in the per cent of students making low gain, by 2020.</p>
Key Improvement Strategy 2.a Curriculum planning and assessment	Develop an agreed instructional model which is implemented consistently (for example: learning intention; success criteria; warm up; launch; differentiated exploration: working towards, at and above, circulating around groups, reflection and sharing)

Key Improvement Strategy 2.b Curriculum planning and assessment	Strengthen the Professional Learning Community structures and systems to develop a culture of collective responsibility between teachers and across all classrooms.
Goal 3	To increase students' capacity as active agents in shaping their learning.
Target 3.1	<p>Student perception of learning confidence, stimulating learning and teacher effectiveness will exceed 2016 benchmarks annually. (Indicator school based F-6 surveys, student focus groups)</p> <p>Parent opinion of student engagement factors will exceed 2016 benchmarks annually. (Indicator Parent Opinion Survey)</p> <p>Average days absent per student are an average of 14 days or less per annum over the duration of the Strategic Plan. Note the aim is to reach a preferred figure of 11 days.</p>
Key Improvement Strategy 3.a Empowering students and building school pride	Ensure that students are actively involved in decision making and planning, tracking their progress and reporting achievement of learning goals.
Goal 4	To enhance students' capacity as motivated, confident, resilient and self-regulating learners.
Target 4.1	<p>Targets</p> <p>Student perception of safety, morale, behaviour and connectedness to peers will exceed the 2016 benchmarks annually. (Indicators school based F-6 surveys, student focus groups)</p> <p>Parent opinion of student behaviour factors will exceed 2016 benchmarks annually. (Indicator Parent Opinion Survey)</p> <p>All students will report high resilience. (Indicator Victorian Student Health & Wellbeing Survey)</p>

Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Strengthen social and emotional learning approaches to build students' resilience, self-management and awareness, empathy and relationship skills.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve every students' learning growth in Mathematics.	Yes	<p>All F-6 deemed capable students to make at least one Victorian Curriculum level progress in Mathematics each year.</p> <p>Increase the per cent of students achieving at or exceeding expected levels, based on 2016 data, as demonstrated by triangulated data.</p> <p>The NAPLAN Year 3 to 5 Relative Gain Numeracy measure to show: a maximum of 25 per cent of students making low relative gain and a minimum of 25 percent making high relative gain, by 2020.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Relative Gain Numeracy: 20% students to show low growth (down from 24% 2018) 25% students to show high growth (up from 18% 2018) Maintain or increase % of Year 3 students in top two bands at 50% Increase the % of Year 5 students in top two bands from 10% to 20%</p>
To improve every students' learning growth in English with an initial focus on reading	Yes	<p>All F-6 deemed capable students to make at least one Victorian Curriculum level progress in English (reading) each year.</p> <p>Increase the per cent of students achieving at or exceeding expected levels, based on 2016 data, as demonstrated by triangulated data.</p> <p>The NAPLAN Year 3 to 5 Relative Gain Reading measure to show an increase in the per cent students making high relative gain and a decrease in the per cent of students making low gain, by 2020.</p>	<p>Relative Gain Reading: 20% students to show low growth (down from 22% 2018) 20% students to show high growth (up from 6% 2018) Increase the % of Year 3 students in top two bands from 46% to 50% Increase the % of Year 5 students in top two bands from 29% to 35%</p>

To increase students' capacity as active agents in shaping their learning.	Yes	<p>Student perception of learning confidence, stimulating learning and teacher effectiveness will exceed 2016 benchmarks annually. (Indicator school based F-6 surveys, student focus groups)</p> <p>Parent opinion of student engagement factors will exceed 2016 benchmarks annually. (Indicator Parent Opinion Survey)</p> <p>Average days absent per student are an average of 14 days or less per annum over the duration of the Strategic Plan. Note the aim is to reach a preferred figure of 11 days.</p>	<p>75% of Year 6 girls to show positive response to Stimulated Learning survey up from 50% 2018</p> <p>80% of Year 6 boys to show positive response to Stimulated Learning survey up from 69% 2018</p> <p>70% of Year 6 students to show positive response to Student Voice and Agency (Girls up from 40% - Boys up from 59% 2018)</p>
To enhance students' capacity as motivated, confident, resilient and self-regulating learners.	No	<p>Targets</p> <p>Student perception of safety, morale, behaviour and connectedness to peers will exceed the 2016 benchmarks annually. (Indicators school based F-6 surveys, student focus groups)</p> <p>Parent opinion of student behaviour factors will exceed 2016 benchmarks annually. (Indicator Parent Opinion Survey)</p> <p>All students will report high resilience. (Indicator Victorian Student Health & Wellbeing Survey)</p>	

Goal 1	To improve every students' learning growth in Mathematics.
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12 Month Target 1.1	Relative Gain Numeracy: 20% students to show low growth (down from 24% 2018) 25% students to show high growth (up from 18% 2018) Maintain or increase % of Year 3 students in top two bands at 50% Increase the % of Year 5 students in top two bands from 10% to 20%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Strengthen the use of student assessment data and feedback to evaluate students' progress, monitor the impact of teaching and adjust learning programs.	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.	Warragul Primary School has selected Building Practice Excellence in Maths as an improvement initiative for 2019 to reach our four year SSP targets.	
Goal 2	To improve every students' learning growth in English with an initial focus on reading	
12 Month Target 2.1	Relative Gain Reading: 20% students to show low growth (down from 22% 2018) 20% students to show high growth (up from 6% 2018) Increase the % of Year 3 students in top two bands from 46% to 50% Increase the % of Year 5 students in top two bands from 29% to 35%	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Curriculum planning and assessment	Develop an agreed instructional model which is implemented consistently (for example: learning intention; success criteria; warm up; launch; differentiated exploration: working towards, at and above, circulating around groups, reflection and sharing)	Yes
KIS 2 Curriculum planning and assessment	Strengthen the Professional Learning Community structures and systems to develop a culture of collective responsibility between teachers and across all classrooms.	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.	In 2018 Warragul PS developed and implemented the agreed Instructional Model. In 2019 we will consolidate the differentiated exploration: working towards, at and above, circulating around groups, reflection and sharing components of the model.	
Goal 3	To increase students' capacity as active agents in shaping their learning.	
12 Month Target 3.1	75% of Year 6 girls to show positive response to Stimulated Learning survey up from 50% 2018 80% of Year 6 boys to show positive response to Stimulated Learning survey up from 69% 2018 70% of Year 6 students to show positive response to Student Voice and Agency (Girls up from 40% - Boys up from 59% 2018)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Ensure that students are actively involved in decision making and planning, tracking their progress and reporting achievement of learning goals.	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.	The school has identified the KIS as a 2019 focus based on the 2018 Student Attitudes to School survey data. In particular, the low positive responses in Stimulated Learning and Student Voice and Agency.	

Define Actions, Outcomes and Activities

Goal 1	To improve every students' learning growth in Mathematics.			
12 Month Target 1.1	Relative Gain Numeracy: 20% students to show low growth (down from 24% 2018) 25% students to show high growth (up from 18% 2018) Maintain or increase % of Year 3 students in top two bands at 50% Increase the % of Year 5 students in top two bands from 10% to 20%			
KIS 1 Building practice excellence	Strengthen the use of student assessment data and feedback to evaluate students' progress, monitor the impact of teaching and adjust learning programs.			
Actions	Build teacher knowledge in maths curriculum through the development of maths assessment trackers and data walls within the PLC structure. Build teaching practice through professional development, data analysis, peer observations, coaching and feedback.			
Outcomes	Teacher knowledge of curriculum and use of data will increase. PLCs will use the PLC Improvement Model to analyse individual and cohort student data, develop and implement actions and evaluate effectiveness to improve student outcomes. PLC teams and Leadership will have access to whole school data to better inform decisions and actions for individual student differentiation.			
Success Indicators	PLC planners and meeting minutes, assessment tasks and trackers triangulating student achievement and NAPLAN targets.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Introduce the Essential Assessments (Maths) resource to support assessment, tracking and monitoring of student learning as well as teaching planning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used

Develop teacher capacity to teach Maths concepts as identified in the curriculum - teams and individuals to work with professional consultants - Maths Matters.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$3,500.00 <input checked="" type="checkbox"/> Equity funding will be used
PLC teams to use the Improvement Cycle model to analyse data based on Essential assessments to plan Maths across the school.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Review school assessment schedule to reflect the inclusion of Essential assessments to ensure student tracking and planning is consistent.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To improve every students' learning growth in English with an initial focus on reading			
12 Month Target 2.1	Relative Gain Reading: 20% students to show low growth (down from 22% 2018) 20% students to show high growth (up from 6% 2018) Increase the % of Year 3 students in top two bands from 46% to 50% Increase the % of Year 5 students in top two bands from 29% to 35%			
KIS 1 Curriculum planning and assessment	Develop an agreed instructional model which is implemented consistently (for example: learning intention; success criteria; warm up; launch; differentiated exploration: working towards, at and above, circulating around groups, reflection and sharing)			
Actions	Build teacher knowledge in the Reading curriculum through the development of assessment trackers and data walls within the PLC structure. Implement the agreed Instructional Model consistently in all classes. Continue to develop staff knowledge of the reading teaching practices in the Literacy Toolkit and embed these practices into the reading planners. Build teaching practice through professional development, data analysis, peer observations, coaching and feedback.			

Outcomes	Teacher knowledge of curriculum and use of data will increase. PLCs will use the PLC Improvement Model to analyse individual and cohort student data, develop and implement actions and evaluate effectiveness to improve student outcomes. Teachers will confidently apply the Instructional Model and reading teaching practices.			
Success Indicators	PLC planners and meeting minutes, assessment tasks and trackers (Fountas and Pinnell and Literacy Pro) triangulating student achievement and NAPLAN targets.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Build teacher capacity in the reading teaching practices through professional development based on evidence based practice (DET Literacy Toolkit) and PLC meetings.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Principal and two instructional leaders to attend Leading Literacy workshop (Bastow). Leadership to meet and discuss implementation of evidence based reading strategies at WPS.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement the Fountas and Pinnell BAS assessment into the school assessment schedule.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Development of consistent school wide data walls to track student progress in reading using the F&P BAS.	<input checked="" type="checkbox"/> Assistant Principal <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

Goal 3	To increase students' capacity as active agents in shaping their learning.			
12 Month Target 3.1	75% of Year 6 girls to show positive response to Stimulated Learning survey up from 50% 2018 80% of Year 6 boys to show positive response to Stimulated Learning survey up from 69% 2018 70% of Year 6 students to show positive response to Student Voice and Agency (Girls up from 40% - Boys up from 59% 2018)			
KIS 1 Empowering students and building school pride	Ensure that students are actively involved in decision making and planning, tracking their progress and reporting achievement of learning goals.			
Actions	Build student voice and agency through student leadership teams. Introduce student focus groups to discuss school related issues and provide student feedback. Develop student led school actions to improve student agency and engagement.			
Outcomes	Student confidence and initiative will increase. School decisions will reflect direct student input and decision making. Student led activities will be implemented throughout the school.			
Success Indicators	Attitudes to school survey data will be used to measure success. Student feedback sessions (informal and formal). Parent Opinion survey data relating to student voice and agency.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Introduction of consistent student focus group meetings with Principal at least twice a term to discuss school related initiatives and programs in relation to Attitudes to School survey data and student interests.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Development of the student leadership teams roles with increasing responsibility and impact on school decision making.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>The implementation of student led peer activities across the school to increase student engagement and well-being.</p>	<p><input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used</p>
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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	\$274,666.00	\$263,048.00
Grand Total	\$284,666.00	\$266,048.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Introduce the Essential Assessments (Maths) resource to support assessment, tracking and monitoring of student learning as well as teaching planning.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,500.00	\$1,000.00
Develop teacher capacity to teach Maths concepts as identified in the curriculum - teams and individuals to work with professional consultants - Maths Matters.	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$3,500.00	\$1,000.00
Principal and two instructional leaders to attend Leading Literacy workshop (Bastow). Leadership to meet and discuss implementation of evidence based reading strategies at WPS.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$1,000.00
Totals			\$10,000.00	\$3,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Equity Funding to be spent on: Chaplaincy \$ 10,716.00 NSW Competition \$ 1,000.00 Level 1 \$ 1,500.00 Level 2 \$ 1,500.00 Level 3 \$ 1,000.00 Level 4 \$ 1,000.00 Student Welfare \$ 6,550.00 English Library Books \$ 2,000.00 Parent Engagement \$ 500.00 Sports - Extracurricular \$ 4,240.00 PASE \$ 1,600.00 Library Books \$ 4,000.00 Laptops \$ 11,000.00 Engagement/Transition CRT \$ 2,000.00 Speech Pathologist \$ 8,000.00 Maths Seeds (50%) \$ 1,400.00 Maths Curriculum Consumables \$ 2,500.00 Grade 6 Graduation \$ 750.00 Art Consumables \$ 1,500.00 Music Consumables \$ 1,000.00 Music PD \$ 300.00 English Consumables \$ 500.00 English PD \$ 2,000.00 Maths PD \$ 1,000.00 Maths CRT \$ - Science Consumables \$ 1,000.00 Science Library Books \$ 1,000.00 Integrated Study \$ - Integration PD \$ - Chinese \$ 17,500.00 Literacy Support 4 days KF, 1 day RM, 1 day ML \$ 135,050.29 Welfare (AP 2 days per week) \$ 52,560.00	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets	\$274,666.00	\$263,048.00
Totals			\$274,666.00	\$263,048.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Introduce the Essential Assessments (Maths) resource to support assessment, tracking and monitoring of student learning as well as teaching planning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <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"/> On-site
Develop teacher capacity to teach Maths concepts as identified in the curriculum - teams and individuals to work with professional consultants - Maths Matters.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Maths Matters <input checked="" type="checkbox"/> Departmental resources Misconceptions in Maths	<input checked="" type="checkbox"/> On-site
Build teacher capacity in the reading teaching practices through professional development based on evidence based practice (DET Literacy Toolkit) and PLC meetings.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources Literacy Toolkit	<input checked="" type="checkbox"/> On-site
Principal and two instructional leaders to attend Leading Literacy workshop (Bastow). Leadership to meet and	<input checked="" type="checkbox"/> Leadership Team	from: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow course

discuss implementation of evidence based reading strategies at WPS.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	to: Term 4	<input checked="" type="checkbox"/> Curriculum development			
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