

# 2024 Annual Implementation Plan

## for improving student outcomes

Leongatha Primary School (2981)



Submitted for review by Dot Coghlan (School Principal) on 23 February, 2024 at 03:04 PM

Endorsed by Robert Juratowitch (Senior Education Improvement Leader) on 27 February, 2024 at 08:45 PM

Endorsed by Emma Stevic (School Council President) on 08 March, 2024 at 09:02 AM

## Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	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	

<b>Assessment</b>	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<b>Engagement</b>	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

<b>Support and resources</b>	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	
<b>Considerations for 2024</b>	
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> 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>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Maximise the learning growth of every student in Literacy and Numeracy.	Yes	<p>Victorian Curriculum Teacher Judgement Level By 2027, increase the percentage of Year 6 students achieving above expected growth in:</p> <ul style="list-style-type: none"> <li>• Reading and viewing from 42% in 2022 to 45 %</li> <li>• Writing from 15% in 2022 to 25 %</li> <li>• Number and algebra from 18% in 2022 to 25%.</li> </ul>	Victorian Curriculum TJThe percentage of Year 6 students achieving above expected growth in:Reading & viewing - 43%
		<p>NAPLAN Proficiency levels By 2027, increase the percentage of Year 3 students in the strong and exceeding Proficiency levels of NAPLAN:</p> <ul style="list-style-type: none"> <li>• Reading from 71% to 75%</li> <li>• Writing from 66% to 78%</li> <li>• Numeracy from 67% to 75%.</li> </ul> <p>By 2027, increase the percentage of Year 5 students in the strong and exceeding Proficiency levels of NAPLAN:</p> <ul style="list-style-type: none"> <li>• Reading from 66% to 77%</li> <li>• Writing from 53% to 75%</li> <li>• Numeracy from 49% to 68%.</li> </ul>	NAPLAN Proficiency levelsPercentage of Year 3 students in the strong and exceeding Proficiency levels of NAPLAN:Reading - 72%The percentage of Year 5 students in the strong and exceeding Proficiency levels of NAPLAN:Reading - 68%

		<p>School Staff Survey (SSS)</p> <p>By 2027, increase the proportion of positive response scores on the SSS for the factors of:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 64% in 2022 to 75%</li> <li>• Collective efficacy from 79% in 2022 to 85%</li> <li>• Instructional leadership from 73% in 2022 to 85%</li> <li>• Use student feedback to improve practice from 56% in 2022 to 85%</li> <li>• Promote student ownership of learning from 76% in 2022 to 81%</li> <li>• Professional learning through peer observation from 59% in 2022 to 75%.</li> </ul>	<p>Academic emphasis from 64% in 2022 to 75%</p> <p>Professional learning through peer observation from 59% in 2022 to 75%.</p>
Enhance student wellbeing outcomes.	Yes	Attendance (TBC)	Reduction in class exits
		<p>Attitudes to School Survey (AtoSS)</p> <p>By 2027, increase the proportion of positive response scores on the AtoSS for the factors of:</p> <ul style="list-style-type: none"> <li>• Low resilience from 30% in 2023 to 20%</li> <li>• Teacher concern from 77% in 2023 to 82%</li> </ul>	Not applicable
		<p>Parent Opinion Survey (POS)</p> <p>By 2027, increase the proportion of positive response scores on the POS for the factor Managing bullying from 75% in 2022 to 80%.</p>	Not applicable
		<p>School Staff Survey (SSS)</p> <p>By 2027, increase the proportion of positive response scores on the SSS for the factors of:</p> <ul style="list-style-type: none"> <li>• Teacher collaboration from 71% in 2022 to 75%</li> <li>• Trust in students and parents from 71% in 2022 to 82%</li> <li>• Understand how to analyse data from 73% in 2022 to 82%</li> <li>• Moderation of student assessment from 75% in 2022 to 87%.</li> </ul>	<p>Understand how to analyse data from 73% in 2022 to 82%</p> <p>Moderation of student assessment from 75% in 2022 to 87%.</p>

--	--	--	--

<b>Goal 2</b>	<b>Maximise the learning growth of every student in Literacy and Numeracy.</b>		
<b>12-month target 2.1-month target</b>	Victorian Curriculum TJ The percentage of Year 6 students achieving above expected growth in: Reading & viewing - 43%		
<b>12-month target 2.2-month target</b>	NAPLAN Proficiency levels Percentage of Year 3 students in the strong and exceeding Proficiency levels of NAPLAN: Reading - 72% The percentage of Year 5 students in the strong and exceeding Proficiency levels of NAPLAN: Reading - 68%		
<b>12-month target 2.3-month target</b>	Academic emphasis from 64% in 2022 to 75% Professional learning through peer observation from 59% in 2022 to 75%.		
<b>Key Improvement Strategies</b>			Is this KIS selected for focus this year?
<b>KIS 2.a</b> Leadership	Develop and implement a leadership model that embeds high expectations for student learning and engagement.		Yes
<b>KIS 2.b</b> Teaching and learning	Build and embed teacher capability to consistently implement agreed high quality instructional practice in Literacy and Numeracy.		Yes
<b>KIS 2.c</b>	Embed an agreed PLC process to improve teacher capacity to systematically use data to improve their pedagogical practice and address student learning needs.		No

Leadership		
<b>KIS 2.d</b> Leadership	Build and embed teacher capacity to empower students to direct and take responsibility for their learning.	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.	These two KIS have been selected as they align with the findings of the recent school review. The emphasis is around building the capacity of middle leaders and ensuring we have an organisational design and professional learning processes that allow for staff development and feedback. Using peer observations and PLC's to discuss new practice elements, in particular structured literacy, and giving middle leaders the tools and guidance for them to be to confidently engage in improvement cycle with their team.	
<b>Goal 3</b>	<b>Enhance student wellbeing outcomes.</b>	
<b>12-month target 3.1-month target</b>	Reduction in class exits	
<b>12-month target 3.2-month target</b>	Not applicable	
<b>12-month target 3.3-month target</b>	Not applicable	
<b>12-month target 3.4-month target</b>	Understand how to analyse data from 73% in 2022 to 82% Moderation of student assessment from 75% in 2022 to 87%.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Leadership	Develop and implement a leadership model that embeds high expectations for student wellbeing and inclusion.	No
<b>KIS 3.b</b> Support and resources	Refine and embed a multi-tiered system to support student wellbeing.	No
<b>KIS 3.c</b>	Build and embed staff capacity to differentiate their practice to enable, challenge and extend a diverse range of students.	No

Teaching and learning		
<b>KIS 3.d</b> Assessment	Embed staff capacity to regularly measure and moderate student learning and wellbeing data.	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.	Staff were consulted on the outcomes of the SSP and identified many KIS that they would like to focus on. A pressing concern is in regard of the implementation of a new Literacy Instruction model which involves shifting from a balanced literacy approach to a structured literacy approach. The assessment and monitoring tools have changed to reflect this shift as we no longer do level reading benchmarks and instead use other diagnostic tools like DIBELs and PAST. There is need to support teachers to use this data to support their classroom practice and monitor progress.	



## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	Maximise the learning growth of every student in Literacy and Numeracy.
<b>12-month target 2.1 target</b>	Victorian Curriculum TJ The percentage of Year 6 students achieving above expected growth in: Reading & viewing - 43%
<b>12-month target 2.2 target</b>	NAPLAN Proficiency levels Percentage of Year 3 students in the strong and exceeding Proficiency levels of NAPLAN: Reading - 72% The percentage of Year 5 students in the strong and exceeding Proficiency levels of NAPLAN: Reading - 68%
<b>12-month target 2.3 target</b>	Academic emphasis from 64% in 2022 to 75% Professional learning through peer observation from 59% in 2022 to 75%.
<b>KIS 2.a</b> 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	Develop and implement a leadership model that embeds high expectations for student learning and engagement.
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Implement an new Organisational Design to clarify line management and responsibilities</li> <li>- Provide resources and professional learning opportunities to develop the capacity of middle leaders</li> </ul>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- experience a consistent approach to learning and wellbeing</li> </ul>

	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>- participate in the peer observation</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- have the confidence to lead peer observation and to develop a trusting and open environment around professional learning and feedback</li> <li>- have a structure (weekly time release) to work with their line manager to implement personal and school goals</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- The Organistional design will be implemented and reviewed through regular Leadership team meetings</li> <li>- Team Leaders will conduct weekly peer observations and implement an improvement cycle</li> <li>- Minutes and Learning Logs from Grade level PLC's will record the peer observations</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Leadership team meeting professional development - Week 0 meeting and PL with Rob prior to commencement of year - Curriculum Day session run by Leaders to collect staff voice for AIP	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input checked="" type="checkbox"/> Other funding will be used
Additional payments to Team Leaders	<input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$32,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build and embed teacher capability to consistently implement agreed high quality instructional practice in Literacy and Numeracy.			

<b>Actions</b>	<ul style="list-style-type: none"> <li>- Develop a revised instructional model for literacy to include more structured learning and explicit teaching</li> <li>- Implement a peer observation model to review the implementation of structured literacy in particular phonics, phonemic awareness, fluency pairs and morphology</li> <li>- Develop and implement whole school Scope and Sequence documents for phonics</li> </ul>			
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- participate in a structured phonics component in each literacy block which will be consistent and based on best practice</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- have a clear system of support to develop their classroom practice, through peer observation, checklists, PL and coaching</li> <li>- use their PLC to discuss and improve on the implementation of the phonics component of their literacy block</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- be provided 1 hour a week to implement effective peers observation</li> <li>- have access to appropriate professional development to improve their capacity to implement effective peer observation</li> <li>- support the implementation of phonics instruction using peer observation and progress monitoring data (DIBELS)</li> </ul> <p>Community will:</p> <ul style="list-style-type: none"> <li>- be made aware of the changes to our instructional model in regards to reading through the weekly newsletter and parent teacher conferences</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Regular Literacy team meetings will occur at least 3 times a term to review implement the phonics component of the IM</li> <li>- Evidence of regular peer observation included in PLC minutes and through Principal Team meetings</li> <li>- Assessment schedule updated regularly including DIBELS and PAST progress monitoring</li> <li>- Scope and Sequence documentation for phonics</li> <li>- Individual students are selected through PLC meetings for progress monitoring and outcomes are reflected in their IEP</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Curriculum Day - Whole school PD with Greg Clement - structured literacy and implementation support	<input checked="" type="checkbox"/> Literacy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,600.00  <input checked="" type="checkbox"/> Other funding will be used

Curriculum Day - Whole school PD with Leonie Anstey - implementing Maths 2.0 curriculum and instructional practice	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,500.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Weekly time release for Team Leaders to conduct peer observations	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$70,950.66  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<b>Goal 3</b>	Enhance student wellbeing outcomes.			
<b>12-month target 3.1 target</b>	Reduction in class exits			
<b>12-month target 3.2 target</b>	Not applicable			
<b>12-month target 3.3 target</b>	Not applicable			
<b>12-month target 3.4 target</b>	Understand how to analyse data from 73% in 2022 to 82% Moderation of student assessment from 75% in 2022 to 87%.			
<b>KIS 3.d</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embed staff capacity to regularly measure and moderate student learning and wellbeing data.			

<b>Actions</b>	<ul style="list-style-type: none"> <li>- Develop a school wide process to measure and monitor unapproved class exits</li> <li>- Employ a Disability Inclusion Leader (0.2)</li> <li>- Monitor all SSG's and IEP's to ensure goals are achievable and reviewed</li> </ul>			
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- be recorded on Compass if they exit the classroom without teacher approval</li> <li>- informed of the importance of not leaving the classroom without permission</li> </ul> <p>Teachers/ES will:</p> <ul style="list-style-type: none"> <li>- record all class exits in Compass</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- review exit data in Leadership meetings</li> </ul> <p>Community will:</p> <ul style="list-style-type: none"> <li>- be made aware the schools process for class exits</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- School wide SSG and IEP tracking document has been regularly updated</li> <li>- New Compass Chronicle template to specifically track Class Exits</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Designated Teacher Training	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Employ an Inclusion Learning Specialist	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$44,778.21  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Hands On Learning Program	<input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$34,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Additional hours for School Chaplain	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$32,988.15  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Additional ES hours to support	<input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$223,218.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
CRT release for staff to attend Respectful Relationships Training	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Ongoing training and resources for School Therapy Dogs	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
--	--	--	----------------------------------	--

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$173,589.78	\$66,168.66	\$107,421.12
Disability Inclusion Tier 2 Funding	\$304,203.81	\$305,500.00	-\$1,296.19
Schools Mental Health Fund and Menu	\$77,766.36	\$77,766.36	\$0.00
<b>Total</b>	<b>\$555,559.95</b>	<b>\$449,435.02</b>	<b>\$106,124.93</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Additional payments to Team Leaders	\$32,000.00
Curriculum Day - Whole school PD with Leonie Anstey - implementing Maths 2.0 curriculum and instructional practice	\$2,500.00
Weekly time release for Team Leaders to conduct peer observations	\$70,950.66
Designated Teacher Training	\$2,000.00
Employ an Inclusion Learning Specialist	\$44,778.21
Hands On Learning Program	\$34,000.00
Additional hours for School Chaplain	\$32,988.15
Additional ES hours to support	\$223,218.00
CRT release for staff to attend Respectful Relationships Training	\$2,000.00



Ongoing training and resources for School Therapy Dogs	\$5,000.00
<b>Totals</b>	<b>\$449,435.02</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Additional payments to Team Leaders	from: Term 1 to: Term 4	\$32,000.00	<input checked="" type="checkbox"/> School-based staffing
Weekly time release for Team Leaders to conduct peer observations	from: Term 1 to: Term 4	\$10,950.66	<input checked="" type="checkbox"/> School-based staffing
Additional ES hours to support	from: Term 1 to: Term 4	\$23,218.00	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		<b>\$66,168.66</b>	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Curriculum Day - Whole school PD with Leonie Anstey - implementing	from: Term 1	\$2,500.00	<input checked="" type="checkbox"/> Professional learning for school-based staff  •

Maths 2.0 curriculum and instructional practice	to: Term 1		
Weekly time release for Team Leaders to conduct peer observations	from: Term 1 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>•</li> </ul>
Designated Teacher Training	from: Term 1 to: Term 1	\$2,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>•</li> </ul>
Hands On Learning Program	from: Term 1 to: Term 4	\$34,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>•</li> </ul>
Additional ES hours to support	from: Term 1 to: Term 4	\$200,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Education support staff</li> </ul>
CRT release for staff to attend Respectful Relationships Training	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>•</li> </ul>
Ongoing training and resources for School Therapy Dogs	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Totals</b>		<b>\$305,500.00</b>	

## Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Employ an Inclusion Learning Specialist	from: Term 1 to: Term 4	\$44,778.21	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives
Additional hours for School Chaplain	from: Term 1 to: Term 4	\$32,988.15	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students
<b>Totals</b>		\$77,766.36	

## Additional funding planner – Total Budget

Activities and milestones	Budget
<b>Totals</b>	\$0.00

## Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

## Additional funding planner – Disability Inclusion Funding

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

<b>Totals</b>		\$0.00	
---------------	--	--------	--

**Additional funding planner – Schools Mental Health Fund and Menu**

<b>Activities and milestones</b>	<b>When</b>	<b>Funding allocated (\$)</b>	<b>Category</b>
<b>Totals</b>		\$0.00	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Curriculum Day - Whole school PD with Greg Clement - structured literacy and implementation support	<input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> External consultants Greg Clement	<input checked="" type="checkbox"/> On-site
Curriculum Day - Whole school PD with Leonie Anstey - implementing Maths 2.0 curriculum and instructional practice	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> External consultants MAV - Leonnie Anstey <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Employ an Inclusion Learning Specialist	<input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site