



CONTINUUM OF SCHOOL IMPROVEMENT

SCHOOL 2025

# STRATEGIC IMPROVEMENT PLAN



# ST JOSEPH'S CATHOLIC COLLEGE, ABERDEEN

## Strategic Improvement Plan 2025



### SCHOOL VISION

*St. Joseph's Catholic College  
Aberdeen is a Christ-centred  
inclusive community, grounded in  
service and integrity, nurturing the  
potential in all.*



### Catholic Identity

Growing the school community in prayer and liturgical practice.



### SCHOOL MISSION

At St. Joseph's Aberdeen we:

#### Integrity

- Act with honesty, respect, and responsibility
- Strive to build faith and hope to achieve justice for all
- Be the face of God to others, within and outside the school community

#### Service

- Never see a need without doing something about it (Mary MacKillop)
- Put faith into action
- Act as custodians of the land and our spiritual beliefs (spirituality)

#### Growth

- Recognise, respect, and develop strength in all
- Empower students to reach their full potential
- Persevere in challenges and demonstrate humility in accomplishments. (Mary MacKillop)



### Learning

Increase student engagement and academic success through the implementation of high-leverage, data-informed teaching strategies.



### Wellbeing

Consistent language and practices that promote a safe and supportive environment for learning.

# Strategic Improvement Plan Team Membership

NAME	ROLE
Veronica Rolfe	Principal
Joel Bristow	Assistant Principal
Marika Eveleigh	Assistant Principla
Vince Cooper	Ministry Coordinator
Sarah Paine	Pedagogical Mentor
Aaron Dent	Leader of Growth and Development

# DOMAIN 1: Catholic Identity and Catholic Curriculum

**Goal 1:** For all leaders and staff to grow in their preparedness, confidence, and capacity to share in God’s mission leading to full active participation in the Catholic life of the school.

**Goal 2:** For teachers to develop high levels of efficacy in Religious Education to improve student learning outcomes.

## Goal

Growing the school community in prayer and liturgical practice.

## Goal Focus

Faith Life

	2024	2025
Formation	Catholic Culture	Faith Life

## EVIDENCE USED TO INFORM THE CHOSEN GOAL

- Tell Them From Me Survey
- Survey of Staff classroom prayer practices
- Survey of Staff MacKillop Moments practices
- Evaluation of Retreat and School Liturgies
- Faith Formation Framework
- Formation Capabilities Survey Trends
- Teacher Efficacy Survey



SMART STRATEGY	MEASUREMENT OF IMPACT	WHEN	LEAD
<p><i>What actions will we take to achieve the priority?</i></p>			
<p><b>Term 1</b></p>			
<p>Prayer</p> <ol style="list-style-type: none"> <li>Regular Staff and Student engagement in prayer and worship</li> <li>Increased participation in silence and mediation during MacKillop Moments.</li> <li>Continued and renewed engagement in local parish Masses.</li> <li>Review and reflect strategies to inform following term.</li> </ol>	<ol style="list-style-type: none"> <li>Observations.</li> <li>Survey staff and student prayer practices.</li> <li>Engaged with parish priest and students fully participating in regular Masses.</li> </ol> <p style="text-align: right;"><b>+</b></p>	<ol style="list-style-type: none"> <li>Ongoing.</li> <li>End of each term.</li> </ol>	<p>Ministry Coordinator and Pastoral Class teachers.</p>
<p><b>Term 2</b></p>			
<p>Accreditation to Work, Teach, and Lead</p> <ol style="list-style-type: none"> <li>Staff formation - Catholic Educator Course Module B accreditation completion.</li> <li>Cultivate whole school culture of faith process (eg MacKillop Moments and liturgical celebrations)</li> </ol>	<ol style="list-style-type: none"> <li>The school will provide opportunities for staff to achieve appropriate Faith Accreditation. Increased level of confidence in teacher efficacy (survey).</li> <li>Staff and students can articulate and model the Gospel values and the traditions of the Catholic Church within the classroom.</li> <li>Self-Efficacy Project</li> </ol>	<ol style="list-style-type: none"> <li>All staff achieve the appropriate accreditation by the end of 2025.</li> <li>Ongoing</li> </ol>	<p>Ministry Coordinator and teachers.</p>

SMART STRATEGY	MEASUREMENT OF IMPACT	WHEN	LEAD
<b>Term 3</b>			
Liturgy 1. Development of a Liturgical Team. 2. Development of new staff and new student induction to a Josephite School program.	1. Evaluation of current practices and development of authentic liturgical celebrations. Review of Catholic signs and symbols in the school. 2. Induction documentation for new staff and new students focusing on the Josephite Charism.	End of Term 3.	Ministry Coordinator.
<b>Term 4</b>			
Retreats and reflection day review Retreat and reflection days review - ensure they align with Catholic Social teachings and mapped out for each group.	1. Evaluation of current programs. 2. Development of planning teams for retreat and reflection days.	Ongoing throughout the year to be completed by end of the year.	Ministry Coordinator with support from LOWEs.

Please indicate below how you will allocate professional learning time to support the priority and goals you have identified above:

**PROFESSIONAL DEVELOPMENT PLAN – Priority #1**

APST: *Which standard descriptors best align to and realise the identified priority?*

AWTL: *Which level of accreditation best aligns to and realises the identified priority?*

APST 6.2.2 Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.  
 AWTL Category B Accreditation to Teach - All teachers who don't teach religion.

Term Week	Date	Focus	Staff and presenters involved	Professional Development type
<b>Term 1</b>				
Wednesday Staff meetings	Terms 1 - 4	Staff prayer	Ministry Coordinator and faculty LOL	<input type="checkbox"/> Full day / Pupil Free Day <input checked="" type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
Monday Morning Prayer for PC teachers	Terms 1 - 4	Pastoral Class Prayer	Ministry Coordinator & LOWE	<input type="checkbox"/> Full day / Pupil Free Day <input checked="" type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
				<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:

Term Week	Date	Focus	Staff and presenters involved	Professional Learning Type
				<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
<b>Term 2</b>				
Term 2		Evaluation of Liturgical celebrations and development of authentic faith life celebrations	Ministry Coordinator and CSO RE and Spirituality Team	<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other: CSO RE Team
				<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
				<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
				<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:



Term Week	Date	Focus	Staff and presenters involved	Professional Learning Type
<b>Term 3</b>				
Term 3 Week 1	21/7/2025	Catholic Educator (AWTL) Category B	Ministry Coordinator & CSO RE and Spirituality Team	<input checked="" type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
				<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
				<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
				<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:

Term Week	Date	Focus	Term 4	Staff and presenters involved	Professional Learning Type
Term 4		Evaluation and review of retreat and reflection day program	Term 4	Ministry Coordinator, LOWE & CSO RE and Spirituality Team	<input type="checkbox"/> Full day / Pupil Free Day <input checked="" type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
					<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
					<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
					<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:

## DOMAIN 2: Learning

**Goal 3:** For each learner to understand where, when and how they work best, and be empowered to participate in decision-making about their learning and wellbeing.

**Goal 4:** To build the capacity of educators to ensure that all students are known, their strengths are recognised and accommodated, diversity is celebrated, and each learner demonstrates growth.

**Goal 5:** To equip learners with the analytical, cognitive, digital, and social competencies that enables them to fully engage with and contribute to our changing world.

**Goal 6:** To build a cohesive culture that is inclusive of all students, with transparent academic and wellbeing structures that support and inspire their resilience and self-awareness.

### Goal

Increase student engagement and academic success through the implementation of high-leverage, data-informed teaching strategies.

### Goal Focus

Student engagement - Assessment Practices (Parameter 3)

#### 2023

Data

#### 2024

Student engagement through high impact strategies

#### 2025

Student engagement through high impact strategies

### EVIDENCE USED TO INFORM THE CHOSEN GOAL

TTFM Survey from staff

LWT data

Observation data and feedback surveys

SMART STRATEGY	MEASUREMENT OF IMPACT	WHEN	LEAD
<i>What actions will we take to achieve the priority?</i>	<i>Evidence we will use to demonstrate progression, success criteria. What will we see, read, and hear?</i>	<i>What is the time frame for completion/progression?</i>	<i>Who is responsible for ensuring we are on track?</i>
<b>Term 1</b>			
Agreed practices - Co-create agreed practices for assessment through staff and faculty meetings - Professional Learning to revisit Universal Design for Learning and new syllabuses - PP&D Initial Conversations	- Agreed practices document - Professional Learning - Professional Learning Planning	- Week 4 Staff meeting and faculty meetings - Week 11 Twilight meeting - Week 3 Staff Meeting	Pedagogical Mentor, Leader for Growth and Development + Executive Support: EO School and Student Learning and Wellbeing
<b>Term 2</b>			
Explicit instruction, informed by explicit assessment - Establish practice and schedule - "PL bite" focus for the week at staff meetings (High Leverage Teaching Strategies at start of every meeting) - Collect and analyse data from Quality Teaching Rounds (Dimension Quality Learning Environment) and Learning Walks and Talks - Review, reflect, and refine strategies to inform Term 3 planning - PP&D Mid Conversations	- Practice and schedule - Data analysis - Reflection	- Week 2 Staff Meeting - Week 6 Pupil Free Day - Week 10 Staff Meeting	Pedagogical Mentor, Leader for Growth and Development + Executive Support: Newcastle University

SMART STRATEGY	MEASUREMENT OF IMPACT	WHEN	LEAD
<p><b>Term 3</b></p> <ul style="list-style-type: none"> <li>- Focus informed by data analysis in Term 2.</li> <li>- Professional Learning: Third Teacher and Culture of Learning - QTR</li> <li>- Review, reflect, and refine strategies to inform Term 4 planning</li> </ul>	Learning Walks and Talks Data	Staff Meetings	LGaD, PM
<p><b>Term 4</b></p> <ul style="list-style-type: none"> <li>Review and reflect.</li> <li>New syllabus.</li> <li>- PP+D: small faculty groups to look at progress. Collect data to track evidence of impact, connecting to high impact teaching strategies, and share success with staff.</li> <li>- Performance Band Descriptors and Common Grade Scale.</li> </ul>	- PP+D: sharing of growth	Pupil Free Day - Week 1 13/10/25 and Staff Meeting Week 8  Twilight PD Week 6	Pedagogical Mentor  Support: NESA Liaison Officer

Please indicate below how you will allocate professional learning time to support the priority and goals you have identified above:

**PROFESSIONAL DEVELOPMENT PLAN – Priority #2**

APST: *Which standard descriptors best align to and realise the identified priority?*

AWTL: *Which level of accreditation best aligns to and realises the identified priority?*

Term Week	Date	Focus	Staff and presenters involved	Professional Learning Type
Term 1				
Term 1 Week 3	12/2/25	PPD initial conversations	PM and LOL	<input type="checkbox"/> Full day / Pupil Free Day <input checked="" type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
Term 1 Week 11	10/4/25	Universal Design for Learning	PM and CSO Support	<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input checked="" type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
Term 1 Week 11	11/4/25	New Syllabus Training	PM and CSO Support	<input checked="" type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:

Term Week	Date	Focus	Staff and presenters involved	Professional Learning Type
<b>Term 2</b>				
Term 2 Week 1	30/4/25		PM and LOL	<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
Term 2 Week 6	6/6/25	High Impact Teaching Strategies	PM and CSO Support	<input checked="" type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
Term 2 Week 10	2/7/25	PPD mid-cycle conversations	PM and LOL	<input type="checkbox"/> Full day / Pupil Free Day <input checked="" type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
				<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:

Term Week	Date	Focus	Term 3	Staff and presenters involved	Professional Learning Type
Term 3	Ongoing	LWT Data	Term 3	LGaD	<input type="checkbox"/> Full day / Pupil Free Day <input checked="" type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
					<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
					<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
					<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:



Term Week	Date	Focus	Term 4	Staff and presenters involved	Professional Learning Type
Term 4 Week 1	13/10/25	New Syllabus Training	Term 4	PM and LOL	<input checked="" type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
Term 4 Week 6	19/11/25	Performance Descriptors		NESA Liasion Officer	<input type="checkbox"/> Full day / Pupil Free Day <input checked="" type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
Term 4 Week 8	3/12/25	PPD end cycle conversations		PM and LOL	<input type="checkbox"/> Full day / Pupil Free Day <input checked="" type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
					<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:

## DOMAIN 3: Wellbeing

**Goal 3:** For each learner to understand where, when and how they work best, and be empowered to participate in decision-making about their learning and wellbeing.

**Goal 4:** To build the capacity of educators to ensure that all students are known, their strengths are recognised and accommodated, diversity is celebrated, and each learner demonstrates growth.

**Goal 5:** To equip learners with the analytical, cognitive, digital, and social competencies that enables them to fully engage with and contribute to our changing world.

**Goal 6:** To build a cohesive culture that is inclusive of all students, with transparent academic and wellbeing structures that support and inspire their resilience and self-awareness.

### Goal

Consistent language and practices that promote a safe and supportive environment for learning.



### Goal Focus

Positive Behaviour for Learning - Student Engagement

### 2023

Attendance

### 2024

Attendance

### 2025

Positive Behaviour for Learning - Student Engagement

### EVIDENCE USED TO INFORM THE CHOSEN GOAL

Compass Chronicles - minimal positive merits  
 Referrals to AP  
 Macquarie University - series of surveys  
 Tell Them From Me

SMART STRATEGY	MEASUREMENT OF IMPACT	WHEN	LEAD
<i>What actions will we take to achieve the priority?</i>	<i>Evidence we will use to demonstrate progression, success criteria. What will we see, read, and hear?</i>	<i>What is the time frame for completion/ progression?</i>	<i>Who is responsible for ensuring we are on track?</i>
<b>Term 1</b>			
Establish PB4L - Establish a PB4L Team - Development of S&S for explicit teaching of priority behaviours	- Establish a PB4L Team, including rotation S&S established with staff and student engagement.	- Term 1, 2024 - Term 4, 2024	Executive PB4L Team Support: EAO - Positive Behaviour
<b>Term 2</b>			
Processes and learning - Professional Learning and embedded practice - OLT Academic, Social, and Emotional Needs: Understanding Students with Attention Deficit/Hyperactivity Disorder and Berry Street - Develop PB4L Tier 1 response continuum	- Professional Learning embedded practice - Whole school system for behaviour correction established	- Term 2 Week 6	Executive PB4L Team Support EAO: Professional Learning

SMART STRATEGY	MEASUREMENT OF IMPACT	WHEN	LEAD
<b>Term 3</b>			
Behaviour strategies - Reflect and review behaviour matrix for PB4L. - Compass Chronicles to align with PB4L Response Continuum	- Matrix developed and staff engagement - Development of Compass Chronicles		Executive PB4L Team Support: EAO - Positive Behaviour
<b>Term 4</b>			
Plan and develop -Review 2025 progress on PB4L core components.	-Redo TFI Survey data		Executive PB4L Team Support: EAO - Positive Behaviour

Please indicate below how you will allocate professional learning time to support the priority and goals you have identified above:

### PROFESSIONAL DEVELOPMENT PLAN – Priority #3

APST: Which standard descriptors best align to and realise the identified priority?

AWTL: Which level of accreditation best aligns to and realises the identified priority?

Term Week	Date	Focus	Staff and presenters involved	Professional Learning Type
<b>Term 1</b>				
Term 1 Week 2	Wed 5 Feb	PB4L Launch and short introduction for teaching staff Collaboratively established potential teaching activities for each behaviour	EVM	<input type="checkbox"/> Full day / Pupil Free Day <input checked="" type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
Term 1 Week 5	25 February 2025	PB4L whole staff Twilight - focus on establishing deeper understanding of core principles and impact on	EVM + implementation team	<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input checked="" type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
Term 1 Week 3-6	Tues 11/2 Tues 18/2 Tues 25/2 Tues 4/3	Berry St Online Training for 2 x LST staff for effective implementation of Tier 2 PB4L supports	Berry Street	<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other:

Term Week	Date	Focus	Staff and presenters involved	Professional Learning Type
<b>Term 2</b>				
Term 2 Week 6	19/5/2025	OLT Academic, Social, and Emotional Needs: Understanding Students with Attention Deficit/Hyperactivity Disorder	CSO Learning Support Team & AP & Learning Support Team	<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
	Tues 17/6/25	OLT Academic, Social, and Emotional Needs: Understanding Students with Attention Deficit/Hyperactivity Disorder - Follow Up	CSO Learning Support Team & AP & Learning Support Team	<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input checked="" type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
	8/9 May 2025 12/13 June 2025	Berry Street face to face training Newcastle for 2 staff for effective implementation of Tier 2 interventions and support	Berry Street	<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input checked="" type="checkbox"/> Other: 2 staff atten
				<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:

Term Week	Date	Focus	Staff and presenters involved	Professional Learning Type
<b>Term 3</b>				
3	TBC	Review and renew Behaviour Matrix	EVM and Implementation team	<input type="checkbox"/> Full day / Pupil Free Day <input checked="" type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
		Review Compass chronicle data (number of negative/number of positive entries)	Implementation team	<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
				<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
				<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:

Term Week	Date	Focus	Term 4	Staff and presenters involved	Professional Learning Type
Term 4 Week ?	TBC	OLT Academic, Social, and Emotional Needs: Understanding Students with Attention Deficit/Hyperactivity Disorder		CSO Learning Support Team & AP & Learning Support Team	<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input checked="" type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
					<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
					<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other:
					<input type="checkbox"/> Full day / Pupil Free Day <input type="checkbox"/> After-school / Staff meeting time <input type="checkbox"/> After-school / Twilight <input type="checkbox"/> Online <input type="checkbox"/> Other: