



Notre Dame College

Curriculum Review

2016 - 2017

Interim Report

Review Facilitator: Liz Monahan (in collaboration with the NDC Reference Group)

Purpose of the Review

The purpose of the review is to identify the particular strengths and challenges associated with the curriculum at Notre Dame College from years 7 to 12, with a view to making recommendations to the College Leadership Team for ongoing improvement and maximizing of student learning and wellbeing outcomes. It aims to ensure that Notre Dame students are being offered an excellent contemporary curriculum which allows them to achieve their personal best and access appropriate pathways beyond school.

Context

As part of its process of review of the educational program offered at Notre Dame College, the College has sought a review of its curriculum from year 7 to year 12.

The subjects currently offered at each year level and the number of 'short' periods per subject per cycle can be found at Appendix 1. The current timetable structure is based on a 10-day cycle with six 47-minute periods/day. These are timetabled as either 'longs' (double periods) or 'shorts' (single periods).

Under the overall leadership of the Principal, curriculum leadership is vested in the Deputy Principal Learning and Teaching, the Learning and Teaching Leader (years 7-10), Learning and Teaching Facilitator (year 9), the Learning and Teaching Leader (VCE), Learning Area Coaches, leaders in e-learning, numeracy and literacy and the Professional Practice Leader. The leadership structure is detailed in Appendix 2.

AusVELS English, Mathematics, History and Science have been introduced in years 7 to 10 and the process of translation to the Victorian Curriculum in 2017 is currently taking place. Some course documentation is available on Moodle and the College w-drive, with the focus now on moving to shared google documents. Work has been done on documenting the curriculum across each of the Learning Areas and this work continues.

There is evidence of a declining academic standard in both NAPLAN and VCE results and a perception that students are not challenged to excel by moving out of their comfort zone. It has been acknowledged by secondary principals in the Sandhurst Diocese that their schools place significant emphasis on student wellbeing and have achieved great success in this area, but give insufficient weight to academic achievement leading at times to complacency and lack of ambition. There is not an universal understanding that the wellbeing needs of most students are best addressed through provision of a challenging and rigorous curriculum which allows them to reach their potential.

Notre Dame is mindful of the potential impact of a new Catholic P – 12 school in Kialla and improvements in local government schools.

In the whole college context, the following initiatives have been recently introduced

or are in process:

- Development of a Learning and Teaching Charter (as recommended by the Review of Years 7 & 8 Curriculum 2015)
- A year 7 – 12 curriculum-mapping audit
- Professional Learning Teams, comprising year level subject-based teams of teachers, to collaboratively plan for curriculum delivery
- Addition of a fourth Deputy Principal for 2016
- Movement from Learning Area Conveners to Learning Area Coaches
- Addition of leaders in e-learning, numeracy and literacy
- A Professional Practice Leader who supports the Learning Area Coaches in teacher coaching roles

This review endorsed and incorporated the following reviews which have taken place in recent years:

- CoSSI Review 2015
- Review of Years 7 & 8 Curriculum 2015
- CoSSI Learning and Teaching Review 2014
- Review of Year 9 program 2014
- VCAL Review 2014

Methodology and Timeline for the Review

Initial planning for the review involving the principal, leadership team and external facilitator, commenced in March 2016. A College Reference Group was formed to oversee the process, in collaboration with the external facilitator.

The members of the Reference Group were as follows:

Kris Walker	Deputy Principal Learning and Teaching
Sarah Baglin	Year 9 staff member
Jen Frisardi	Learning and Teaching Leader (years 7-10)
Leisa Gill	Learning and Teaching Leader (VCE)
John Malloy	Knight St staff member
Susan Nabbs	Director of Year 9
Hannah Slosarski	Knight St staff member
Damian Smith	Learning and Teaching Facilitator (year 9)
Liz Monahan	External facilitator

Following initial consultation of the facilitator with staff and key leaders, the reference group met on 18 May to determine the scope, methodology, timeline and reporting for the review. This preliminary report was completed in August 2016, identifying recommendations to be further explored and implementation plans. Data collection and analysis continued throughout 2016 and into 2017, with a view to implementation in 2018. A timeline is attached (Appendix 3).

As significant student surveys had been conducted in 2015, these were not repeated in this review. Senior students and those in leadership roles were consulted via

focus groups. Parents were invited to respond to a survey on their perceptions of the strengths and deficiencies of the current curriculum and invited to share their views in a focus group. The Parish Priest who is the Canonical Administrator of the College and the Board Chair were kept informed throughout the process and consulted regularly.

Focus areas for the Review

Following perusal of the previous reviews and consultation with staff and key leaders, the follow focus areas for this review were identified

- The structure of the Notre Dame day and cycle
- Construction of the timetable
- The Learning and Teaching Framework
- Subject Offerings in years 7 to 10
- The organisation of VCE, VET and VCAL
- Content of individual subjects
- Curriculum documentation
- Use of data
- Contemporary pedagogy
- Assessment and feedback
- Protection of scheduled class time
- The appropriate place of Religious Education and Mass attendance in the curriculum
- Professional learning
- Physical settings to optimize learning
- Teacher workload

Evaluation

Targets were set as follows:

VCE median score to increase from 28 in 2015 to 30 in 2020

VCE % scores over 40 to increase from 2.6% to 6.4% in 2020

Over 30% of students to show High growth from year 7 to year 9 in NAPLAN data across all dimensions by 2020

Insight SRC Teaching Climate Aggregate Indicator to increase from 62.15 in 2015 to 78 in 2020 (mean is 78 – note has steadily increased over last three years)

Insight SRC Student Wellbeing Aggregate Indicator to increase from 63.71 in 2015 to 78 in 2020 (mean is 78 – note has fluctuated over last three years)

REVIEW REPORT

1. STRUCTURE

1.1 Composition of the Notre Dame period, day, cycle and year

The consensus of staff is that the current structure of 'long' and 'short' periods is no longer the optimum arrangement for student learning at Notre Dame. It lacks flexibility, reduces the number of student contacts in a cycle in core subjects and suffers more when students are absent from class for other college activities and public holidays. Younger students in theoretical subjects in particular find concentration in a 'long' difficult. There is no formal time allowed for assemblies. Although it was introduced to reduce movement around the campus, this result can be achieved through creative timetabling. The current two week cycle appears effective, although makes it difficult to timetable part time staff at the same times each week under the current timetable.

Recommendation #1.11

That the organization of the Notre Dame day be reviewed to

- create maximum contact time
- facilitate periods of equal length which may be grouped into doubles as required
- retain the two week cycle
- retain the pastoral period
- consider options for common lessons to facilitate assemblies, Masses, etc.
- consider the balance between semesters one and two
- consider whether the Year 9 Program at Emmaus Campus should retain a different timetable structure and organization of day
- make a recommendation regarding morning pastoral time and afternoon locker time

It is noted that bus times and the St Brendan's lunch and recess times are constraints.

Implementation Plan for Recommendation #1.11

Responsibility: This recommendation is to be implemented by the Curriculum Reference Group with the support of the external facilitator.

Timeframe: To be completed by the end of the 2016 school year

Recommendation #1.12

That an audit of activities which result in students missing scheduled class time be conducted to ascertain the educational value of each activity and make recommendations as to whether it should be retained, abandoned or managed differently.

Implementation Plan for Recommendation #1.12

Responsibility: The research to implement this recommendation will be conducted by the Deputy Principal – College Operations. A collated summary will be considered by the Leadership Executive and where relevant other groups within the college will be consulted prior to decisions taken on the future of each activity.

Timeframe: The audit will be commenced in term three 2016, taking into consideration activities which have resulted in students missing class time to date in 2016, and conclude at the end of the year. The results will be collated and implementation will be undertaken progressively as they become available.

Recommendation #1.13

That the number of days or part days that part time staff are required on campus under a revised timetable be clarified and documented.

Implementation Plan for Recommendation #1.13

Responsibility: This recommendation is to be implemented by the Curriculum Reference Group with the support of the external facilitator.

Timeframe: To be completed in 2017, with recommendations considered by the Leadership Executive and implemented in 2018.

1.2 The Place of Mass attendance at Notre Dame

Currently Religious Education classes from years 7 to 10 are timetabled at the beginning of the day for a 'long' period once per cycle to facilitate student attendance at the community Mass in the Parish. Senior Religious Education classes are similarly timetabled, although their Mass attendance is slightly less. These arrangements are the first to be considered in the construction of the timetable and place significant limitations on creative use of the timetable to facilitate other programs. In addition, a significant amount of learning time is used and therefore not available otherwise, an important consideration given the request for greater emphasis on learning and teaching. Mass attendance is supported by the Parish Priest and the Chair of the College Board who see that it allows students to learn about symbol and ritual and gives them insight into Catholicism they don't get in the classroom. It should be seen in the context of 48% of the student population not Catholic. It is suggested that many of the advantages of Mass attendance could be retained through less frequent attendance.

Recommendation #1.21

That timetabled class attendance at the community Mass be discontinued. Exploration of other models of mass attendance such as in Religious Education classes or in House groups or year levels at assembly or other times should be undertaken. Such exploration should be done in the light of the recommendations of the ECSI project and should ensure a continued regular presence at the parish community Mass.

Implementation Plan for Recommendation #1.21

Responsibility: This recommendation is to be implemented by the Principal in conjunction with the Parish Priest, the Deputy Principal Catholic Identity and the Religious Education Learning Area Coach.

Timeframe: A proposed schedule will be developed in 2017 for implementation on a trial basis in 2018.

2. CURRICULUM STRUCTURE, CONTENT AND DOCUMENTATION

2.1 Years 7 – 10

Student experience in the classroom at Notre Dame College is generally positive. However, although students are compliant, their levels of engagement in the curriculum are not high. This may be addressed by changes to both curriculum content and pedagogy. Staff expressed significant concerns about the balance of subject offerings and time allocations in the curriculum at years 7 to 10. The content and balance does not reflect the Australian Curriculum or new Victorian Curriculum in that it does not include a number of subject areas such as commerce, civics, health and digital technologies. It has minimal performing arts inclusions and does not reflect the government priority for learning a language other than English. A unique program is currently offered on the Emmaus Campus for year 9 students. A broad range of electives is offered at years 9 and 10.

In addition to the generally administrative time at the beginning of each day, each class has a timetabled pastoral lesson once per cycle. Currently the use of this time is determined by the relevant Head of House and there is no school wide pastoral curriculum.

Recommendation #2.11

The structure of the curriculum from years 7 to 10 be reviewed in the light of the developing Notre Dame Learning and Teaching Charter and practice at other schools to

- recommend which subjects should be studied and
 - at which year level
 - whether core or elective
 - how much time should be allocated
 - whether year long or semester length or term length
- investigate the options for integrated studies
- incorporate a focus on literacy and numeracy
- address the imperatives of the Victorian Curriculum
- review the access of year 10 students to VCE units

Implementation Plan for Recommendation #2.11

Responsibility: This recommendation is to be implemented by the Curriculum Reference Group with the support of the external facilitator.

Timeframe: To be completed by the end of April 2017

Recommendation #2.12

That the recommendations from the Year 9 Review 2014 which refer to the Outward Bound Program (Section 3.2) be revisited and a formal response made to each.

Implementation Plan for Recommendation #2.12

Responsibility: This recommendation is to be implemented by the Director of Year 9 with the support of the Learning and Teaching Facilitator (Year 9)

Timeframe: To be completed by the end of 2016

Recommendation #2.13

That the pastoral program which is delivered once per cycle across the college be reviewed to reflect an articulated, documented pastoral curriculum which is consistent across the college and addresses the emotional and social needs of students and clarifies the expectations of the pastoral group leader.

Implementation Plan for Recommendation #2.13

Responsibility: This recommendation is to be implemented collaboratively by the Heads of House, led by the Deputy Principal Wellbeing

Timeframe: To be completed by the end of 2017 for implementation in 2018

2.2 Years 11 – 12

The curriculum offerings of VCE, VET and VCAL were generally seen to be comprehensive and targeted, although possible modifications would improve the efficiency and effectiveness of delivery. Of particular concern to some staff was the absence from scheduled classes of students undertaking external VET units. There is concern that VCE subjects do not meet VCAA recommendations with respect to time owing to interruptions.

Recommendation #2.21

That the senior years curriculum structure be examined to:

- review the blocking arrangements at each level
- review the number of classes allocated to each unit

Implementation Plan for Recommendation #2.21

Responsibility: This recommendation is to be implemented by the Curriculum Reference Group with the support of the external facilitator.

Timeframe: To be completed by the end of 2017

Recommendation #2.22

That the organization of senior years curriculum be examined to:

- explore timetabling options to limit the impact of external VETs on other subjects

- review the criteria for subjects to run at VCE level
- review the early commencement program
- consider the options for supervision of students in study time at VCE

Implementation Plan for Recommendation #2.21

Responsibility: This recommendation is to be implemented by the Deputy Principal (Learning and Teaching) in conjunction with the Learning and Teaching Leader (VCE).

Timeframe: To be completed by the end of 2017 for implementation in 2018.

Recommendation #2.23

That the recommendations from the VCAL Review 2014 be revisited and a formal response made to each.

Implementation Plan for Recommendation #2.23

Responsibility: This recommendation is to be implemented by the VCAL Leader with the support of the Learning and Teaching Leader (VCE) and the Deputy Principal Learning and Teaching

Timeframe: To be completed by the end of 2016

2.3 The Place of Religious Education in the curriculum

In years 7 & 8, Religious Education is allocated the equivalent of 8 lessons per cycle, the same as English and one less than Mathematics. In year 9, the time allocation is slightly less than for English and Mathematics, in year 10 the same for one semester and less for the other. Comparisons with other schools suggest this is a significantly greater share of the curriculum time than in other places. Under the current structure, one lesson per cycle is allocated to Mass attendance. At this point in time, the Religious Education curriculum has not been fully mapped against the Australian or Victorian Curriculum or the Sandhurst Diocese *Source of Life* framework. Observations in classes indicate a variety of approaches to Religious Education, some of which were authentic and rigorous but others not appearing to best utilize the time.

Recommendation #2.31

That the time allocation for Religious Education at each level be reviewed along with that of other subjects in the curriculum and in the light of the learning and teaching charter and practice at other schools, to achieve a balance between the development of the skills and knowledge inherent within the Catholic faith and the demands of the secular curriculum.

Implementation Plan for Recommendation #2.31

Responsibility: This recommendation is to be implemented by the Curriculum Reference Group with the support of the external facilitator.

Timeframe: To be completed by the end of April 2017

Recommendation #2.32

That the Religious Education curriculum be reviewed to identify essential skills and knowledge and content which is relevant and appropriate, a commitment to common curriculum in this area be affirmed and this curriculum be mapped as appropriate against the Victorian Curriculum and the Sandhurst Diocese *Source of Life* framework.

Implementation Plan for Recommendation #2.32

Responsibility: This recommendation is to be implemented by the Deputy Principal Learning and Teaching in conjunction with the Deputy Principal Faith and Mission and the Religious Education Learning Area Leader.

Timeframe: To be completed by the end of April 2017 for implementation in 2018.

2.4 Assessment and Reporting

As reported in the review of Years 7 & 8 curriculum, there is significant difference in the development and use of rubrics for the assessment of work. There also seems to be significant differences in the extent to which rubrics assess the skills described in the AusVELS standards. This seems to be connected to some subject areas focusing on content rather than skills. Most, if not all assessments appeared to be summative. There was little evidence of mastery learning or re-visiting a topic after testing. In addition, many of the assessments seemed to focus on recall, explanation, comprehension and 'testing', rather the development of higher order skills such as evaluation, drawing of conclusions or application of learning.

While online progressive feedback has been introduced at the College, concern has been expressed about its effectiveness and efficiency and the quality of the feedback received. It is seen as summative rather than formative.

Surveys have shown that while students regularly do homework, they view it as closely connected to their classwork and rarely creative or new work.

Recommendation #2.41

That PLTs continue to develop rubrics for assessment tasks and to focus on the use of formative assessment in informing teaching practice when students have not mastered a skill.

Implementation Plan for Recommendation #2.41

Responsibility: This recommendation is to be implemented by the Deputy Principal Learning and Teaching in collaboration with the three Learning and Teaching Leaders/Facilitator

Timeframe: To be completed by the end of 2017

Recommendation #2.42

That the system of online progressive feedback be reviewed and compared with

best practice in other schools to determine whether it is meeting its objectives.

Implementation Plan for Recommendation #2.42

Responsibility: This recommendation is to be implemented the Deputy Principal Learning and Teaching in collaboration with the three Learning and Teaching Leaders/Facilitator

Timeframe: To be completed by the end of 2017

Recommendation #2.43

That a working party be developed to review the philosophy and practice of homework, with a view to introduction of more creative and interesting activities.

Implementation Plan for Recommendation #2.43

Responsibility: The principal is to convene a Homework Policy Working Party under the direction of the Deputy Principal Learning and Teaching

Timeframe: To be completed by the end of 2019

2.5 Documentation

As noted by the Years 7&8 Curriculum Review, during the past few years there has been a focus at the college on writing of curriculum documentation across the Learning Areas in a common format. The review noted the following points which remain valid and also apply to years 9 & 10:

- There is variability in where each Learning Areas is at with documentation and it remains a work in progress. Many of the documents have been loaded onto Moodle, very few on to Google Docs.
- A number of Learning Areas are still in transition between VELS and the Australian Curriculum.
- Many unit outlines focus on content more than skills and there seems to be a lot of staff emphasis completion of courses. It is not clear as to what are the essential skills for students to have acquired in each Learning Areas.
- English and Mathematics were the only two Learning Areas that have a clearly documented scope and sequence.
- There is little evidence of cross-curricular activities or inter-personal skill development in the documentation.

It will be necessary to complete curriculum documentation for new subjects to be introduced in 2018.

Considerable variation in documentation, course content and assessment was noted between classes in the same subject at the same level. It would generally be accepted that as a matter of justice to students, there should be common curriculum and assessment, while still leaving scope for the individual style and delivery of each teacher.

Recommendation #2.51

That prior to any further curriculum documentation, Learning Areas complete the vertical skills audit across 7 to VCE and implement a horizontal audit across years 7 to 10, in order to determine the 'essential learning' that all students need to have mastered to move to the next level of learning and identify the 'nice to know' areas of skill or content that could be reduced or removed to 'de-clutter' the curriculum, allowing teachers to cover less but go deeper in the learning. The horizontal audit would also provide an opportunity to consider cross-learning area skills and provide better coordination of course outcomes.

Implementation Plan for Recommendation #2.51

Responsibility: This recommendation is to be implemented by the Learning and Teaching Leaders under the direction of the Deputy Principal Learning and Teaching and with the support of the Learning Area Coaches and teachers.

Timeframe: A process to be developed in 2016, with the audit to be completed by the end of semester one 2017

Recommendation #2.52

That once decisions have been made on subjects to be taught in 2018, curriculum writing commence under an agreed format and templates for course, unit and lesson planning, with a focus on the inclusion of higher order skills (analysis, interpretation, synthesis, critical thinking) in program documentation, delivery and assessments and less emphasis on content. Expectations should be set regarding location of documentation, format and timelines.

Implementation Plan for Recommendation #2.52

Responsibility: This recommendation is to be implemented by the Learning and Teaching Leaders under the direction of the Deputy Principal Learning and Teaching and with the support of the Learning Area Coaches and teachers.

Timeframe: To be completed by the end of 2017

Recommendation #2.53

That curriculum documentation for compliance with the Victorian Curriculum be limited to the minimum in 2017, with greater emphasis given to documentation of the new curriculum to be introduced in 2018.

Implementation Plan for Recommendation #2.53

Responsibility: This recommendation is to be implemented by the Learning and Teaching Leaders under the direction of the Deputy Principal Learning and Teaching and with the support of the Learning Area Coaches and teachers.

Timeframe: To be completed by the end of 2016

Recommendation #2.54

That a policy of common curriculum and common assessment in a given subject at a given level be implemented across the college.

Implementation Plan for Recommendation #2.54

Responsibility: This recommendation is to be implemented by the Learning and Teaching Leaders under the direction of the Deputy Principal Learning and Teaching and with the support of the Learning Area Coaches.

Timeframe: Ongoing

3. PEDAGOGY

3.1 Contemporary Learning and Teaching

Notre Dame currently has adopted a Learning and Teaching Charter. It has been identified that there now exists a need to complement this document with a Learning and Teaching Instructional Framework which gives direction to teachers in planning successful delivery of engaging and effective courses of study.

Classroom observations confirm the findings of other reviews that students are compliant and respectful and that relationships between teacher and students are positive. Data from earlier surveys confirms a trend common in schools where students in junior years are overwhelmingly positive in terms of their wellbeing, connectedness to school and safety, whereas they are significantly less so in later years.

Considerable professional learning has taken place in recent years to explore contemporary pedagogy and there are many promising initiatives and practices. However, learning still tends to be largely individual and that there is not a lot of collaborative work undertaken. This was highlighted in the classroom observations where the pedagogical practice observed was quite didactic, with the teacher controlling the learning space. Students sitting in rows for many lessons does not appear to facilitate collaborative learning, shown by research to improve student learning outcomes.

Learning appears to be heavily text based in many subjects, with little opportunity to explore a variety of learning styles and hands on activities. Notebook computers seem to be used for research, word processing, PowerPoint and emails, rather than exploring a wider range of creative usage.

While learning intentions are identified in some classes, and some students were able to explicitly name learning goals, these is by no means universal. Many staff appeared to have little understanding of differentiation and personalised learning, particularly when it comes to meeting the needs of higher achieving students.

2015 Insight SRC School Improvement Surveys indicate that students are at about the median of Victorian secondary schools in their perception of *purposeful teaching* at the College. Teachers rate *teacher confidence*, *engaging practice* and *quality teaching* around the lowest quartile of schools.

Currently students are organized into House groups for learning and teaching and in

recent years the Head of House has assumed prime responsibility for monitoring their academic progress. This may have unplanned implications for improving student learning outcomes.

Recommendation #3.11

That a Learning and Teaching Instructional Framework be adopted

Implementation Plan for Recommendation #3.11

Responsibility: This recommendation is to be implemented by the Learning and Teaching Leaders under the direction of the Deputy Principal Learning and Teaching and with the support of the curriculum team and teachers.

Timeframe: End of 2017

Recommendation #3.12

That continued emphasis be placed to encourage teachers to adopt contemporary learning and teaching practices including self directed learning, collaborative learning, problem solving, high expectations of students, creative use of technology, identification of learning intentions and learning goals and flexible seating arrangements.

Implementation Plan for Recommendation #3.12

Responsibility: This recommendation is to be implemented by the Learning and Teaching Leaders under the direction of the Deputy Principal Learning and Teaching and with the support of the curriculum team and teachers.

Timeframe: Ongoing

Recommendation #3.13

That the influence of the House system on academic outcomes be investigated.

Implementation Plan for Recommendation #3.13

Responsibility: This recommendation is to be implemented Leadership Executive

Timeframe: 2019

3.2 Teamwork and Professional learning

If the College is to make a commitment to differentiation and personalised learning, it needs to embed this in teacher practice in all areas and ensure that all teachers have the necessary pedagogical knowledge, data literacy and technological skills to ensure success. Currently there is no clearly articulated professional learning plan for the whole college which is based on its strategic plan and underpins the professional learning needs of each staff member. Professional learning is largely viewed by staff as an individual activity supported by an individual budget.

Professional Learning Teams are in place at Notre Dame and most meet regularly, although some interact online only and most limit their meetings to development of course content, rather than pedagogy and contemporary learning and teaching

practice. They are potentially a valuable forum for professional discussion and collaboration, involving the shared use of data and formative assessment to inform teaching practice and improve student outcomes, as recommended by the CoSSI Learning and Teaching Review.

From the beginning of 2016, the Learning Area Leaders have been in a coaching role, giving them the opportunity to work with individual staff to build capacity and improve pedagogical practice. In addition, some Learning Areas have introduced peer visitation as a component of their shared practice.

It was noted that little time has been devoted to professional learning in the area of Learning and Teaching, with only one full day allocated in 2016 in addition to the student free days at the end of the year. In order to progress contemporary pedagogy as a major school priority, a significant time commitment is required with careful planning to utilize it effectively.

Recommendation #3.21

That professional learning be reconceptualised as a whole school activity and a five year whole school professional learning plan based on the school strategic plan be articulated from which teachers develop their own individual learning plans.

Implementation Plan for Recommendation #3.21

Responsibility: This recommendation is to be implemented by the Leadership Executive

Timeframe: To be completed and enacted by the end of 2018

Recommendation #3.22

That the purpose, function, leadership and accountability of professional learning teams be reviewed to change the focus from course writing to collaborative learning, the *data, differentiation and delivery* model initially envisaged.

Implementation Plan for Recommendation #3.22

Responsibility: This recommendation is to be implemented by the Leadership Executive

Timeframe: To be commenced immediately and completed and enacted by the end of 2018

Recommendation #3.23

That the recent initiatives around coaching and peer visitation be refined, enhanced and extended across the College.

Implementation Plan for Recommendation #3.23

Responsibility: This recommendation is to be implemented by the Leadership Executive

Timeframe: Ongoing

Recommendation #3.24

That at least two or three whole days annually be allocated to full teaching staff professional learning in the area of curriculum in 2017 and 2018, with additional time being made available in blocks to Learning Areas for planning purposes.

Implementation Plan for Recommendation #3.24

Responsibility: This recommendation is to be implemented by the Leadership Executive

Timeframe: 2016 - 2018