

2024 Annual Implementation Plan

for improving student outcomes

Bass Coast College (8736)



Submitted for review by Darren Parker (School Principal) on 07 February, 2024 at 04:09 PM
Endorsed by Robert Juratowitch (Senior Education Improvement Leader) on 09 February, 2024 at 11:12 AM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Emerging
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

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

Future planning	<p>This year has seen enormous engagement from staff with a central focus on 'how we teach' based on the cocreated Bass Coast College Learning Cycle. The success in bringing staff together was evident across all categories seen in our staff survey. Staff have a high level of trust, they feel supported by colleagues and leadership and can see the value in collaborating, using observations to improve practice and are open to try new things and learn. The next steps for us in 2024 are to work with students on their roles and responsibilities as a learner and how this fits into the BCCLC. This work will see us having a focus in 2024 on 'Student Engagement' with Student Voice and Agency being central to this work. Learning specialists will be working with staff to gain a greater understanding on how to access and interpret data and use this to identify an area of inquiry to work on in PLT's. We learnt from 2022 and 2023 that the narrower the focus for staff, the greater the impact so all professional inquiries must have common elements that include identified problem through data, involvement of students to identify assumptions and clarify the problem, continued focus on our teaching practice, and student voice and agency being used for insights into progress and impact. SWPBS will complement this work and provide both staff and students greater supports in understanding the expectations around behaviour and their alignment to our college values. The BCCLC and the SWPBS will provide students and staff with a common language to support teaching and learning for all.</p>
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	Yes	Support for the priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>In 2023 programs were put in place to support students needing extra support and for students to be extended. This program was compromised in 2023 due to staffing challenges. 2024 Learning: MYLNS staff employed specifically for the role in both Maths and English in Year 10. Support program coordinator employed for both 7-9 campuses to support SELP and Year 8 classes with students identified with lower than expected Literacy and Numeracy. Support program coordinator and D and I coordinator working with staff to build capacity in providing learning adjustments for students. 2024 Wellbeing: Staff will be upskilled in the use of the High Impact Wellbeing Strategies to implement in classes. SWPBS will be rolled out across the college to support staff and students. FLOW program will continue their efforts in tracking and monitoring of students. Increasing number of students completing general assessments and providing more hands on learning experiences.</p>
Improve student learning growth across the college	Yes	<p>By 2024 the proportion of students achieving high benchmark growth in:</p> <ul style="list-style-type: none"> • Reading will increase 23 per cent in 2019 to 26 per cent, • Writing will increase 26 per cent in 2019 to 28 per cent, • Numeracy will increase 25 per cent in 2019 to 27 per cent. <p>By 2024 the proportion of students maintaining top 2 bands in:</p> <ul style="list-style-type: none"> • Reading will increase 51 per cent in 2019 to 60 per cent, • Writing will increase 25 per cent in 2019 to 40 per cent, • Numeracy will increase 56 per cent in 2019 to 65 per cent. <p>By 2024 the number of students assessed above age expected level at year 7-10</p> <ul style="list-style-type: none"> • Reading and Viewing will increase 18 per cent in 2019 to 20 per cent, • Writing will increase 15 per cent in 2019 to 20 per cent, • Number and Algebra will increase from 16 per cent in 2019 to 20 per cent. <p>By 2024 the proportion of positive response in the School Staff Survey element</p> <ul style="list-style-type: none"> • Academic emphasis will increase from 38 per cent in 2019 to 50 per cent, • Collective efficacy will increase from 45 per cent in 2019 to 57 per cent, • Teacher collaboration will increase from 47 per cent in 2019 to 55 per cent. 	<p>Relative Growth (Interim)High growth increase:Reading 26% in 2023 to 30% in 2024Numeracy 15% in 2023 to 20% in 2024</p> <p>Year 9 Proficiency Exceeding/Strong Increase:Reading 57% in 2023 to 60% in 2024Writing 52% in 2023 to 55% in 2024Numeracy 51% in 2023 to 55% in 2024</p> <p>Naplan data changes do not align with this measure</p> <p>Improvements in positive endorsement from 2023 to 2024Collective efficacy: 66% (2023) to 70% in 2024Tacher collaboration: 64% (2023) to 68% in 2024Academic emphasis: 40% (2023) to 45% in 2024</p>
Improve student outcomes in all senior certificates	No	<p>By 2024 the VCE all study mean will increase from 27.2 in 2019 to 28.8</p> <p>By 2024 the VCE mean study score for English will increase from 25.9 in 2019 to 28.5</p> <p>By 2024 the proportion of VCE study scores of 40 or more will increase from 3.0 per cent in 2019 to 5.0 per cent</p> <p>By 2024 the VASS Report 20 matched cohort percentile from Year 9 will increase from -24 per cent to -10 per cent</p>	

Improve student engagement	Yes	By 2024 the proportion of positive response to Student voice and agency in the Student Attitude to School Survey will increase <ul style="list-style-type: none"> from 34 per cent across Year 7-9 in 2019 to 43 per cent from 29 per cent across Year 10-12 in 2019 to 43 per cent 	Student voice and agency in the Student Attitude to School Survey will increase:Year 7-9: 43%Year 10-12: 43%
		By 2024 the proportion of positive response to Motivation and interest in the Student Attitude to School Survey will increase <ul style="list-style-type: none"> from 51 per cent across Year 7-9 in 2019 to 57 per cent from 52 per cent across Year 10-12 in 2019 to 60 per cent 	Motivation and interest in the Student Attitude to School Survey will increase:Year 7-9: 57%Year 10-12: 60%
		By 2024 average absence days per student will decrease form 23.2 days in 2019 to 19 days.	Hit target of average absence days per student to 19
Improve engagement and wellbeing for identified vulnerable students	No	By 2024 the proportion of students re-engaging into viable pathways will increase from 30 per cent in 2020 to 50 per cent.	
		By 2024, for those students with attendance above 50 per cent, the proportion of students successfully completing three or more Individual Education Plan goals per cycle will increase from 15 per cent in 20 to 40 per cent.	

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	
12-month target 1.1-month target	In 2023 programs were put in place to support students needing extra support and for students to be extended. This program was compromised in 2023 due to staffing challenges. 2024 Learning: MYLNS staff employed specifically for the role in both Maths and English in Year 10. Support program coordinator employed for both 7-9 campuses to support SELP and Year 8 classes with students identified with lower than expected Literacy and Numeracy. Support program coordinator and D and I coordinator working with staff to build capacity in providing learning adjustments for students. 2024 Wellbeing: Staff will be upskilled in the use of the High Impact Wellbeing Strategies to implement in classes. SWPBS will be rolled out across the college to support staff and students. FLOW program will continue their efforts in tracking and monitoring of students. Increasing number of students completing general assessments and providing more hands on learning experiences.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2024.	
Goal 2	Improve student learning growth across the college	
12-month target 2.1-month target	Relative Growth (Interim) High growth increase: Reading 26% in 2023 to 30% in 2024 Numeracy 15% in 2023 to 20% in 2024	

12-month target 2.2-month target	Year 9 Proficiency Exceeding/Strong Increase: Reading 57% in 2023 to 60% in 2024 Writing 52% in 2023 to 55% in 2024 Numeracy 51% in 2023 to 55% in 2024	
12-month target 2.3-month target	Naplan data changes do not align with this measure	
12-month target 2.4-month target	Improvements in positive endorsement from 2023 to 2024 Collective efficacy: 66% (2023) to 70% in 2024 Tacher collaboration: 64% (2023) to 68% in 2024 Academic emphasis: 40% (2023) to 45% in 2024	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Professional leadership	Develop capability and cohesion in the college extended leadership team (Principal class; Leading Teachers; Learning Specialists)	No
KIS 2.b Excellence in teaching and learning	Develop and implement an agreed Instructional model	No
KIS 2.c Excellence in teaching and learning	Embed teacher learning and collaboration through an evidence based Professional Learning Community	Yes
KIS 2.d Excellence in teaching and learning	Develop a whole school approach to classroom observation	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.	2023 saw huge improvements in staff opinion survey in all areas related to the focus work in 2023. The PLT teams were effective in providing a forum to discuss practice, share strategies and compare outcomes. The staff data identified an area needing further development is understanding and using data. Learning specialists and the AP1's (T&L) will work with staff in 2024 to build capacity to understand how to read,collect and action data.	
Goal 4	Improve student engagement	
12-month target 4.1-month target	Student voice and agency in the Student Attitude to School Survey will increase: Year 7-9: 43% Year 10-12: 43%	
12-month target 4.2-month target	Motivation and interest in the Student Attitude to School Survey will increase: Year 7-9: 57% Year 10-12: 60%	
12-month target 4.3-month target	Hit target of average absence days per student to 19	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Positive climate for learning	Build teacher and student understanding of student voice and agency	Yes
KIS 4.b Positive climate for learning	Develop and implement student agency incorporating individual learning goals	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.

A big body of work in 2023 was to develop and implement our BCCLC. 2024 PLT's will focus on trialing strategies to include student voice and agency into the classroom, with the intention of providing a more connected experience for the student and teacher and increasing motivation and interest.

Define actions, outcomes, success indicators and activities

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.			
12-month target 1.1 target	In 2023 programs were put in place to support students needing extra support and for students to be extended. This program was compromised in 2023 due to staffing challenges. 2024 Learning: MYLNS staff employed specifically for the role in both Maths and English in Year 10. Support program coordinator employed for both 7-9 campuses to support SELP and Year 8 classes with students identified with lower than expected Literacy and Numeracy. Support program coordinator and D and I coordinator working with staff to build capacity in providing learning adjustments for students. 2024 Wellbeing: Staff will be upskilled in the use of the High Impact Wellbeing Strategies to implement in classes. SWPBS will be rolled out across the college to support staff and students. FLOW program will continue their efforts in tracking and monitoring of students. Increasing number of students completing general assessments and providing more hands on learning experiences.			
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy			
Actions	Consolidate MYLNS program with consistent staff Extra staff support for Numeracy and Literacy enrichment classes Develop and implement BOOST curriculum Create BOOST session curriculum materials. Dedicated teacher meeting time to build capacity of staff in making reasonable adjustments to curriculum			
Outcomes	Leaders will: develop curriculum material and support staff in delivering the learning support programs. Teachers will: deliver the learning program and provide targeted support; will see gains in learning confidence and growth as a result of increased support Students will: articulate and utilize improved study habits and skills; have greater voice in learning and providing feedback to staff; feel supported in learning at their point of need.			
Success Indicators	Student feedback surveys Toolbox for literacy and numeracy support developed and shared on Teams Minutes and actions documented from meetings Curriculum developed for Literacy and Numeracy enrichment classes Improvements in AtoSS; Sense of confidence (49%)			
Activities	Who	Is this a PL priority	When	Activity cost and funding streams
Induction for new Student Learning support coordinators	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$500.00
PD for staff to build capacity in making adjustments to teaching resources and practices.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Actions	Wellbeing team to work with staff in understanding the Wellbeing high impact strategies. FLOW to investigate hands on learning activities for students. Leadership to work with staff to understand SWPBS.			
Outcomes	Leaders will: lead the teams to develop the processes and understanding of the SWPBS Teachers will: have an understanding of the framework of SWPBS and will have the skills to be able to implement the steps and processes. Students will: feel more supported with consistent processes and practices.			
Success Indicators	SWPBS documents developed Improvements in AtoSS in category of Effective classroom behaviour Staff can articulate clearly defined set of processes Students can articulate expected behaviours Staff have HIWH evidenced in lesson structure			
Activities	Who	Is this a PL priority	When	Activity cost and funding streams
Whole college PD to launch action plan and map out next steps	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,000.00
SIT created and meet regularly to build/implement action plan	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PD in staff meetings to work with staff on building capacity to understand SWPBS and how this works in with our BCCLC	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00
Goal 2	Improve student learning growth across the college			
12-month target 2.1 target	Relative Growth (Interim) High growth increase: Reading 26% in 2023 to 30% in 2024 Numeracy 15% in 2023 to 20% in 2024			
12-month target 2.2 target	Year 9 Proficiency Exceeding/Strong Increase: Reading 57% in 2023 to 60% in 2024 Writing 52% in 2023 to 55% in 2024 Numeracy 51% in 2023 to 55% in 2024			
12-month target 2.3 target	Naplan data changes do not align with this measure			
12-month target 2.4 target	Improvements in positive endorsement from 2023 to 2024 Collective efficacy: 66% (2023) to 70% in 2024 Tacher collaboration: 64% (2023) to 68% in 2024 Academic emphasis: 40% (2023) to 45% in 2024			
KIS 2.c Building practice excellence	Embed teacher learning and collaboration through an evidence based Professional Learning Community			

Actions	English and Maths departments working with AP1 to understand data from previous Naplan to identify areas of deficit to focus on. Learning specialists will work with staff to understand data and how to use this to improve student learning outcomes. PLT will be utilised to build capacity of staff to understand, trust and use data from the AtoSS and work with students to build strategies to improve. Observation goal will remain in the staff PDP to further consolidate the expectations.			
Outcomes	Leaders will: provide PD to staff to build their capacity in understanding data. Teachers will: work collaboratively in their PLT's to gain increased confidence in reading data and working with students to build strategies to improve the learning experience. Students will: feel more empowered in their learning and have increased engagement			
Success Indicators	Observation stated in staff PDP Learning walks by Leadership Common language of BCCLC referenced in lesson plans and in conversations with teachers Strategies developed with students to work on identified problem of practice PLT minutes Improvements in positive endorsement from 2023 to 2024 Collective efficacy: 66% (2023) to 70% in 2024 Tacher collaboration: 64% (2023) to 68% in 2024 Academic emphasis: 40% (2023) to 45% in 2024 Year 9 Proficiency Exceeding/Strong Increase: Reading 57% in 2023 to 60% in 2024 Writing 52% in 2023 to 55% in 2024 Numeracy 51% in 2023 to 55% in 2024			
Activities	Who	Is this a PL priority	When	Activity cost and funding streams
PLT processes consolidated and refined to embed observations and student voice for feedback.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Learning Walks	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00
Data PD for staff	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00
Goal 4	Improve student engagement			
12-month target 4.1 target	Student voice and agency in the Student Attitude to School Survey will increase: Year 7-9: 43% Year 10-12: 43%			
12-month target 4.2 target	Motivation and interest in the Student Attitude to School Survey will increase: Year 7-9: 57% Year 10-12: 60%			
12-month target 4.3 target	Hit target of average absence days per student to 19			
KIS 4.a Empowering students and building school pride	Build teacher and student understanding of student voice and agency			
Actions	BCCLC student version will be rolled out to students in 2024. Students will have a greater understanding of their roles and responsibilities as a learner and this will provide a language for staff and students to engage in when discussing learning and learning disruptions. Capacity building of staff to understand how to collect and process student feedback/data and how to engage with students in working together on an agreed goal. Increased student engagement should see decreased days absent.			

Outcomes	<p>Leaders will: Build capacity of teaching staff to build confidence in working with students to increase student voice and agency in the classroom. Teachers will: understand how student voice and agency can work in their classroom and feel confident collecting and reflecting on student feedback. Students will: be able to articulate their roles and responsibilities as a learner and will be able to articulate the elements of the learning cycle.</p>			
Success Indicators	<p>PLT meeting minutes Surveys from students Feedback from staff Strategies embeded in lessons. Motivation and interest in the Student Attitude to School Survey will increase: Year 7-9: 57% Year 10-12: 60% Student voice and agency in the Student Attitude to School Survey will increase: Year 7-9: 43% Year 10-12: 43%</p>			
Activities	Who	Is this a PL priority	When	Activity cost and funding streams
Whole college PD to build staff capacity in understanding student voice and agency	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$4,000.00
PD on how to use data	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00
Student focused sessions in BOOST	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$929,983.98	\$0.00	\$929,983.98
Disability Inclusion Tier 2 Funding	\$583,110.59	\$0.00	\$583,110.59
Schools Mental Health Fund and Menu	\$173,940.38	\$0.00	\$173,940.38
Total	\$1,687,034.95	\$0.00	\$1,687,034.95

Activities and milestones – Total Budget

Activities and milestones	Budget
PD for staff to build capacity in making adjustments to teaching resources and practices.	\$3,000.00
SIT created and meet regularly to build/implement action plan	\$5,000.00
Totals	\$8,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
PD for staff to build capacity in making adjustments to teaching resources and practices.	from: Term 1 to: Term 4		
Totals		\$0.00	

Activities and milestones - Disability Inclusion Funding

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

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
SIT created and meet regularly to build/implement action plan	from: Term 1		

	to: Term 4		
Totals		\$0.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
PD for staff to build capacity in making adjustments to teaching resources and practices.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PLT processes consolidated and refined to embed observations and student voice for feedback.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Whole college PD to build staff capacity in understanding student voice and agency	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site Berninneit