

2021 Annual Implementation Plan

for improving student outcomes

Katandra School (4846)



Submitted for review by Rhett Watts (School Principal) on 27 November, 2020 at 01:06 PM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 10 December, 2020 at 02:28 PM
Endorsed by Kellie Easton (School Council President) on 17 December, 2020 at 12:26 PM

Self-evaluation Summary - 2021

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

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

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

Enter your reflective comments	<p>Katandra has demonstrated growth and school improvement in all areas of FISO. As a school we have seen some significant shifts to where the majority of the areas are sitting in the embedding category. Measuring and identifying where Katandra School is at, has enabled the school to determine what is working well, areas that require a closer look and practices, processes or procedures that could be modified, removed or replaced.</p> <p>Through focusing on evidence and discussing Katandra's achievements against the 2020 AIP, we have been able to clearly identify what the next steps are for the school and our focuses for 2021.</p>
Considerations for 2021	<p>Moving into 2021, the following will be key priorities based on moving forward in the Fiso continuum and feedback in our results in the 2020 staff school survey:</p> <ul style="list-style-type: none"> - Amplify student voice and agency - Consistency in Guaranteed and Viable Curric: embedding the 2019 and 2020 focuses of English, and introduce consistency and a scope of learning for Maths.

	<ul style="list-style-type: none"> - Consistency in the clinical cycle of teaching - Building Parent Involvement - Building Cultural Understanding and Global Citizenship into school programs
<p>Documents that support this plan</p>	<ul style="list-style-type: none"> - 2020 AIP - 2020 Staff School Survey - 2020 School Improvement Team Term Summaries

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	Improve student outcomes in literacy and numeracy
Target 2.1	By the end of the review period 85% of students will demonstrate in band or across band learning gain for Speaking and Listening as measured by ABLES.
Target 2.2	By the end of the review period 85% of students will demonstrate in band or across band learning gain for Reading and Writing as measured by ABLES
Target 2.3	By the end of the review period 85% of students will demonstrate in band or across band learning gain for Numeracy as measured by ABLES.

Target 2.4	By the end of the review period increase the percent endorsement (Prin/Teach) for the following factors: <ul style="list-style-type: none"> • Collective focus on student learning in the SSS from 56% (2018) to 75% • Guaranteed and viable curriculum from 29% (2018) to 75% • Moderate assessment tasks together from 50% (2018) to 75%
Key Improvement Strategy 2.a Curriculum planning and assessment	Develop and embed a guaranteed and viable curriculum and assessment program, for English and Mathematics to inform planning and classroom practice.
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop and embed a consistent pedagogical framework for the delivery of the English and Mathematics curriculum.
Key Improvement Strategy 2.c Evaluating impact on learning	Build the capabilities of teachers to utilize student data to inform planning and differentiation.
Goal 3	To enhance the personal and social capabilities of students
Target 3.1	By the end of the review period, 85% of students will demonstrate in band or a cross band learning gain for Personal and Social Capabilities as measured by ABLES.
Target 3.2	By the end of the review period the number of major incidents occurring annually will have decreased by 25% from the 2019 benchmark figure.
Target 3.3	By the end of the review period improve the positive endorsement for General Satisfaction in the POS 81% (2018) to 91%.

Target 3.4	By the end of the review period increase the percent endorsement (Principal/Teacher)for:: <ul style="list-style-type: none"> • Teacher collaboration from 48% (2018) to 75% • Collaborate to plan curriculum from 58% (2018) to 75%
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Build a positive whole school professional learning culture that has a shared vision of accountability and high expectations.
Key Improvement Strategy 3.b Health and wellbeing	Develop, embed and sustain a whole school approach to the development of personal and social capabilities and the SWPBS Framework.
Goal 4	To improve student engagement in learning
Target 4.1	By the end of the review period increase the percent endorsement (Principal/Teacher) for: <ul style="list-style-type: none"> • Collective focus on student learning in the SSS from 56% (2018) to 75% • Use high impact teaching strategies from 33% (2018) to 75% • Use data for curriculum planning from 33% (2018) to 75%
Target 4.2	By the end of the review period increase the percent endorsement in the POS for Simulating Learning from 74% (2018) to 90%
Key Improvement Strategy 4.a Evidence-based high-impact teaching strategies	Build teacher knowledge and understanding of the High Impact Teaching Strategies
Key Improvement Strategy 4.b	Strengthen teacher understanding of student voice and agency in learning

Empowering students and building school pride	
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Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>For 2021 the three priority goals and 12 month target for each are from DET are:</p> <ul style="list-style-type: none"> - Learning catch up and extension: TARGET- 95% of students will meet all goals with in the ILP. -Happy and healthy kids: TARGET- 95% of students will have improved daily attendance with less than 10 days absent in the school year. -Connected schools: TARGET- 90% of families will engage in all 4 SSG meetings in 2021.
Improve student outcomes in literacy and numeracy	No	By the end of the review period 85% of students will demonstrate in band or across band learning gain for Speaking and Listening as measured by ABLES.	
		By the end of the review period 85% of students will demonstrate in band or across band learning gain for Reading and Writing as measured by ABLES	

		By the end of the review period 85% of students will demonstrate in band or across band learning gain for Numeracy as measured by ABLES.	
		<p>By the end of the review period increase the percent endorsement (Prin/Teach) for the following factors:</p> <ul style="list-style-type: none"> • Collective focus on student learning in the SSS from 56% (2018) to 75% • Guaranteed and viable curriculum from 29% (2018) to 75% • Moderate assessment tasks together from 50% (2018) to 75% 	
To enhance the personal and social capabilities of students	No	By the end of the review period, 85% of students will demonstrate in band or across band learning gain for Personal and Social Capabilities as measured by ABLES.	
		By the end of the review period the number of major incidents occurring annually will have decreased by 25% from the 2019 benchmark figure.	
		By the end of the review period improve the positive endorsement for General Satisfaction in the POS 81% (2018) to 91%.	

		<p>By the end of the review period increase the percent endorsement (Principal/Teacher)for::</p> <ul style="list-style-type: none"> • Teacher collaboration from 48% (2018) to 75% • Collaborate to plan curriculum from 58% (2018) to 75% 	
To improve student engagement in learning	No	<p>By the end of the review period increase the percent endorsement (Principal/Teacher) for:</p> <ul style="list-style-type: none"> • Collective focus on student learning in the SSS from 56% (2018) to 75% • Use high impact teaching strategies from 33%(2018) to 75% • Use data for curriculum planning from 33% (2018) to 75% 	
		<p>By the end of the review period increase the percent endorsement in the POS for Simulating Learning from 74% (2018) to 90%</p>	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>For 2021 the three priority goals and 12 month target for each are from DET are:</p> <ul style="list-style-type: none"> - Learning catch up and extension: TARGET- 95% of students will meet all goals with in the ILP. -Happy and healthy kids: TARGET- 95% of students will have improved daily attendance with less than 10 days absent in the school year. -Connected schools: TARGET- 90% of families will engage in all 4 SSG meetings in 2021.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	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 2021.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>For 2021 the three priority goals and 12 month target for each are from DET are:</p> <ul style="list-style-type: none"> - Learning catch up and extension: TARGET- 95% of students will meet all goals with in the ILP. -Happy and healthy kids: TARGET- 95% of students will have improved daily attendance with less than 10 days absent in the school year. -Connected schools: TARGET- 90% of families will engage in all 4 SSG meetings in 2021.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	To drive high level progress in learning, catch up and extension priorities. Katandra will implement and embed whole school Maths/English programs and assessments.
Outcomes	<p>WHOLE SCHOOL WILL:</p> <ol style="list-style-type: none"> 1) Work collaboratively and facilitate opportunities for all staff to build their knowledge and share best practice in the Victorian Curriculum Maths and English. 2) Continually track student achievement using the Sentral Continuum Tracker. <p>CLASSROOMS WILL:</p> <ol style="list-style-type: none"> 1) Teachers will build knowledge and understanding of Maths and English programs to be implemented as a scope of learning. 2) All teachers will engage in development, trialing and providing feedback on Maths and English assessments and moderation process. 3) Teachers will explore and implement some High Impact Teaching Strategies relevant to the teaching of Maths and English. (Feedback, Setting Goals, Collaborative learning). 4) ES will build skills and knowledge to support teachers and students with literacy and numeracy block/rotations. 5) ES will build skills to support students' needs with communication to access the curriculum. <p>STUDENTS WILL</p> <ol style="list-style-type: none"> 1) Demonstrate positive engagement in English and Maths lessons through an explicit teaching block every day.

	2) Targeted students will participate in the small group tutoring program.			
Success Indicators	<p>1) 95% of students will meet the goals set in their individual learning plans.</p> <p>2) Scope and sequence of learning for numeracy and literacy programs across the school.</p> <p>3) Professional development resources collated: E.g. all power points and handouts from meetings and PLC. Staff provide feedback to determine where knowledge and capacity has improved each term.</p> <p>4) Assessment schedule and examples of classroom assessments used in Maths and English. This will include examples from the continuum tracker to demonstrate student's growth.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Katandra will develop a scope and sequence of resources and activities for Maths to be delivered in each learning area of the school so that programs are age appropriate and not repeated from year level to year level.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
All teachers will actively participate in the inquiry cycle (clinical cycle of teaching) throughout each term on an agreed focus related to improvement of student outcomes. This will be delivered through the PLC process.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Katandra will use the \$30,000 allocated to the DET schools Tutoring Program to support small group learning for a selected cohort of students that require catch up or extension to their learning.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input type="checkbox"/> Equity funding will be used
Colourful semantics will be embedded as a program to develop speaking, listening and questioning skills for our students. Group D and E will trial	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

the Colourful Semantics Assessments and share best practice through PLC's.			to: Term 4	<input type="checkbox"/> Equity funding will be used
Hand writing without tears: All staff will trial and introduce handwriting without tears. All classroom will run this as a base writing program to support writing within the Victorian curriculum. All staff will receive professional learning from OT's and Teachers at Yarrabah and Springvale SDS. Resources also purchased.	<input checked="" type="checkbox"/> All Staff	<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 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Develop a whole school understanding of the School Wide Positive Behavior Framework, Zones of Regulation and RRRR, to further embed use within the classroom and across the school.			
Outcomes	<p>WHOLE SCHOOL WILL:</p> <p>1) Will build knowledge and capacity with Respectful Relationships and ZOR to ensure consistency in delivery and implementation across the school.</p> <p>2) Will role model and be instructional leaders with Tier 1, 2, 3 of SWPBS.</p> <p>CLASSROOMS WILL:</p> <p>1) There will be consistency in the delivery of SWPB Tier 1 interventions and expectations, through explicitly teaching Tier 1 expected behaviors from the matrix. This will be shared as best practice throughout the year.</p> <p>2) Staff will have increased knowledge and capacity to deliver the Respectful Relationships program.</p> <p>3) Teachers and ES will all support and implement Zones of regulation.</p> <p>STUDENTS WILL</p> <p>1) There will be an improvement in student transition across the school: between classroom to specialists, out to lunch and recess, and end of day.</p> <p>2) Students will be involved in learning about explicit behaviors in Tier 1.</p> <p>3) Students will be motivated by SWPBS awards, tickets and classroom programs.</p>			
Success Indicators	<p>1) Students are engaged in classroom programs.</p> <p>2) Student attendance is high.</p>			

	3) Decrease in student behavior incidents. 4) Respectful relationships lessons- Lesson plans and student work. 5) SWPBS action plan, documentation and achievements. 6) Zones of Regulation program developed and documented... and shown as a support intervention for tier 1. 7) Successful student engagement with the SWPBS shop.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Katandra will develop a diagram that details the links between all of the well being programs and supports across the school.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
All staff at Katandra will focus on collaborative planning and implementation of CUST into school programs to build personal and social capabilities in this area.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
A clear 12 month action plan for the goals, actions and achievements for SWPBS will be developed to ensure consistency towards the next stages of fidelity.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
All staff will participate in professional learning on SWPBS- Universal Prevention Part B. With a focus on up skilling teacher practice, specifically around data & problem solving, as well as community engagement.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$1,500.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			

Actions	Develop a whole school understanding of AMPLIFY and the 3 related HITS, to further embed student voice and agency within the classroom and across the school, and improve as sense of community through family connectedness in school activities.			
Outcomes	<p>WHOLE SCHOOL WILL:</p> <ol style="list-style-type: none"> 1) Will build knowledge and capacity of Amplify to ensure consistency in delivery and implementation across the school. 2) Find opportunities for family involvement in school activities and promote parent and community involvement in these events. 3) All staff to build knowledge and capacity with HIT's. 4) Leaders provide feedback to Teachers on the selected HIT's in planning, peer observations and PDP reviews. 5) Will engage in professional learning and model HIT's. <p>CLASSROOMS WILL:</p> <ol style="list-style-type: none"> 1) There will be consistency in using student voice and agency across the school. This will be shared as best practice throughout the year. 2) Staff will have increased knowledge and capacity to deliver student voice and agency. 3) Teachers and ES will all support whole school approaches to student voice and agency. 4) Teachers and ES will support a student centered goal that will become part of formal ILPs and reporting. 6) Teachers will have a PDP goal that directly links to building capacity in one or more of the high impact teaching strategies. 7) Teachers will focus on Feedback, Setting goals, and collaborative learning as a minimum in the peer observation process and share learning in these areas. <p>STUDENTS WILL</p> <ol style="list-style-type: none"> 1) There will be an improvement in student voice and agency with students having more choice in what they do. 2) Students will be involved in developing a student centered learning goal. 3) There will be an improvement in student engagement through the focus areas of HIT's. 			
Success Indicators	<ol style="list-style-type: none"> 1) Trial and successful implementation of SRC 2) Improved parent and family attendance at community events 3) Improved Parent attendance at SSG's in 2021 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop teacher's ability to use High Impact Teaching Strategies in their daily practice. Especially in the areas of: Feedback, Setting Goals and Collaborative Learning. Teachers will demonstrate examples of HITS in their weekly work programs. Leaders will review and look at teachers	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

planning regularly through the term and provide feedback based on a rubric.				<input type="checkbox"/> Equity funding will be used
All students at the school will be supported by staff to develop a Student Centered Goal that will become a formal part of the ILP's and midyear reporting.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Katandra school will run a media arts program 'Katandra TV' that will allow students the opportunity to co-create and present content to be shared with the school community. It will also include a segment on SWPBS awards presented by the Katandra School Captains.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
In 2021, Katandra will investigate and trial running an SRC with the students in Group E.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Through the Well-being and Behaviour PLC, Teachers will collaborate to share knowledge and resources to improve student voice and agency across the school.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
All teachers will have a goal in their PDP that aligns to building capacity in one or more areas of HITS.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$3,000.00	\$4,000.00
Additional Equity funding	\$1,000.00	\$4,000.00
Grand Total	\$4,000.00	\$8,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Hand writing without tears: All staff will trial and introduce handwriting without tears. All classroom will run this as a base writing program to support writing within the Victorian curriculum. All staff will receive professional learning from OT's and Teachers at Yarrabah and Springvale SDS. Resources also purchased.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$3,000.00	\$4,000.00
Totals			\$3,000.00	\$4,000.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
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The remaining \$1000 will be allocated to professional learning for staff around student wellbeing and engagement.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$1,000.00	\$4,000.00
Totals			\$1,000.00	\$4,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
All teachers will actively participate in the inquiry cycle (clinical cycle of teaching) throughout each term on an agreed focus related to improvement of student outcomes. This will be delivered through the PLC process.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Hand writing without tears: All staff will trial and introduce handwriting without tears. All classroom will run this as a base writing program to support writing within the Victorian curriculum. All staff will receive professional learning from OT's and Teachers at Yarrabah and Springvale SDS. Resources also purchased.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Teachers and OT from Yarrabah and Springvale SDS	<input checked="" type="checkbox"/> On-site
All staff will participate in professional learning on SWPBS- Universal Prevention Part B. With a focus on upskilling teacher practice, specifically around data & problem solving, as well as community engagement.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Through the Well-being and Behaviour PLC, Teachers will collaborate to share knowledge and resources to improve student voice and agency across the school.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
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