2021 Annual Implementation Plan

for improving student outcomes

East Bentleigh Primary School (4837)

Submitted for review by Susan Jackson (School Principal) on 02 December, 2020 at 04:39 PM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 10 December, 2020 at 02:30 PM
Endorsed by Lisa Vance (School Council President) on 02 February, 2021 at 08:45 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	Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving moving towards Embedding

Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	Literacy: The 6 + 1 Traits of Writing texts were purchased for all teaching staff and in February staff attended a Curriculum Day with Fiona Jackson focused on the 6 + 1 Traits of Writing and mentor texts. There was discussion about each trait and a focus on how they could be introduced in classes. The 5-6 week writing cycle was revisited and introduced to new staff as well as the termly and weekly literacy planners. Some research has been done on existing phonemic awareness programs and value of implementing such programs at EBPS. The Literacy Toolkit phonics scope for Foundation-Level 2 has been summarised and provided to all F-2 teachers. It provides a sequence for teaching phonics across reading, writing and speaking and listening with links to lesson plans and video lessons. Numeracy: • Resource orientation for staff at the beginning of the school year • Ensure challenge through the use of differentiation, open ended tasks, effective grouping. • Improve staff knowledge of differentiation and work on different ways this can be accomplished - using HITS document as a resource.

	• Continue more regular analysis of teacher data across the school and in year levels. Due to the interrupted year with the on-set of remote learning over Term 2 and 3, many planned Professional Learning around Student Voice and Agency did not occur. We did instigate a whole school wellbeing and science topic during remote learning in Term 2 and 3 that allowed students a voice in what activities they would do related to Inspiring People that incorroated our school values and the science topic - Deep Blue. This was well received as it had siblings working together on shared activities at home.(see attachments)
Considerations for 2021	Actions: Literacy Embed 5-6 writing genre cycle in planning. • Feedback on implementation of writing cycle. • Embed whole school literacy programs and assessment through Professional development. (SMART Spelling, 6 Traits + 1, THRASS) • Raise staff awareness of Literacy Toolkit for planning/PD • Orientation of Literacy resources for all staff. • Develop/source phonemic awareness teaching resource for F-2 classes. Numeracy • Embedding challenging and rich tasks in practice to challenge students of all ability levels. • Continue to develop capacity to meet students at their point of need • Continue to support staff data analysis • Support staff to identify concrete resources to support teaching • TBA depending on maths review end of term 4 2020. Support: Professional Learning across both Literacy anbd Numeracy. Curriculum Syndicates to look at relevant data to inform teaching practice Actions: Address the results from the 2019 Student Attitudes to School Survey- 50% of students in 4, 5 and 6 reported being bullied. For example: Explicitly teaching what bullying is and what bullying isn't- in addition to explicit class teaching engage year six leaders to make videos, address classroom groups, teacher group No Blame Conferences to address possible issues- model/video Short cut to editable bullying report/investigation forms on Google drive Transition from KidsMatter to Be You- Staff PD on Wellbeing frameworks that inform our wellbeing teaching and learning at East Bentleigh and resource purchasing (particularly induction of new staff) • Be You (old KidsMatter)

	• Respectful Relationships • Positive Education Re-engage with Be You and see what they have to offer in terms of personnel
Documents that support this plan	2020ASTA-DeepBlue_ResourceBook_FINAL.pdf (10.86 MB) people who have inspired us inquiry project.docx (0.04 MB) the deep blue activity matrix.docx.pdf (0.29 MB) the deep blue plan.docx (4.71 MB)

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	To enhance numeracy outcomes for all students
Target 2.1	By 2023, increase the percentage of Year 5 students in the top two NAPLAN bands for Numeracy from 43% to 50% *By 2023, increase the percentage of students achieving 6-12 months above the expected level in number and algebra (teacher judgements) from 26% to 38%*
Target 2.2	By 2023, decrease the percentage of Year 5 students in the bottom two NAPLAN bands for Numeracy from 7% to 5% *By 2023, decrease the percentage of students achieving 6-12 months below the expected level in number and algebra (teacher judgements) from 12% to 8%*
Target 2.3	By 2023, increase the percentage of students achieving high benchmark growth in NAPLAN Numeracy from 14% to 40%

Key Improvement Strategy 2.a Evaluating impact on learning	To develop teachers' capability to meet students' learning at their point of need
Key Improvement Strategy 2.b Curriculum planning and assessment	To build the learning capabilities of highly able students
Goal 3	To improve student literacy outcomes, particularly writing
Target 3.1	By 2023, increase the percentage of students in the top two bands in NAPLAN Writing for : • Year 3 students from 23% to 55% • Year 5 students from 7% to 25% *By 2023, increase the percentage of students achiveing above age related expectation in teacher judgements from 16% to 25%*
Target 3.2	By 2023, decrease the percentage of students in the bottom two bands in NAPLAN Writing for: • Year 3 from 16% to 6% • Year 5 from 21% to 10% *By 2023, decrease the percentage of students achiveing below expected in teacher judgements from 24% to 13%*
Target 3.3	By 2023, increase the percentage of students in the top two bands in NAPLAN Reading for:

	- Year 3 from 46% to 60% - Year 5 from 58% to 65%
Target 3.4	By 2023, decrease the percentage of students in the bottom two bands in NAPLAN Reading for: - Year 3 from 14% to 6% - Year 5 from 12% to 7%
Key Improvement Strategy 3.a Instructional and shared leadership	To enhance the implementation of the school's differentiated instructional model
Key Improvement Strategy 3.b Building leadership teams	To enhance teacher collaboration
Goal 4	To improve engagement for all students
Target 4.1	By 2023, increase the percentage of positive endorsements on the AToSS: Self-regulation and goal setting from 90% to 96%
Target 4.2	By 2023, increase the percentage of positive endorsements on the AToSS: Effective teaching time from 87% to 94%
Target 4.3	By 2023, increase the positive endorsements on the AToSS: Sense of confidence from 83% to 90%

Target 4.4	By 2023, increase the percentage of positive endorsements on the AToSS: Resilience to increase from 82% to 90%
Target 4.5	By 2023, average number of days absence to decrease from 17 to 14 days
Key Improvement Strategy 4.a Empowering students and building school pride	To develop a school wide understanding of student voice and agency
Key Improvement Strategy 4.b Intellectual engagement and self-awareness	To embed student voice and agency across the curriculum

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	Learning, catch-up and extension priority Teacher judgements (diagnostic, formative and summative) English Online Interview, Maths Online Interview and Literacy and Numeracy Check-in Assessments available on the Insight Assessment Platform Abilities Based Learning and Education Support Reading and Vocabulary assessment for English as an Additional Language students The Digital Assessment Library which includes levels 2-10 English and Mathematics assessments Other assessment resources and tools such as Essential Assessment Happy, active and healthy kids priority Attendance (including for priority cohorts or at-risk students) Engagement data from learning management systems such as cases Self assessment against the DET Inclusive Schooling Index tool Student and staff surveys developed by the school

			Interviews and focus groups with students
			Connected schools priority Attendance (including for priority cohorts or at-risk students) Engagement data from learning management systems such as cases Student and staff surveys developed by the school Interviews and focus groups with students Parent/carer/kin surveys and focus groups Community attendance at events and digital engagement including social media and website traffic data
To enhance numeracy outcomes for all students	No	By 2023, increase the percentage of Year 5 students in the top two NAPLAN bands for Numeracy from 43% to 50% *By 2023, increase the percentage of students achieving 6-12 months above the expected level in number and algebra (teacher judgements) from 26% to 38%*	
		By 2023, decrease the percentage of Year 5 students in the bottom two NAPLAN bands for Numeracy from 7% to 5% *By 2023, decrease the percentage of students achieving 6-12 months below the expected level in number and algebra (teacher judgements) from 12% to 8%*	
		By 2023, increase the percentage of students achieving high benchmark growth in NAPLAN Numeracy from 14% to 40%	

To improve student literacy outcomes, particularly writing	No	By 2023, increase the percentage of students in the top two bands in NAPLAN Writing for : • Year 3 students from 23% to 55% • Year 5 students from 7% to 25% *By 2023, increase the percentage of students achieveing above age related expectation in teacher judgements from 16% to 25%*	
		By 2023, decrease the percentage of students in the bottom two bands in NAPLAN Writing for: • Year 3 from 16% to 6% • Year 5 from 21% to 10% *By 2023, decrease the percentage of students achieveing below expected in teacher judgements from 24% to 13%*	
		By 2023, increase the percentage of students in the top two bands in NAPLAN Reading for: • Year 3 from 46% to 60% • Year 5 from 58% to 65%	

		By 2023, decrease the percentage of students in the bottom two bands in NAPLAN Reading for: • Year 3 from 14% to 6% • Year 5 from 12% to 7%	
To improve engagement for all students	No	By 2023, increase the percentage of positive endorsements on the AToSS: Self-regulation and goal setting from 90% to 96%	
		By 2023, increase the percentage of positive endorsements on the AToSS: Effective teaching time from 87% to 94%	
		By 2023, increase the positive endorsements on the AToSS: Sense of confidence from 83% to 90%	
		By 2023, increase the percentage of positive endorsements on the AToSS: Resilience to increase from 82% to 90%	
		By 2023, average number of days absence to decrease from 17 to 14 days	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Learning, catch-up and extension priority Teacher judgements (diagnostic, formative and summative) English Online Interview, Maths Online Interview and Literacy and Numeracy Check-in Assessments available on the Insight Assessment Platform Abilities Based Learning and Education Support Reading and Vocabulary assessment for English as an Additional Language students The Digital Assessment Library which includes levels 2-10 English and Mathematics assessments Other assessment resources and tools such as Essential Assessment Happy, active and healthy kids priority Attendance (including for priority cohorts or at-risk students) Engagement data from learning management systems such as cases Self assessment against the DET Inclusive Schooling Index tool Student and staff surveys developed by the school Interviews and focus groups with students Connected schools priority Attendance (including for priority cohorts or at-risk students) Engagement data from learning management systems such as cases Student and staff surveys developed by the school Interviews and focus groups with students Parent/carer/kin surveys and focus groups Community attendance at events and digital engagement including social media and website traffic data

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	Learning, catch-up and extension priority Teacher judgements (diagnostic, formative and summative) English Online Interview, Maths Online Interview and Literacy and Numeracy Check-in Assessments available on the Insight Assessment Platform Abilities Based Learning and Education Support Reading and Vocabulary assessment for English as an Additional Language students The Digital Assessment Library which includes levels 2-10 English and Mathematics assessments Other assessment resources and tools such as Essential Assessment Happy, active and healthy kids priority Attendance (including for priority cohorts or at-risk students) Engagement data from learning management systems such as cases Self assessment against the DET Inclusive Schooling Index tool Student and staff surveys developed by the school Interviews and focus groups with students Connected schools priority Attendance (including for priority cohorts or at-risk students) Engagement data from learning management systems such as cases Student and staff surveys developed by the school Interviews and focus groups with students Parent/carer/kin surveys and focus groups Community attendance at events and digital engagement including social media and website traffic data
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Develop teacher capability towards school wide models of differentiation, feedback and assessment capability, to implement student support and extension programs.

Outcomes	Leaders will – (Whole School) • Provide the opportunity for a collective understanding of differentiation and using data, to be developed via professional learning, workshops and PLC teams • Establish negotiated accountability measures , including observational walks • Provide the opportunity for collective understanding of goal setting and feedback to be developed • Implement the Tutor Learning Initiative (TLI) to establish a targeted support program for students Teachers will – (Classroom) • Discuss student growth data and moderate work samples in PLC teams • Have an established understanding of differentiation and the next stage of learning for all students • Support students in setting and evaluating goals and Provide feedback formative and summative, during and after tasks/activities Students will – (Individual) • Be made aware of their assessment data to set effective learning goals • Be able to articulate what they are learning, why they are learning it and how it is connected to their goal (next point of need/growth) • Develop an understanding of the role of feedback and be open to feedback in helping them further learn
Success Indicators	Teachers' formative assessment data and teacher judgement data Teacher records and observations of student progress Classroom observations and learning walks demonstrating take up of professional learning strategies Student feedback on differentiation, the instructional model, and use of common strategies

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	☑ Assistant Principal ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Equity funding will be used

Implement agreed systems for the collection and analysis of literacy data	☑ Assistant Principal ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 2 to: Term 3	$1,000.00 ☑ Equity funding will be used
Embed Curriculum Syndicate structures to support teacher collaboration and reflection of strengthen teaching practice	☑ Assistant Principal ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	Strengthen and embed the whole school approaches to Respectful Relationships
Outcomes	Leaders will – (Whole School) • Leaders will strengthen engagement with regional and external support agencies Teachers will – (Classroom) • Teachers will use agreed processes to monitor and identify students in need of additional supports Students will – (Individual) • Students with acute needs will receive individualised support that is regularly monitored
Success Indicators	Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Data of support accessed by students and/or families Shared PL goals documented in staff PDPs Curriculum documentation reflecting social and emotional learning Self assessment against the DET Inclusive Schooling Index tool

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used
Develop curriculum units collaboratively with wellbeing team members	☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 2	$1,000.00 ☑ Equity funding will be used
Strengthen and communicate processes for identifying and referring students and families to support	☑ Assistant Principal ☑ Wellbeing Team	☑ PLP Priority	from: Term 2 to: Term 4	$3,000.00 ☑ Equity funding will be used
Develop curriculum resources which reflect wellbeing and social-emotional learning focus	☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Equity funding will be used

KIS 3 Building communities	Connected schools priority
Actions	Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning
Outcomes	Leaders will – (Whole School) • Leaders will timetable opportunities for staff to build relationships with families

	Teachers will – (Classroom) • Teachers will have strong relationships with students and their families Students will – (Individual) • Students will feel increased connectedness to school				
Success Indicators	• Families attendance at school activities and engagement in learning • Parent/ caregiver response to surveys about classroom learning				

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for on-going professional development on integrating digital learning	☑ Assistant Principal ☑ KLA Leader ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used
Use digital tools that were successful during flexible and remote learning to engage parents in an understanding of classroom learning	☑ Assistant Principal ☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Equity funding will be used
Initiate school-based Koorie community events including Reconciliation Week and NAIDOC Week	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$600.00 ☑ Equity funding will be used
Invite local community members and leaders to school open days, assemblies, concerts and other school events	☑ Principal ☑ Student(s)	☑ PLP Priority	from: Term 1	$1,000.00

			to: Term 4	☑ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$17,600.00	$17,600.00
Additional Equity funding	$0.00	$0.00
Grand Total	$17,600.00	$17,600.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	from: Term 1 to: Term 4	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ Other Digital Technology team to learn SPA program	$3,000.00	$3,000.00
Implement agreed systems for the collection and analysis of literacy data	from: Term 2 to: Term 3	☑ School-based staffing	$1,000.00	$1,000.00
Embed Curriculum Syndicate structures to support teacher collaboration and reflection of strengthen teaching practice	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ CRT	$2,000.00	$2,000.00

Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	from: Term 1 to: Term 4	☑ School-based staffing ☑ Other MAV/EALS from network	$2,000.00	$2,000.00
Develop curriculum units collaboratively with wellbeing team members	from: Term 1 to: Term 2	☑ School-based staffing	$1,000.00	$1,000.00
Strengthen and communicate processes for identifying and referring students and families to support	from: Term 2 to: Term 4	☑ School-based staffing ☑ CRT	$3,000.00	$3,000.00
Develop curriculum resources which reflect wellbeing and social-emotional learning focus	from: Term 1 to: Term 4	☑ School-based staffing	$1,000.00	$1,000.00
Plan for on-going professional development on integrating digital learning	from: Term 1 to: Term 4	☑ School-based staffing ☑ Other P.L. - Anthony Houlihan	$2,000.00	$2,000.00
Use digital tools that were successful during flexible and remote learning to engage parents in an understanding of classroom learning	from: Term 1 to: Term 4	☑ School-based staffing	$1,000.00	$1,000.00
Initiate school-based Koorie community events including Reconciliation Week and NAIDOC Week	from: Term 1 to: Term 4	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)	$600.00	$600.00
Invite local community members and leaders to school open days, assemblies, concerts and other	from: Term 1	☑ School-based staffing ☑ Support services	$1,000.00	$1,000.00

school events	to: Term 4			
Totals			$17,600.00	$17,600.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			$0.00	$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	☑ Assistant Principal ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ Network Professional Learning ☑ Area Principal Forums	☑ VCAA Curriculum Specialist ☑ Primary Mathematics and Science specialists	☑ On-site
Implement agreed systems for the collection and analysis of literacy data	☑ Assistant Principal ☑ Learning Specialist(s)	from: Term 2 to: Term 3	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Professional Practice Day ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Literacy Leaders ☑ Maths/Sci Specialist ☑ Practice Principles for Excellence in Teaching and Learning ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Embed Curriculum Syndicate structures to support teacher collaboration and reflection of strengthen teaching practice	☑ Assistant Principal ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Timetabled Planning Day ☑ Network Professional Learning ☑ Communities of Practice	☑ VCAA Curriculum Specialist ☑ Internal staff ☑ External consultants SPA - Professional Learning	☑ Off-site SPA - Professional Learning

Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Peer observation including feedback and reflection	☑ Professional Practice Day ☑ Network Professional Learning	☑ Internal staff	☑ On-site
Develop curriculum units collaboratively with wellbeing team members	☑ Wellbeing Team	from: Term 1 to: Term 2	☑ Planning ☑ Design of formative assessments ☑ Collaborative Inquiry/Action Research team	☑ Professional Practice Day ☑ Timetabled Planning Day ☑ Network Professional Learning	☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Strengthen and communicate processes for identifying and referring students and families to support	☑ Assistant Principal ☑ Wellbeing Team	from: Term 2 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ Timetabled Planning Day ☑ Network Professional Learning	☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Develop curriculum resources which reflect wellbeing and social-emotional learning focus	☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Moderated assessment of student learning	☑ Professional Practice Day ☑ Network Professional Learning ☑ Communities of Practice	☑ Internal staff	☑ On-site
Plan for on-going professional development on integrating digital learning	☑ Assistant Principal	from: Term 1	☑ Planning	☑ Whole School Pupil Free Day	☑ Internal staff	☑ On-site

	☑ KLA Leader ☑ School Improvement Team	to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions		
Use digital tools that were successful during flexible and remote learning to engage parents in an understanding of classroom learning	☑ Assistant Principal ☑ Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Professional Practice Day ☑ Timetabled Planning Day ☑ Communities of Practice	☑ Internal staff	☑ Off-site Local Kindergartens and Secondary school visits
Initiate school-based Koorie community events including Reconciliation Week and NAIDOC Week	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Design of formative assessments	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice	☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Invite local community members and leaders to school open days, assemblies, concerts and other school events	☑ Principal ☑ Student(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site