

# **2021 Annual Implementation Plan**

## **for improving student outcomes**

Hawthorn West Primary School (0293)



Submitted for review by Glenys Williamson (School Principal) on 15 December, 2020 at 09:01 PM  
Endorsed by Erika Bienert (Senior Education Improvement Leader) on 29 December, 2020 at 08:09 AM  
Endorsed by Claire Hill (School Council President) on 26 February, 2021 at 12:08 PM



## 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>*All students to make at least 12 months growth in 12 months            *65% of students achieving beyond the expected level            *30% of students working 12+ months ahead of expected level:            *12% of students working 18+ months ahead of the expected level:</p> <p>Increase the number of students making high growth            *Reading            2021 - 25%            *Writing            2021 -30%            Numeracy            *2021 - 30%</p> <p>Decrease the number of students making low growth            *Reading            2020 - 21%            *Writing            2021 - 15%            *Numeracy            2021 - 15%</p>

			<p>Sense of Inclusion 2021 - 71%</p> <p>Boys 2021 - 70%</p> <p>School Safety Respect for Diversity 2021 - 71%</p> <p>Student Relationships Teacher Concern 2021 - 75%</p>
--	--	--	---

Goal 1	2021 Priorities Goal
<p><b>12 Month Target 1.1</b></p>	<p>*All students to make at least 12 months growth in 12 months            *65% of students achieving beyond the expected level            *30% of students working 12+ months ahead of expected level:            *12% of students working 18+ months ahead of the expected level:</p> <p>Increase the number of students making high growth            *Reading            2021 - 25%            *Writing            2021 - 30%            Numeracy            *2021 - 30%</p> <p>Decrease the number of students making low growth            *Reading            2020 - 21%            *Writing            2021 - 15%</p>

	<p>*Numeracy 2021 - 15%</p> <p>Sense of Inclusion 2021 - 71%</p> <p>Boys 2021 - 70%</p> <p>School Safety Respect for Diversity 2021 - 71%</p> <p>Student Relationships Teacher Concern 2021 - 75%</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority	Yes
<b>KIS 3</b> Building communities	Connected schools priority	Yes

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>*All students to make at least 12 months growth in 12 months            *65% of students achieving beyond the expected level            *30% of students working 12+ months ahead of expected level:            *12% of students working 18+ months ahead of the expected level:</p> <p>Increase the number of students making high growth            *Reading            2021 - 25%            *Writing            2021 -30%            Numeracy            *2021 - 30%</p> <p>Decrease the number of students making low growth            *Reading            2020 - 21%            *Writing            2021 - 15%            *Numeracy            2021 - 15%</p> <p>Sense of Inclusion            2021 - 71%            Boys            2021 - 70%</p> <p>School Safety            Respect for Diversity            2021 - 71%</p> <p>Student Relationships</p>

	Teacher Concern 2021 - 75%
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	<p><b>Whole-school Level</b></p> <ul style="list-style-type: none"> <li>• Develop data literacy of teachers to inform understanding of student needs, and to identify students (Tier 2 &amp; Tier 3) requiring additional support.</li> <li>• Maintain PLC structures to support teacher collaboration and data analysis.</li> </ul> <p><b>Classroom Level</b></p> <ul style="list-style-type: none"> <li>• Establish and embed consistent approaches to formative assessment (Eg: pre/ post assessments etc).</li> <li>• Respond to the needs of Tier 2 students (Eg: extra student conferences each week).</li> <li>• Monitor student learning growth</li> </ul> <p><b>Individual &amp; Tailored Level</b></p> <ul style="list-style-type: none"> <li>• Establish targeted intervention (Tier 3) and extension for students.</li> <li>• Identify High Ability Students (3-6)</li> <li>• Identified students involved in the High Ability Program</li> </ul>
<b>Outcomes</b>	<p><b>Whole-school Level</b></p> <ul style="list-style-type: none"> <li>• Document a whole-school assessment schedule for Reading, Writing and Numeracy.</li> <li>• Develop a whole-school data wall to monitor Reading growth.</li> <li>• Document Common Assessment Tasks (CATs) for all Number &amp; Algebra Strands.</li> <li>• Identify a High Abilities Practice leader.</li> </ul> <p><b>Classroom Level</b></p> <ul style="list-style-type: none"> <li>• Develop a data wall to monitor cohort Reading growth.</li> <li>• Develop Common Assessment Tasks (CATs) for all Number &amp; Algebra Strands.</li> </ul>

	<ul style="list-style-type: none"> <li>• Monitor and track student growth using a traffic light system.</li> <li>• Record pre and post assessment data from common assessment tasks to monitor growth.</li> </ul> <p><b>Individual &amp; Tailored Level</b></p> <ul style="list-style-type: none"> <li>• Develop and Implement a Response to Intervention (RTI) approach for Tier 3 students.</li> <li>• Develop a screening process for new students.</li> <li>• Develop an Individual Education Plan (IEP) for students receiving Tier 3 intervention and as recommended by Allied Health for students receiving Tier 2 intervention.</li> <li>• Develop and implement a response to intervention for the Higher Ability students</li> </ul>
<p><b>Success Indicators</b></p>	<p><b>Whole-school Level</b></p> <ul style="list-style-type: none"> <li>• Assessment Schedule</li> <li>• Reading Data Wall</li> <li>• Common Assessment Tasks (CATs) documented and linked to the Guaranteed &amp; Viable Curriculum.</li> <li>• Improved data: Victorian Curriculum</li> <li>• Improved data: NAPLAN</li> </ul> <p><b>Classroom Level</b></p> <ul style="list-style-type: none"> <li>• Cohort Reading Data Walls</li> <li>• Traffic Light tracking spreadsheets</li> <li>• Documented Common Assessment Tasks (CATs)</li> <li>• Improved data: Victorian Curriculum</li> <li>• Improved data: NAPLAN</li> </ul> <p><b>Individual &amp; Tailored Level</b></p> <ul style="list-style-type: none"> <li>• Documented Response to Intervention (RTI) approach</li> <li>• Screening Process</li> <li>• Individual Education Plans (IEPs)</li> <li>• Student Growth</li> </ul>



Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p><b>Whole-School Level.</b>            *Provide professional learning on collecting, analysing and responding to data throughout the year.            *Establish processes/structures for collecting and monitoring school-wide data.            *SIT meetings review, analyse and monitor student learning data regularly</p> <p><b>Classroom Level</b>            *Develop an agreed assessment schedule in collaboration with staff.            *Establish process for regular moderation and assessment.            Implement the agreed assessment schedule</p> <p><b>Tailored &amp; Individual Level</b>            *Establish resourcing for individual and tailored support programs.            *Establish criteria for identifying students requiring individual and tailored support.            *Schedule time for individual and tailored support to occur.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	from: Term 1 to: Term 4	\$50,000.00  <input checked="" type="checkbox"/> Equity funding will be used

<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Actions</b>	<p><b>Whole-school Level</b></p> <p><b><u>School Wide Positive Behaviour Support (SWPBS)</u></b></p> <ul style="list-style-type: none"> <li>• Develop a School Wide Positive Behaviour Support (SWPBS) framework for student wellbeing and behaviour.</li> <li>• Make environmental modifications to promote positive student behaviour.</li> </ul> <p><b><u>Visible Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• Develop a whole school approach to the key understandings of Wellbeing at HWPS</li> <li>• Develop a plan for wellbeing strategies/approaches/initiatives eg. incursions, Zones of regulation, Smiling Minds, Rights and Respectful Relationships linked to the SEARCH framework</li> <li>• Link key SEARCH activities/tasks/learning to specific year levels</li> <li>• Use data to inform wellbeing focus</li> <li>• Make wellbeing visible across the school</li> </ul> <p><b>Classroom Level</b></p> <p><b><u>School Wide Positive Behaviour Support (SWPBS)</u></b></p> <ul style="list-style-type: none"> <li>• Implement a School Wide Positive Behaviour Support (SWPBS) framework for student wellbeing and behaviour.</li> <li>• Unpack expected behaviours on the matrix</li> <li>• Plan lessons to teach each expected behaviour for ‘All Settings’ on the matrix.</li> </ul> <p><b><u>Visible Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• Track student wellbeing</li> <li>• Wellbeing is visible in classrooms</li> <li>• Use data to inform explicit teaching focuses</li> <li>• Include a wellbeing focus in weekly planning</li> <li>• LI / SC linked to SEARCH framework</li> </ul>

	<p><b>Individual &amp; Tailored Level</b>  <b><u>School Wide Positive Behaviour Support (SWPBS)</u></b></p> <ul style="list-style-type: none"> <li>• Develop behaviour Support Plans for Tier 3 students.</li> </ul> <p><b><u>Visible Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• Develop approach to identifying students at risk</li> <li>• IEP / SSG for students deemed at risk</li> <li>• Link with support agencies</li> <li>• Wellbeing Tiered Intervention Program</li> </ul>
<p><b>Outcomes</b></p>	<p><b>Whole-school Level</b>  <b><u>School Wide Positive Behaviour Support (SWPBS)</u></b></p> <ul style="list-style-type: none"> <li>• Document the matrix of expected behaviours</li> <li>• Document routines &amp; procedures for Non-classroom Settings</li> <li>• Document a Behaviour Flowchart linked to ‘minor and ‘major’ behaviours.</li> <li>• Implement a school-wide SWPBS acknowledgement system</li> </ul> <p><b><u>Visible Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• Document the whole school approach to the teaching of wellbeing (including key language)</li> <li>• Document the scope and sequence for wellbeing linked to the SEARCH framework</li> <li>• Expected behaviour prompts around the school</li> <li>• Environmental modifications</li> </ul> <p><b>Classroom Level</b>  <b><u>School Wide Positive Behaviour Support (SWPBS)</u></b></p> <ul style="list-style-type: none"> <li>• Students displaying expected behaviours</li> </ul> <p><b><u>Visible Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• Weekly planners include a wellbeing focus</li> </ul>

	<ul style="list-style-type: none"> <li>• Weekly planner include LI &amp; SC linked to SEARCH framework</li> <li>• Expected behaviour prompts around the school</li> <li>• Environmental modifications</li> </ul> <p><b>Individual &amp; Tailored Level</b></p> <p><b><u>School Wide Positive Behaviour Support (SWPBS)</u></b></p> <ul style="list-style-type: none"> <li>• Documented evidence of support for students Tier 3 students.</li> </ul> <p><b><u>Visible Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• Documented approach to identifying students at risk</li> <li>• Documented IEPs for students at risk</li> <li>• Minutes of SSG meetings for students at risk</li> <li>• Documented evidence of support for students at risk</li> </ul>
<p><b>Success Indicators</b></p>	<p><b>Whole School Level</b></p> <ul style="list-style-type: none"> <li>• Matrix documented &amp; displayed around the school</li> <li>• School-wide acknowledgement system in place</li> <li>• Improvement in SAS survey data</li> <li>• Data: Fewer referrals of behaviour incidents</li> <li>• Data: Increased positive behaviours</li> </ul> <p><b>Classroom Level</b></p> <ul style="list-style-type: none"> <li>• Teacher judgement - more positive 'at risk' register</li> <li>• 'All Settings' lessons plans</li> </ul> <p><b>Individual &amp; Tailored Level</b></p>

- Students feel safe and supported (AToSS)
- Curriculum adjustments made to meet the needs of students
- Less referrals of behaviour incidents
- Data: Staff Opinion Survey & Parent Opinion Survey

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p><b>Whole School Level</b>            *Develop curriculum units collaboratively with wellbeing team members            *Develop peer observation process as agreed by staff            *Develop curriculum resources which reflect wellbeing and social-emotional learning focus</p> <p><b>Classroom Level</b>            *Consult with staff on monitoring and referral processes            *Document and agreed process and feedback on these            *Provide role clarity for teachers, ES            *Develop documentation for wellbeing initiatives</p> <p><b>Individual and Tailored Level</b>            *Establish a regular time for the Wellbeing Team to speak with staff and for staff to ask questions            *Establish clear referral processes            *Provide staff opportunities to understand first response strategies, when to use the referral process</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	from: Term 1 to: Term 4	\$14,000.00  <input checked="" type="checkbox"/> Equity funding will be used

<b>KIS 3</b> Building communities	Connected schools priority
<b>Actions</b>	<p><b>Whole School Level</b></p> <ul style="list-style-type: none"> <li>• Audit existing family school partnerships arrangements and practices</li> <li>• Develop a family school partnerships strategy including timelines and focuses.             <ul style="list-style-type: none"> <li>○ Communication: Website, Newsletter, Ensure school documents are easily accessible for all members of our community</li> <li>○ Connecting Learning Home and School: Learning Focuses, Celebrating student achievements, Learning Walks</li> <li>○ Building Community</li> <li>○ Parenting: Parent education courses ie: Chris Daicos</li> <li>○ Decision Making: School Council, Parent Representatives</li> <li>○ Collaborating with the families and the broader community</li> <li>○ Volunteering</li> </ul> </li> <li>• Update current website</li> <li>• Review: Kinder to School Transition Program</li> </ul> <p><b>Classroom Level</b></p> <ul style="list-style-type: none"> <li>• Connecting learning:             <ul style="list-style-type: none"> <li>○ Using different forms of digital technology to communicate with families: webex, google forms</li> <li>○ Learning Focus Updates communicated on a fortnightly basis</li> <li>○ Acknowledge student achievement including 'student of the week' awards</li> <li>○ Parent Learning Walks</li> </ul> </li> <li>• Communication             <ul style="list-style-type: none"> <li>○ Formal parent /teacher meetings</li> <li>○ 1:1 parent meetings / updates as required</li> </ul> </li> <li>• Volunteering:             <ul style="list-style-type: none"> <li>○ Classroom help</li> <li>○ Camps, sport, excursions</li> </ul> </li> <li>• Building Community:             <ul style="list-style-type: none"> <li>○ staff professional learning re: community engagement</li> </ul> </li> </ul>

	<p><b>Individual and Tailored Level</b></p> <ul style="list-style-type: none"> <li>• Communication: Develop a plan for increasing the engagement of parents/carers and community groups that are under-represented and harder to reach</li> </ul>
<p><b>Outcomes</b></p>	<p><b>Whole School Level</b></p> <ul style="list-style-type: none"> <li>• Documented family school partnerships strategy</li> <li>• Parenting education courses provided: ie: Cyber Safety, How to Support Your Child....., Starting School;</li> <li>• Documented approach to reporting to parents</li> <li>• Updated website</li> <li>• Increased parent involvement in community activities</li> <li>• Documented kinder to school transition strategy.</li> </ul> <p><b>Classroom Level</b></p> <ul style="list-style-type: none"> <li>• Documented approach to communicating learning with families: ie: Learning Focus updates</li> <li>• Student achievements shared with the community ie: 'Students of the Week'</li> </ul> <p><b>Individual and Tailored Level</b></p> <ul style="list-style-type: none"> <li>• Documented plan for increasing the engagement of parents/carers or community groups that are under-represented and harder to reach.</li> </ul>
<p><b>Success Indicators</b></p>	<p><b>Whole School Level</b></p> <ul style="list-style-type: none"> <li>• Improved whole school survey data (Parent Opinion Survey, Attitudes To School Survey)</li> <li>• Increased opportunities for parent focus group feedback</li> <li>• Active parent representative group</li> <li>• Participation in community feedback opportunities</li> <li>• Improved parent feedback re: Kinder to School transition program</li> <li>• Increased number of parent volunteers</li> </ul>

	<p><b>Classroom Level</b></p> <ul style="list-style-type: none"> <li>Data from parent involvement in parent / teacher meetings, camps, excursions, classroom support</li> <li>Improved cohort school survey data: AToSS, SOS, POS</li> </ul> <p><b>Individual and Tailored Level</b></p> <ul style="list-style-type: none"> <li>Increased number of families involved in P /T meetings (ensure access to and use of Interpreters)</li> <li>Increased readership of newsletter and Learning updates from families who are harder to reach and from different cultural backgrounds.</li> <li>Increased access to school information in first languages</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p><b>Whole School Level</b></p> <ul style="list-style-type: none"> <li>Documented family school partnerships strategy</li> <li>Parenting education courses provided: ie: Cyber Safety, How to Support Your Child....., Starting school</li> <li>Parent Learning Walks introduced</li> <li>Documented approach to reporting to parents</li> <li>Updated website</li> </ul> <p><b>Classroom Level</b></p> <ul style="list-style-type: none"> <li>Teachers regularly communicating learning with families: ie: Learning Focus updates, parent / teacher meetings and check ins</li> </ul> <p><b>Individual and Tailored Level</b></p> <ul style="list-style-type: none"> <li>Increased access to school information in first languages</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$5,500.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> </ul>



## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$69,500.00	\$5,794.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$69,500.00</b>	<b>\$5,794.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<p><b>KIS 1: Curriculum Planning and Assessment</b></p> <p><b>Whole-School Level</b></p> <p>*Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.</p> <p>*Establish processes/structures for collecting and monitoring school-wide data.</p> <p><b>Classroom Level</b></p> <p>*Develop an agreed assessment schedule in collaboration with staff.</p> <p>*Establish process for regular moderation and assessment.</p> <p><b>Tailored &amp; Individual Level</b></p> <p>*Establish resourcing for individual and tailored support programs.</p> <p>*establish criteria for identifying students requiring</p>	<p>from: Term 1 to: Term 4KIS</p>		\$50,000.00	\$2,000.00

individual and tailored support. *Schedule time for individual and tailored support to occur.				
<b>KIS 2: Health and Wellbeing</b>  <b>Whole School Level</b> *Develop curriculum units collaboratively with wellbeing team members *Develop peer observation process as agreed by staff *Develop curriculum resources which reflect wellbeing and social-emotional learning focus  <b>Classroom Level</b> *Consult with staff on monitoring and referral processes *Document and agreed process and feedback on these *Provide role clarity for teachers, ES *Develop documentation for wellbeing initiatives  <b>Individual and Tailored Level</b> *Establish a regular time for the Wellbeing Team to speak with staff and for staff to ask questions *Establish clear referral processes *Provide staff opportunities to understand first response strategies, when to use the referral process	from: Term 1 to: Term 4		\$5,000.00	\$2,794.00
<b>KIS 3: Building Communities</b>  <b>Whole School Level</b> <ul style="list-style-type: none"> <li>• Updated website</li> <li>• Community focus group / feedback sessions</li> </ul>	from: Term 1 to: Term 4		\$5,000.00	\$1,000.00

<ul style="list-style-type: none"> <li>Parenting education courses provided: ie: Cyber Safety, How to Support Your Child....., Starting school</li> </ul>				
<b>Totals</b>			\$60,000.00	\$5,794.00

### Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p><b>Whole-School Level</b>            *Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.            *Establish processes/structures for collecting and monitoring school-wide data.</p> <p><b>Classroom Level</b>            *Develop an agreed assessment schedule in collaboration with staff.            *Establish process for regular moderation and assessment.</p> <p><b>Tailored &amp; Individual Level</b>            *Establish resourcing for individual and tailored support programs.            *establish criteria for identifying students requiring individual and tailored support.            *Schedule time for individual and tailored support to occur.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> <li><input checked="" type="checkbox"/> External consultants</li> <li>*Mardi Gorman: Literacy</li> <li>*Michael Minas: Numeracy</li> <li>*Growth Coaching: Gray Ryan</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

<p><b>Whole School Level</b>  *Develop curriculum units collaboratively with wellbeing team members  *Develop peer observation process as agreed by staff  *Develop curriculum resources which reflect wellbeing and social-emotional learning focus</p> <p><b>Classroom Level</b>  *Consult with staff on monitoring and referral processes  *Document and agreed process and feedback on these  *Provide role clarity for teachers, ES  *Develop documentation for wellbeing initiatives</p> <p><b>Individual and Tailored Level</b>  *Establish a regular time for the Wellbeing Team to speak with staff and for staff to ask questions  *Establish clear referral processes  *Provide staff opportunities to understand first response strategies, when to use the referral process</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Chris Daicos - Resilience & Wellbeing	<input checked="" type="checkbox"/> On-site
--	---	----------------------------------	---	--	---	---

<p><b>Whole School Level</b></p> <ul style="list-style-type: none"> <li>Strengthening the culture of parent engagement</li> <li>Parent Workshops</li> <li>Updated website</li> </ul> <p><b>Classroom Level</b></p> <ul style="list-style-type: none"> <li>Develop approaches for communicating learning with families</li> </ul> <p><b>Individual and Tailored Level</b></p> <ul style="list-style-type: none"> <li>Increasing knowledge of how to provide access to school information in first languages for families</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> External consultants</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
--	--	--	--	--	--	---