

2021 Annual Implementation Plan

for improving student outcomes

McKinnon Primary School (4366)



Submitted for review by Simone Eirth (School Principal) on 09 December, 2020 at 11:37 AM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 10 December, 2020 at 02:47 PM
Awaiting endorsement by School Council President

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	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	<ul style="list-style-type: none"> -In an exceptional year the school has successfully adapted and pivoted to a model of remote online learning to cater for students' social and emotional learning needs. - Key areas of 2020 AIP gained traction in Term 1 however focus quickly shifted to the immediate needs of flexible and remote learning including significant upskilling in use of technology and use of digital resources. -Feedback from students and parents resulted in a greater emphasis on synchronous learning, increased differentiation (small group sessions), engagement, wellbeing and collaboration focus. -Lessons reflected the McKinnon PS Instructional Model - pivoted again - refined lessons. - Exceptional work was undertaken to expedite continuous reporting which was implemented in Term 2 for Literacy and Numeracy then expanded to also include all specialist areas and Units of Inquiry. -Wrap around support from all staff to increase emotional support and student engagement and re-engagement.
Considerations for 2021	<ul style="list-style-type: none"> - Focus on the full range of student capabilities with particular emphasis on students who did not thrive in the online environment (e.g. EAL students, those with minimal home support) who may now be disengaged or underperforming. Once

	<p>identified these students will be supported through literacy and numeracy intervention.</p> <ul style="list-style-type: none">- Increased focus on wellbeing and regular opportunities to analyse data to track student progress in this area including social, emotional and learning behaviors.- Implementing and embedding planning protocols around the use of data to inform and reflect on impact of teaching practice.
Documents that support this plan	

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 Literacy outcomes for all students
Target 2.1	The percentage of students in the top two bands in Reading for Year 3 will be a minimum of 75% (up from 74%)
Target 2.2	The percentage of students in the top two bands in Reading for Year 5 will be a minimum of 62% (up from 48%)
Target 2.3	The percentage of students in the top two bands in Writing for Year 3 will be a minimum of 73% (up from 55%)
Target 2.4	The percentage of students in the top two bands in Writing for Year 5 will be a minimum of 40% (up from 24%)

Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Embed a consistent whole school approach to teaching Literacy
Key Improvement Strategy 2.b Evaluating impact on learning	Build capabilities of teachers to utilize data to inform differentiation
Key Improvement Strategy 2.c Evaluating impact on learning	Identify the impact of teaching practice on student achievement to strengthen student learning outcomes
Goal 3	To strengthen Numeracy outcomes for all students
Target 3.1	The percentage of students in the top two bands in Numeracy for Year 3 will be a minimum of 70% (up from 60%)
Target 3.2	The percentage of students in the top two bands in Numeracy for Year 5 will be a minimum of 64% (up from 54%)
Key Improvement Strategy 3.a Evidence-based high-impact teaching strategies	Build teacher capabilities in the teaching of Numeracy
Key Improvement Strategy 3.b Curriculum planning and assessment	Embed a consistent whole school approach to teaching Numeracy
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Embed HITS within an inquiry approach

Key Improvement Strategy 3.d Evaluating impact on learning	Identify the impact of teaching practice on student achievement to strengthen student learning outcomes
Goal 4	To enhance student wellbeing, and agency and voice in their learning
Target 4.1	Results from the ATSS data will rise from 89% to 92% positive endorsement in self-regulation and goal setting
Target 4.2	Results from the ATSS data will rise from 81% to 85% positive endorsement in student voice and agency
Target 4.3	Results from the ATSS data will rise from 88% to 91% positive endorsement in sense of connectedness
Key Improvement Strategy 4.a Intellectual engagement and self-awareness	Build student and teacher understanding of the learning continuum and the next step of the learning
Key Improvement Strategy 4.b Empowering students and building school pride	Strengthen consistency of approach to student agency

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	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. Support students to catch up, put strategies in place to ensure they are happy, active and healthy and we continue to build strong support between home and school.
To enhance Literacy outcomes for all students	No	The percentage of students in the top two bands in Reading for Year 3 will be a minimum of 75% (up from 74%)	
		The percentage of students in the top two bands in Reading for Year 5 will be a minimum of 62% (up from 48%)	
		The percentage of students in the top two bands in Writing for Year 3 will be a minimum of 73% (up from 55%)	
		The percentage of students in the top two bands in Writing for Year 5 will be a minimum of 40% (up from 24%)	

To strengthen Numeracy outcomes for all students	No	The percentage of students in the top two bands in Numeracy for Year 3 will be a minimum of 70% (up from 60%)	
		The percentage of students in the top two bands in Numeracy for Year 5 will be a minimum of 64% (up from 54%)	
To enhance student wellbeing, and agency and voice in their learning	No	Results from the ATSS data will rise from 89% to 92% positive endorsement in self-regulation and goal setting	
		Results from the ATSS data will rise from 81% to 85% positive endorsement in student voice and agency	
		Results from the ATSS data will rise from 88% to 91% positive endorsement in sense of connectedness	

Goal 1	2021 Priorities Goal
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12 Month Target 1.1	Support students to catch up, put strategies in place to ensure they are happy, active and healthy and we continue to build strong support between home and school.	
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	Support students to catch up, put strategies in place to ensure they are happy, active and healthy and we continue to build strong support between home and school.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support</p> <p>Establish/embed/maintain PLCs/PLTs structures to support teacher collaboration and reflection of strengthening teaching practice</p> <p>Embed the transdisciplinary approach of the PYP with an explicit focus on English and Mathematics.</p>
Outcomes	<p>Whole School</p> <p>Teachers will confidently and accurately identify student learning needs of their students</p> <p>Teams will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons</p> <p>Teachers will consistently and explicitly implement the school's instructional model</p> <p>Teachers and support staff will have a consistent understanding of core-curriculum priority areas</p> <p>Teams will be knowledgeable in developing units of inquiry that support engaging and contextual learning of English and Mathematics.</p> <p>Classroom</p> <p>Teachers will consistently implement the agreed assessment schedule</p> <p>Teachers will provide regular feedback and monitor student progress using digital data walls</p> <p>Teachers will provide students with the opportunity to work at their level using differentiated resources</p> <p>Teachers and leaders will establish intervention/small group tutoring</p> <p>Students in need of targeted academic support or intervention will be identified and supported</p> <p>Students will know what their next steps are to progress their learning</p>

Success Indicators	<p>Whole School Teachers' formative assessment data and teacher judgement data Classroom observations and learning walks demonstrating take-up of professional learning strategies Student feedback on differentiation, the instructional model, and use of common strategies Documentation that shows the transdisciplinary approach in all curriculum learning connecting to the elements of the PYP.</p> <p>Classroom A documented assessment schedule and evidence of teachers inputting data and moderating assessments Differentiated curriculum documents and evidence of student learning at different levels Data used to identify students for tailored supports Appointment/staffing of programs Progress against Individual Education Plans Student portfolios and student reflections as evidence of transdisciplinary learning</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year. Document plans for coaching/mentoring/observation Establish processes/structures for collecting and monitoring school-wide data</p>	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Review the timetable to ensure curriculum essentials are prioritised Review the assessment schedule in collaboration with staff Monitor processes for regular moderation of assessment Students to plan, organise and effectively understand how to manage their learning with increased independence.</p>	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<p>Establish resourcing for individual and tailored support programs Establish criteria for identifying students requiring individual and tailored support Engage with parents/carers to ensure appropriate supports Schedule times for individual and tailored support to occur</p>	<p><input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$129,000.00 <input type="checkbox"/> Equity funding will be used</p>
<p>KIS 2 Health and wellbeing</p>	<p>Happy, active and healthy kids priority</p>			
<p>Actions</p>	<p>Refine and review a school approach to wellbeing to consider actions at the leadership, teacher and student levels Continue to refine the use of PYP Approaches to Learning skills</p>			
<p>Outcomes</p>	<p>Teachers will model and are consistent in agreed routines Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing Leaders will strengthen engagement with regional and external support agencies Teachers and leaders will integrate social-emotional learning into school practice, policies and programs</p> <p>Teachers and leaders will monitor processes and ensure these are visible for staff use Relevant teachers and leaders will implement a homegroup wellbeing program Students will feel supported and engaged in homegroups and contribute to a strong classroom culture At-risk students will be identified and receive targeted support in a timely manner Students will develop skills to build strong relationships with peers</p> <p>Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate Students will use the language of ATL and Learner profile when reflecting and thinking about their learning Relevant teachers and leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing Families of at-risk students will receive regular communication and support from the school Students will experience more success in classes Students and families will be connected to allied health and mental health services</p>			

Success Indicators	Classroom and peer observations Observations of changes to classroom practices Internal and external professional learning attendance and shared readings for staff are documented PDPs reflect targeted AIP goals and Team wellbeing plans Classroom Students engagement in wellbeing programs (feedback, participation, classroom observations) Samples of student work Co constructed anchor charts and success criteria of the approach to learning skills and learner profile Documentation of resources for wellbeing programs Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Individual Data used to identify students in need of targeted support Student reflections and portfolios using the language of PYP and the Approaches To Learning (ALT) Data of counselling services accessed by students and families Student pre and post support surveys Appointment/staffing of programs			
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 Develop curriculum units collaboratively with wellbeing team members which reflect the school wellbeing model	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Consult with staff on monitoring and referral processes Provide clarity of roles and responsibility of teachers, education support staff and Team leaders for referrals as outlined in wellbeing model Develop documentation for wellbeing programs Hold professional learning for teachers implementing wellbeing programs	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<p>Establish a regular time for the Wellbeing Team to speak with staff and for staff to ask questions</p> <p>Establish clear referral processes</p> <p>Provide staff with opportunities to understand first response strategies, when to use the referral process</p> <p>Schedule time for at-risk students to bond with educators</p> <p>Establish check-ins with families of at-risk students</p>	<p><input checked="" type="checkbox"/> School Leadership Team</p> <p><input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>KIS 3 Building communities</p>	<p>Connected schools priority</p>			
<p>Actions</p>	<p>Ensure students requiring specific interventions are engaged with external agencies and supports</p> <p>Emphasis on our community and the importance of connection to learning</p>			
<p>Outcomes</p>	<p>Teachers and support staff will have strong relationships with parents/carers/kin of at-risk students</p> <p>All students will be connected to resources and learning opportunities</p> <p>Teachers can regularly connect with the parents/carers/kin of all students</p> <p>Participation in networking at the network level.</p> <p>Student recognise knowledgeable others and the value of community and parents in their learning</p>			
<p>Success Indicators</p>	<p>Attendance in intervention/tailored support programs</p> <p>Number of referrals, documented outcomes of student referral meetings</p> <p>Student perception and survey data</p> <p>Parent/carer/kin surveys and interviews</p> <p>Use of tools to identify, measure and document engagement of students at-risk</p>			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>

<p>Strengthen relationships with external support networks and agencies and feeder/secondary schools, early learning centres and community organisations</p>	<p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Document engagements with parents/carers/kin and follow up when difficult situations arise</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used</p>
<p>Routinely prioritise time in Team Meetings meetings to review engagement data and identify students and parents/carers/kin at risk of disengagement Strengthen and communicate processes for identifying and referring students and parents/carers/kin to external support agencies or community organisations Provide access to and promote information in appropriate community languages and engage translation services</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used</p>

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$11,000.00	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$11,000.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<p>Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.</p> <p>Document plans for coaching/mentoring/observation</p> <p>Establish processes/structures for collecting and monitoring school-wide data</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> School-based staffing</p> <p><input checked="" type="checkbox"/> Teaching and learning programs and resources</p> <p><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)</p>	\$1,000.00	
<p>Review the timetable to ensure curriculum essentials are prioritised</p> <p>Review the assessment schedule in collaboration with staff</p> <p>Monitor processes for regular moderation of assessment</p> <p>Students to plan, organise and effectively understand how to manage their learning with increased independence.</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> School-based staffing</p> <p><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)</p>	\$1,000.00	

Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions Develop curriculum units collaboratively with wellbeing team members which reflect the school wellbeing model	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$3,000.00	
Consult with staff on monitoring and referral processes Provide clarity of roles and responsibility of teachers, education support staff and Team leaders for referrals as outlined in wellbeing model Develop documentation for wellbeing programs Hold professional learning for teachers implementing wellbeing programs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$3,000.00	
Strengthen relationships with external support networks and agencies and feeder/secondary schools, early learning centres and community organisations	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services	\$2,000.00	
Routinely prioritise time in Team Meetings meetings to review engagement data and identify students and parents/carers/kin at risk of disengagement Strengthen and communicate processes for identifying and referring students and parents/carers/kin to external support agencies or community organisations Provide access to and promote information in appropriate community languages and engage translation services	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,000.00	

Totals	\$11,000.00	
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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. Document plans for coaching/mentoring/observation Establish processes/structures for collecting and monitoring school-wide data	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Review the timetable to ensure curriculum essentials are prioritised Review the assessment schedule in collaboration with staff Monitor processes for regular moderation of assessment Students to plan, organise and effectively understand how to manage their learning with increased independence.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

<p>Establish resourcing for individual and tailored support programs Establish criteria for identifying students requiring individual and tailored support Engage with parents/carers to ensure appropriate supports Schedule times for individual and tailored support to occur</p>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
<p>Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions Develop curriculum units collaboratively with wellbeing team members which reflect the school wellbeing model</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Consult with staff on monitoring and referral processes Provide clarity of roles and responsibility of teachers, education support staff and Team leaders for referrals as outlined in wellbeing model Develop documentation for wellbeing programs Hold professional learning for teachers implementing</p>	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

wellbeing programs						
<p>Establish a regular time for the Wellbeing Team to speak with staff and for staff to ask questions</p> <p>Establish clear referral processes</p> <p>Provide staff with opportunities to understand first response strategies, when to use the referral process</p> <p>Schedule time for at-risk students to bond with educators</p> <p>Establish check-ins with families of at-risk students</p>	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<p>from: Term 1</p> <p>to: Term 4</p>	<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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Routinely prioritise time in Team Meetings meetings to review engagement data and identify students and parents/carers/kin at risk of disengagement</p> <p>Strengthen and communicate processes for identifying and referring students and parents/carers/kin to external support agencies or community organisations</p> <p>Provide access to and promote information in appropriate community languages and engage translation services</p>	<input checked="" type="checkbox"/> All Staff	<p>from: Term 1</p> <p>to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

