2021 Annual Implementation Plan

for improving student outcomes

The Patch Primary School (5173)

Submitted for review by Debra Herrmann (School Principal) on 19 March, 2021 at 01:24 PM
Endorsed by Scott Crawford (Senior Education Improvement Leader) on 22 March, 2021 at 03:42 PM
Endorsed by Ange Ellis (School Council President) on 26 March, 2021 at 11:49 AM

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
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Evolving

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

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

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

Enter your reflective comments	Guiding the school towards better outcomes for all and providing a rich learning environment that is supported by positive relationships has continued as a focus this year. We have reinforced and reviewed our approach and learning program to develop our understanding of curriculum and strategies in engaging students with unconditional positive regard. Our work within this model has developed our understanding in relationships, body, stamina, character and engagement allowing for reengagement of students to be ready to learn and focus.
	Working with the leadership team, we have created a leadership role that focused on connecting and engaging parents and students, this will continue in 2021 with further consolidation in re-marketing and branding our school.
	We have continued with student leadership roles, festival committees, wellbeing groups, morning coffee mornings and appointed a new service provider who has a commitment to working and foster links between the school and the Kindergarten. Through decisive action, resolving conflict and mediating to a common ground, we have a community willing to voice their ideas towards a positive gain for all. The refinement of our google drive and documents has allowed for all staff to have a whole school view.
	All staff access are uploading curriculum and planning documents enabling all staff to share and access documentation and collaborate more effectively across the school. Leadership and PLC/Team leaders have been able to track teams

	progress and allowed for a more focused approach to explicit teaching. Implementation of a new Leadership structure and vertical Team/ PLC leaders will strengthened the focus on explicit teaching across the school and the importance of developing teams of PLC's, in 2021 to improve student data in the school, strengthen student agency and enhance consistency of approach and language across the school.

Considerations for 2021	Whole-school approach to continued development of leadership development, literacy – writing and spelling, numeracy, development of targeted teaching, team collaboration planning and assessment will
	    Embedding of Nature Based Learning to improve learning outdoors and improve student outcomes
	    Continued development of PLC's across the school
	    Enhanced data literacy of teachers
	    A focus on targeted learning to extend students working above expected levels
	    Review and evaluation of whole school approaches and teaching tools
	    Developing self-motivated students with high levels of learning confidence
	    Review of wellbeing processes and procedures in the school

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 improve the achievement and learning growth of every student, particularly in numeracy and literacy.
Target 2.1	NAPLAN benchmark growth By 2024, increase the percentage of students in Year 5 NAPLAN making above benchmark growth: • Reading to 48 or above (from benchmark of 36 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period) • Writing to 38 or above (from benchmark of 25 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period) • Numeracy to 36 or above (from benchmark of 24 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period).

Target 2.2	NAPLAN Year 3 & 5 students performing in the top two bands By 2024, increase the percentage of Year 3 students in the top two NAPLAN bands for: • Reading to 76 or above (from benchmark of 64 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period) • Writing to 68 or above (from benchmark of 47 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period) • Numeracy to 52 or above (from benchmark of 41 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period). By 2024, increase the percentage of Year 5 students in the top two NAPLAN bands for • Reading to 74 or above (from benchmark of 64 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period) • Writing to 34 or above (from benchmark of 19 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period) • Numeracy to 48 or above (from benchmark of 36 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period).
Target 2.3	Learning growth using teacher judgements In each year of the SSP, 90 per cent or more of students will demonstrate 12 months or more learning growth in Reading, Writing and Numeracy using teacher judgement data that has been triangulated with reference to agreed norm−referenced/standards−based data.
Target 2.4	Staff opinion By 2024, increase the percentage positive endorsement on the SSS:

	• Guaranteed and viable curriculum—from 71 in 2019 to 83 or above • Academic emphasis—from 65 in 2019 to 75 or above • Teacher collaboration—from 72 in 2019 to 80 or above • Instructional leadership—from 57 in 2019 to 70 or above
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Embed whole school instructional models that include the use of nature–based education for the teaching of Reading, Writing and Numeracy and that integrate the use of HITS, to enable consistent, high quality instruction in every classroom
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop the efficacy and confidence of all staff and teams to use assessment data and evidence to plan a differentiated teaching and learning program that targets the point of learning need of all students, including the needs of high performing students
Key Improvement Strategy 2.c Building practice excellence	Embed a communities of practice culture that uses a coaching, modelling, peer observation and feedback professional learning model to enable greater consistency, shared accountability and collective responsibility for improved outcomes
Key Improvement Strategy 2.d Instructional and shared leadership	Enhance the capacity of all leaders to diagnose, plan, monitor and evaluate the impact of teaching on student learning outcomes
Goal 3	To improve student engagement and learner agency to create curious and confident learners who are more independent and self–aware.
Target 3.1	Student opinion as shown in the AToSS By 2024, increase the percentage positive endorsement of Years 4–6 students on the AToSS: • Student voice and agency—from 56 in 2019 to 75 or above • Stimulated learning—from 65 in 2019 to 80 or above • Effort—from 71 in 2019 to 82 or above

Target 3.2	Parent opinion By 2024 increase the percentage of positive endorsement on the POS: - Student Voice and Agency from 79 in 2019 to 85 or above - Student motivation and support from 75 in 2019 to 85 or above - Stimulating learning environment from 76 in 2019 to 85 or above
Key Improvement Strategy 3.a Building practice excellence	Build staff capacity to activate student voice, leadership and learner agency in all settings across the school
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Develop and implement a whole school strategy for students to become more independent learners who manage and monitor their own learning goals and progress
Goal 4	To strengthen the social and emotional wellbeing of every student.
Target 4.1	Student opinion as shown in the AToSS. By 2024, increase the percentage positive endorsement of Years 4–6 students on the AToSS: - Sense of connectedness—from 76 in 2019 to 85 or above - Classroom behaviour—from 77 in 2019 to 85 or above - Teacher concern—from 68 in 2019 to 80 or above - Resilience—from 68 in 2019 to 80 or above

Target 4.2	Parent opinion By 2024, the percent positive endorsement on the POS will improve: - Teacher communication—from 65 in 2019 to 75 or above - School improvement—from 72 in 2019 to 85 or above - Parent participation and involvement—from 74 in 2019 to 80 or above
Key Improvement Strategy 4.a Empowering students and building school pride	Embed the whole school approach to social and emotional learning to further develop students' self–regulation, connectedness and resilience
Key Improvement Strategy 4.b Parents and carers as partners	Enhance opportunities for authentic learning partnerships between students, teachers and parents
Key Improvement Strategy 4.c Health and wellbeing	Develop and implement a whole school strategy to use the school's outdoor landscapes to improve student achievement, engagement and wellbeing

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	ACHIEVEMENT
			By 2024, increase the percentage positive endorsement on the School Staff Survey
			Staff opinion 2019 2021 2024
			Guaranteed and viable curriculum
			      71 73 83 or above
			Academic emphasis 65
			      68 75
			Teacher collaboration 72
			      74 80
			Instructional leadership 57
			      60 70
			
			ENGAGEMENT
			Student opinion: as shown in the Attitudes to School survey (AToSS) By 2024, increase the percentage positive endorsement of Years 4 – 6 students on the AToSS
			Year 4-6
			2019 2021 2024
			Student voice and agency 56
			      61 75 or above
			Stimulated learning 65
			      68 80

			Effort 71 74 82 Parent opinion: By 2024 increase the percentage of positive endorsement on the Parent Opinion Survey 2019 2021 2024 Student voice and agency 79 81 85 or above Student motivation and support 75 77 85 Stimulating learning environment 76 78 85 WELLBEING Student opinion: as shown in the Attitudes to School survey (AToSS) By 2024, increase the percentage positive endorsement of Years 4 – 6 students on the AToSS Year 4-6 2019 2021 2024 Sense of connectedness 76 78 85 or above Classroom behaviour 77 79 85 Teacher concern 68 71 80 Resilience 68 71 80 Parent opinion By 2024, the percent positive endorsement on the Parent Opinion survey will improve: 2019 2021 2024

			Teacher communication 65 67 75 or above
			School improvement 72 75 85
			Parent participation and involvement 74 76 80
			Teacher Judgements 80% of students will show 6 months growth in teacher judgements for students who have been targeted for support or intervention.
			Students on IEP's will reach their targeted goal
To improve the achievement and learning growth of every student, particularly in numeracy and literacy.	No	NAPLAN benchmark growth By 2024, increase the percentage of students in Year 5 NAPLAN making above benchmark growth: • Reading to 48 or above (from benchmark of 36 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period) • Writing to 38 or above (from benchmark of 25 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period) • Numeracy to 36 or above (from benchmark of 24 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period).	
		NAPLAN Year 3 & 5 students performing in the top two bands	

| | | By 2024, increase the percentage of Year 3 students in the top two NAPLAN bands for:

• Reading to 76 or above (from benchmark of 64 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period)
• Writing to 68 or above (from benchmark of 47 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period)
• Numeracy to 52 or above (from benchmark of 41 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period).

By 2024, increase the percentage of Year 5 students in the top two NAPLAN bands for

• Reading to 74 or above (from benchmark of 64 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period)
• Writing to 34 or above (from benchmark of 19 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period)
• Numeracy to 48 or above (from benchmark of 36 set as a mean over three years [17, 18 & 19] prior to the start of the new SSP period). | |
| | | Learning growth using teacher judgements

In each year of the SSP, 90 per cent or more of students will demonstrate 12 months or more learning growth in Reading, Writing and Numeracy using teacher judgement data that has been triangulated with reference to agreed norm–referenced/standards–based data. | |

		Staff opinion By 2024, increase the percentage positive endorsement on the SSS: • Guaranteed and viable curriculum—from 71 in 2019 to 83 or above • Academic emphasis—from 65 in 2019 to 75 or above • Teacher collaboration—from 72 in 2019 to 80 or above • Instructional leadership—from 57 in 2019 to 70 or above	
To improve student engagement and learner agency to create curious and confident learners who are more independent and self–aware.	No	Student opinion as shown in the AToSS By 2024, increase the percentage positive endorsement of Years 4–6 students on the AToSS: • Student voice and agency—from 56 in 2019 to 75 or above • Stimulated learning—from 65 in 2019 to 80 or above • Effort—from 71 in 2019 to 82 or above	
		Parent opinion By 2024 increase the percentage of positive endorsement on the POS: • Student Voice and Agency from 79 in 2019 to 85 or above • Student motivation and support from 75 in 2019 to 85 or above • Stimulating learning environment from 76 in 2019 to 85 or above	

| To strengthen the social and emotional wellbeing of every student. | No | Student opinion as shown in the AToSS.

By 2024, increase the percentage positive endorsement of Years 4–6 students on the AToSS:

• Sense of connectedness—from 76 in 2019 to 85 or above
• Classroom behaviour—from 77 in 2019 to 85 or above
• Teacher concern—from 68 in 2019 to 80 or above
• Resilience—from 68 in 2019 to 80 or above | |
| | | Parent opinion

By 2024, the percent positive endorsement on the POS will improve:

• Teacher communication—from 65 in 2019 to 75 or above
• School improvement—from 72 in 2019 to 85 or above
• Parent participation and involvement—from 74 in 2019 to 80 or above | |

Goal 1	2021 Priorities Goal
12 Month Target 1.1	ACHIEVEMENT By 2024, increase the percentage positive endorsement on the School Staff Survey Staff opinion 2019 2021 2024 Guaranteed and viable curriculum 71 73 83 or above Academic emphasis 65 68 75 Teacher collaboration 72 74 80 Instructional leadership 57 60 70

ENGAGEMENT
Student opinion: as shown in the Attitudes to School survey (AToSS) By 2024, increase the percentage positive endorsement of Years 4 – 6 students on the AToSS

Year 4-6	2019	2021	2024
Student voice and agency	56	61	75 or above
Stimulated learning	65	68	80
Effort	71	74	82

Parent opinion: By 2024 increase the percentage of positive endorsement on the Parent Opinion Survey

	2019	2021	2024
Student voice and agency	79	81	85 or above
Student motivation and support	75	77	85
Stimulating learning environment	76	78	85

WELLBEING
Student opinion: as shown in the Attitudes to School survey (AToSS)
By 2024, increase the percentage positive endorsement of Years 4 – 6 students on the AToSS

Year 4-6	2019	2021	2024
Sense of connectedness	76	78	85 or above
Classroom behaviour	77	79	85
Teacher concern	68	71	80
Resilience	68	71	80

Parent opinion By 2024, the percent positive endorsement on the Parent Opinion survey will improve:

	2019	2021	2024
Teacher communication	65	67	75 or above
School improvement	72	75	85
Parent participation and involvement	74	76	80

Teacher Judgements
80% of students will show 6 months growth in teacher judgements for students who have been targeted for support or intervention.

Students on IEP's will reach their targeted goal

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	ACHIEVEMENT By 2024, increase the percentage positive endorsement on the School Staff Survey Staff opinion 2019 2021 2024 Guaranteed and viable curriculum 71 73 83 or above Academic emphasis 65 68 75 Teacher collaboration 72 74 80 Instructional leadership 57 60 70 ENGAGEMENT Student opinion: as shown in the Attitudes to School survey (AToSS) By 2024, increase the percentage positive endorsement of Years 4 – 6 students on the AToSS Year 4-6 2019 2021 2024 Student voice and agency 56 61 75 or above Stimulated learning 65 68 80 Effort 71 74 82 Parent opinion: By 2024 increase the percentage of positive endorsement on the Parent Opinion Survey 2019 2021 2024 Student voice and agency 79 81 85 or above Student motivation and support 75 77 85 Stimulating learning environment 76 78 85 WELLBEING Student opinion: as shown in the Attitudes to School survey (AToSS) By 2024, increase the percentage positive endorsement of Years 4 – 6 students on the AToSS Year 4-6 2019 2021 2024 Sense of connectedness 76 78 85 or above Classroom behaviour 77 79 85 Teacher concern 68 71 80 Resilience 68 71 80 Parent opinion By 2024, the percent positive endorsement on the Parent Opinion survey will improve:

	2019 2021 2024 Teacher communication 65 67 75 or above School improvement 72 75 85 Parent participation and involvement 74 76 80 Teacher Judgements 80% of students will show 6 months growth in teacher judgements for students who have been targeted for support or intervention. Students on IEP's will reach their targeted goal
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support
Outcomes	Leaders will: Provide resource and professional development to develop data literacy of teachers Ensure processes and procedures are understood and followed by staff Teachers will: Confidently and accurately identify student learning needs through use of data Consistently implement the agreed assessment schedule Students in need of targeted support or intervention will have an Individual Education Plan Students will: Engage in interventions Will be able to identify their learning needs
Success Indicators	Leaders: Minutes of meeting, evident in PDP's and planning Professional Learning Schedule Teachers: PLC minutes, data walls, assessment trackers, planning documents, IEP's Students: Individual Learning goal recorded

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.	☑ Leadership Team ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Review the timetable to ensure curriculum essentials are prioritised	☑ Leadership Team ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Establish resourcing for individual and tailored support programs	☑ Leadership Team ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	Whole school professional learning on trauma-informed practice
Outcomes	Leaders will: Lead professional learning in trauma informed practices. Engage with regions and networks will be strengthened to share trauma-informed practices. Teachers will: Use the 'Berry Street Education' resources to inform their classroom practice and planning. Use consistent language as identified in the 'Berry Street' model. Students will: Understand and use consistent language from the' Berry Street' model. Apply strategies from the 'Berry Street' model.

Success Indicators	Leaders: Documentation of frameworks, policies or programs. Internal and external professional learning and shared readings for staff are documented. Teachers: Shared professional learning goals are reflected in staff PDPs. Planning documents. Team meeting minutes. Students: Student Opinion Survey SRC minutes Anecdotal observations

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	☑ Leadership Team ☑ Student Wellbeing Co-ordinator	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Wellbeing team members contribute to curriculum unit development team meetings	☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Development of curriculum resources which reflect trauma informed practice	☑ All Staff ☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ 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: Have strong relationships with staff, students and community. Build on developing and improving current communications. Survey staff, students and community and provide feedback in regards to remote and flexible learning and returning to school Teachers will: Have strong relationships with students and parents/careers/kin Explore different ways to communicate with parents, including reports and interviews. Provide feedback in regards to remote and flexible learning. Students will: Have strong relationships with leaders and staff. Explore different ways to communicate with staff. Provide feedback in regards to remote and flexible learning.
Success Indicators	Leaders will: Have strong relationships with staff, students and community. Build on developing and improving current communications. Survey staff, students and community and provide feedback in regards to remote and flexible learning and returning to school Teachers will: Have strong relationships with students and parents/careers/kin Explore different ways to communicate with parents, including reports and interviews. Provide feedback in regards to remote and flexible learning. Students will: Have strong relationships with leaders and staff. Explore different ways to communicate with staff. Provide feedback in regards to remote and flexible learning.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Expand community access to school newsletters, social media, and information sessions	☑ All Staff	☐ PLP Priority	from: Term 1	$0.00

	☑ Assistant Principal ☑ Leadership Team		to: Term 4	☐ Equity funding will be used
Prioritise collaboration time in PLCs/PLTs and share effective digital learning and relationship building strategies	☑ Assistant Principal ☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$0.00	$0.00
Additional Equity funding	$12,197.00	$12,197.00
Grand Total	$12,197.00	$12,197.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			$0.00	$0.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget ($)	Equity Spend ($)
Equity funding in credit $6,079 and cash $6,118 in SRP will be used to support employment of staff member to run Mini-Lit in year P-2 to target Literacy improvement and support	from: Term 1 to: Term 4	☑ School-based staffing	$12,197.00	$12,197.00
Totals			$12,197.00	$12,197.00

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.	☑ Leadership Team ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Learning Specialist ☑ Practice Principles for Excellence in Teaching and Learning ☑ High Impact Teaching Strategies (HITS) ☑ Student Achievement Manager	☑ On-site
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	☑ Leadership Team ☑ Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ External consultants Trauma Specialist Lindsey Crockett	☑ On-site
Prioritise collaboration time in PLCs/PLTs and share effective digital learning and relationship building strategies	☑ Assistant Principal ☑ Leadership Team	from: Term 1 to: Term 4	☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day ☑ Professional Practice Day	☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model	☑ On-site

				☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ High Impact Teaching Strategies (HITS)	