

2021 Annual Implementation Plan

for improving student outcomes

Richmond West Primary School (5044)



Submitted for review by Tip Kennedy (School Principal) on 08 February, 2021 at 02:17 PM
Endorsed by Pauline Rice (Senior Education Improvement Leader) on 08 February, 2021 at 02:17 PM
Endorsed by Dovid Clarke (School Council President) on 14 February, 2021 at 04:08 PM

Self-evaluation Summary - 2021

Richmond West Primary School (5044)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level	Evidence and Analysis
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding	classroom observations peer observations and feedback student in class assessment - Chinese and English student feedback Learning programs - ILPs, literacy support, VHAP planning documents
	Curriculum planning and assessment	Embedding	curriculum documentation Instructional model across school English and Chinese teachers working together in teams
	Evidence-based high-impact teaching strategies	Embedding	Professional Learning Team planning planning documents - term and weekly Learning Specialists as coaches
	Evaluating impact on learning	Embedding	SPA Professional Learning Assessment schedules next stage is data analysis across the school

Professional leadership	Building leadership teams	Embedding	meeting schedules Learning Specialist roles SIT reinvigoration for 2021
	Instructional and shared leadership	Embedding	Learning Specialists for Chinese and English are key to this More work to be done on data
	Strategic resource management	Embedding	Student agency to be enhanced peer feedback model introduced in Term one but interrupted due to COVID
	Vision, values and culture	Embedding	2019 staff survey indicates high morals and support from leadership 2020 shows decline in this - may be due to remote learning - to be investigated

Positive climate for learning		Empowering students and building school pride	Evolving moving towards Embedding	school pride is high throughout community but student agency is still evolving. Classroom surveys were completed in Term 1 2020 but not followed up due to remote learning. To be recommenced in 2021
		Setting expectations and promoting inclusion	Embedding moving towards Excelling	SWPBS matrix of expected behaviours Student welfare officer (AP) supports families to connect with local organisations teachers have student welfare at heart whole staff response to challenging behaviours and creating positive classrooms
		Health and wellbeing	Embedding	Strong Respectful Relationships curriculum SEL focus daily mindfulness program use of Compass chronicle good communication between school and home focus of 2021 - capacity building of all staff to achieve this
		Intellectual engagement and self-awareness	Evolving	awareness of students' needs helps map planning for teams Student intellectual engagement is an inherent part of bilingual education but not explicit at present teachers design curriculum with little student input

Community engagement in learning	Building communities	Excelling	RWPS has long standing links to local community groups RWPS is a member of the newly formed North Richmond Precinct action group
	Global citizenship	Excelling	Chinese speech competition ACARA Vietnamese moderation and work samples Visits by education delegations from VIC, nationally and internationally bilingual schools network winner of Excellence in Global Teaching and Learning 2020
	Networks with schools, services and agencies	Excelling	RWPS is a hub and through school leaders and teachers family access organisations like Brotherhood of St Lawrence, Smith Family, Carringbush Adult Education, City of Yarra Family Services and medical supports through North Richmond Community Health and DET SSS team. On site services include Chompers dental program, onpsych counselling (for part of 2020), speech and OT services, cognitive and language assessments, school nurse program
	Parents and carers as partners	Excelling	Compass as a platform for communication community events throughout the year - Welcome BBQ, Science Night, Art Show, School Concert, fortnightly parent run sausage sizzle, Working Bees Parent information evenings - Smiling Mind, Cyber-awareness, Compass use, Learning Chinese, Parent Teacher interviews, welcome to the start of the year information sessions, multicultural aides (Vietnamese and Chinese) employed

<p>Enter your reflective comments</p>	<p>RWPS excels at community engagement in learning. Remote learning enhanced connections with CALD families as teachers had one on one contact with each family. This should continue in 2022 Positive climate for learning is embedded in most classrooms but not all. Work to be done on a consistent understanding of this Processes/practices in place to maintain the health and wellbeing of students but no framework for staff wellbeing - a focus for 2022 as part of Mental Health and Wellbeing pilot Whole staff Professional Learning in understanding student agency in learning has been a goal of school but interrupted by COVID lockdowns. Curriculum documentation is excellent but students not involved in process PLC Training completed in Semester 2. All teaching staff involved in a "trial" PLC cycle in Term 4</p>
<p>Considerations for 2021</p>	<p>CALD student and family engagement officer to be employed in 2021 and shared between RWPS and RHS - worked well Staff PL on student agency, positive classrooms, use of data - interrupted by lockdowns Staff wellbeing framework to be developed - not begun</p>
<p>Documents that support this plan</p>	

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 maximize learning outcomes in reading and writing for all students.
Target 2.1	Increase the number of students achieving high relative growth in NAPLAN Reading from 21% (2018) to 30% (2022)
Target 2.2	Increase the number of students achieving high relative growth in NAPLAN Writing from 18% (2018) to 25% (2022)
Target 2.3	Decrease the number of Year 5 students measured as below expected level in NAPLAN Reading from 12% (2018) to less than 10% (2022)

Target 2.4	Decrease the number of Year 5 students measured as below expected level in NAPLAN Writing from 13% (2018) to less than 10% (2022)
Target 2.5	All students to show growth at least 12 months' growth in teacher judgement
Key Improvement Strategy 2.a Curriculum planning and assessment	Build teacher capacity to regularly review and update learning programs in line with school curriculum plans
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Increase confidence of teachers to challenge and support each other to improve practice
Key Improvement Strategy 2.c Evaluating impact on learning	Enhance teachers' capacity to collaboratively moderate student assessment and use data to diagnose student learning needs and plan for learning
Goal 3	Empower students' agency and voice in their learning.
Target 3.1	<p>Improve the following Attitude to School Survey measures</p> <ul style="list-style-type: none"> • Motivation and Interest from 89% (2018) to 94% (2022) • Teacher Concern from 76% (2018) to 86% (2022) • Student Voice and Agency from 87% (2018) to 92% (2022)
Target 3.2	Improve Parent Opinion Survey (POS) endorsement for student agency from 80% (2018) to 90% (2022)

Target 3.3	Reduce the number of unapproved student absences from 8.8 average days (2018) to 5.0 average days (2022)
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Activate student voice and agency to establish an authentic learning partnership throughout the school which develops independent and self-regulating learners.
Key Improvement Strategy 3.b Empowering students and building school pride	Build parameters of risk taking in learning by students and teachers.
Key Improvement Strategy 3.c Building practice excellence	Build teacher capacity to support students to be reflective, questioning and self monitoring learners
Goal 4	To maximize learning outcomes in numeracy for all students.
Target 4.1	Increase the number of students achieving high relative growth in NAPLAN Numeracy from 30% (2018) to 35% (2022)
Target 4.2	Decrease the number of Year 5 students measured as below expected level in NAPLAN Numeracy from 12% (2018) to less than 10% (2022)
Target 4.3	All students to show growth at least 12 months' growth in teacher judgement
Key Improvement Strategy 4.a Evaluating impact on learning	Establish and embed a whole school approach across all programs to evaluate impact of teaching and learning programs.

Key Improvement Strategy 4.b
Building practice excellence

Enhance feedback processes school wide to optimise learning outcomes.

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> <ol style="list-style-type: none"> 1. All students to show at least 12 months' growth in literacy and numeracy in teacher judgement 2. Increase percentage endorsement on Attitudes to School Survey teacher concern to 70% resilience to 82% 3. Reduce the number of unapproved student absences to 5.0 average days school connectedness to 80%
To maximize learning outcomes in reading and writing for all students.	No	Increase the number of students achieving high relative growth in NAPLAN Reading from 21% (2018) to 30% (2022)	
		Increase the number of students achieving high relative growth in NAPLAN Writing from 18% (2018) to 25% (2022)	

		Decrease the number of Year 5 students measured as below expected level in NAPLAN Reading from 12% (2018) to less than 10% (2022)	
		Decrease the number of Year 5 students measured as below expected level in NAPLAN Writing from 13% (2018) to less than 10% (2022)	
		All students to show growth at least 12 months' growth in teacher judgement	
Empower students' agency and voice in their learning.	No	<p>Improve the following Attitude to School Survey measures</p> <ul style="list-style-type: none"> • Motivation and Interest from 89% (2018) to 94% (2022) • Teacher Concern from 76% (2018) to 86% (2022) • Student Voice and Agency from 87% (2018) to 92% (2022) 	
		Improve Parent Opinion Survey (POS) endorsement for student agency from 80% (2018) to 90% (2022)	
		Reduce the number of unapproved student absences from 8.8 average days (2018) to 5.0 average days (2022)	

To maximize learning outcomes in numeracy for all students.	No	Increase the number of students achieving high relative growth in NAPLAN Numeracy from 30% (2018) to 35% (2022)	
		Decrease the number of Year 5 students measured as below expected level in NAPLAN Numeracy from 12% (2018) to less than 10% (2022)	
		All students to show growth at least 12 months' growth in teacher judgement	

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	<p>1.All students to show at least 12 months' growth in literacy and numeracy in teacher judgement</p> <p>2. Increase percentage endorsement on Attitudes to School Survey teacher concern to 70% resilience to 82%</p> <p>3. Reduce the number of unapproved student absences to 5.0 average days school connectedness to 80%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes

KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>1.All students to show at least 12 months' growth in literacy and numeracy in teacher judgement</p> <p>2. Increase percentage endorsement on Attitudes to School Survey teacher concern to 70% resilience to 82%</p> <p>3. Reduce the number of unapproved student absences to 5.0 average days school connectedness to 80%</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Develop data literacy of teachers, education support staff and small group tutors to inform understanding of student needs and progress and identify student requiring additional support</p> <p>Establish and embed consistent approaches to formative assessment and frequent low-stakes testing</p> <p>With staff input establish a targeted support program for students</p> <p>establish a small group tutoring program</p>
Outcomes	<p>Teachers will confidently and accurately identify student learning needs of their students</p> <p>Teachers will provide students with the opportunity to work at their level using differentiated resources</p> <p>students in need of targeted academic support or intervention will be identified and supported</p> <p>relevant teachers will establish intervention/small group tutoring</p>
Success Indicators	<p>teacher's formative assessment data and teacher judgement data</p> <p>teacher records and observations of student progress</p> <p>classroom and peer observations</p> <p>differentiated resources used in tailored supports</p> <p>assessment data and student surveys from intervention groups</p>

progress against ILPs				
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	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$95,000.00 <input type="checkbox"/> Equity funding will be used
external coaching - for early literacy intervention and growth coaching	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input type="checkbox"/> Equity funding will be used
establish small group tutoring program	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$95,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels plan how whole school professional learning on trauma-informed practice will be implemented and revisited throughout the year build staff capacity to collect, analyse, monitor and respond to students engagement data target counselling for individual students with acute needs			

Outcomes	teachers will incorporate trauma informed practice in classrooms and in planning units of work teachers will model and are consistent in agreed routines leaders will strengthen engagement with local support agencies (North Richmond Community Health) at risk students will be identified and receive targeted support in a timely manner students will experience more success in classes students and families will be connected to allied health and mental health services			
Success Indicators	documentation of frameworks and policies shared professional learning goals in PDPs documentation of referrals and communication processes regarding wellbeing concerns data of counselling services accessed by students and families documentation of strategies students will use in classes and at school			
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	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
establish clear referral processes (NRCH)	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$30,000.00 <input type="checkbox"/> Equity funding will be used
each class to participate in Kitchen garden program	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Consult with staff on monitoring and referral processes by establishing the Student wellbeing team (SIT)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	Employment of Student and Family Engagement Officer to work across RWPS and RHS			
Outcomes	enhanced cultural awareness of staff increased connectedness of families to school			
Success Indicators	improved attendance greater sense of connectedness			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish Student and Family Engagement Officer's (SFEO) role in their work at RWPS and RHS	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Education Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$90,000.00 <input type="checkbox"/> Equity funding will be used
Identification of students and families to work with (SFEO)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

SFEO provide staff professional learning sessions on cultural awareness	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Education Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
SFEO to attend parents and community events	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$40,000.00	\$40,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$40,000.00	\$40,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
each class to participate in Kitchen garden program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$40,000.00	\$40,000.00
Totals			\$40,000.00	\$40,000.00

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	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
external coaching - for early literacy intervention and growth coaching	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site
establish small group tutoring program	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments	<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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team			
<p>plan for and schedule professional learning including subsequent sessions to determine impact and review actions</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
<p>establish clear referral processes (NRCH)</p>	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<p>from: Term 1 to: Term 1</p>	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants NRCH Staff	<input checked="" type="checkbox"/> On-site
<p>Consult with staff on monitoring and referral processes by establishing the Student wellbeing team (SIT)</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leadership Team	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants NRCH staff <input checked="" type="checkbox"/> Departmental resources Wellbeing staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> School Improvement Team					
Establish Student and Family Engagement Officer's (SFEO) role in their work at RWPS and RHS	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Identification of students and families to work with (SFEO)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
SFEO provide staff professional learning sessions on cultural awareness	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
SFEO to attend parents and community events	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site