

2023 Annual Implementation Plan

for improving student outcomes

Lyndale Greens Primary School (5535)



Submitted for review by Ryan Forte (School Principal) on 01 May, 2023 at 05:59 PM

Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 16 May, 2023 at 06:56 PM

Endorsed by Imran Maniar (School Council President) on 22 May, 2023 at 04:23 PM

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	<p>There has been a great deal of change at Lyndale Greens Primary School over the last 12 months.</p> <ul style="list-style-type: none"> - Process, procedures, roles and responsibilities have been reviewed due to leadership change. - The SIT has been reduced and refined, with a number of members moving to classroom-based roles. - Staff learning around the science of reading has led to a shift in how reading is taught in the junior school. - Numeracy has been refocused on staff confidence and capability in the fundamentals of Number - place value, the four process and multiplicative thinking. - The school has been opened to families, through open afternoons, events and assemblies; and more involved in the
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	<p>community through activities such as adopting a park, relaunching Girl Guides, and being involved in student leadership opportunities with the City of Greater Dandenong.</p> <p>- The school began its PLC and SWPBS journeys late in Term 4.</p>
<p>Considerations for 2023</p>	<p>A new Strategic Plan will be created in Term 3, after a thorough review process.</p> <p>Initialit, an evidence-based whole-class literacy program developed by Macquarie University, will be rolled-out in Prep - Year 2.</p> <p>Numeracy will be the focus for Years 3 - 6, and serve as the basis for the PLC Initiative training taking place across Terms 1 and 2.</p> <p>Level teams are now referred to as PLCs and are overseen by Instructional Leaders (Teaching and Learning) and Managers (Administration, Events and Communication).</p> <p>HITS continue to be evidenced in teacher work programs and planning documents.</p> <p>The Care Working Party will follow the roll-out of the SWPBS Universal Prevention (Part A), though not officially be part of the program.</p> <p>Schools Mental Health Fund will be used to employ a school councillor or psychologist.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Maximise the learning growth and achievement for all students
Target 2.1	By 2023 the percentage of Year 5 students achieving high growth in NAPLAN reading will increase from 31% (2019) to 35% or above (2023)
Target 2.2	By 2023 the percentage of students assessed in the top two bands in NAPLAN in: <ul style="list-style-type: none"> • Year 3 Numeracy from 40% (2019) to 41% or above (2023) • Year 3 Reading from 47% (2019) to 48% or above (2023) • Year 5 Reading from 34% (2019) to 40% or above (2023)

	<ul style="list-style-type: none"> • Year 5 Writing from 24% (2019) to 27% or above (2023)
Target 2.3	<p>By 2023 the percentage of students across the school achieving above level based on teacher judgements for:</p> <ul style="list-style-type: none"> • Reading and viewing from 37% (2018) to 40% or above (2023) • Writing from 22% (2018) to 25% or above (2023) • Number and algebra from 28% (2018) to 30% or above (2023)
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Enhance consistency through collaborative, high-quality teacher practice
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Enhance consistency in the use of data, providing feedback and setting learning goals
Key Improvement Strategy 2.c Evaluating impact on learning	Further develop the assessment and moderation practice of staff
Key Improvement Strategy 2.d Evidence-based high-impact teaching strategies	Strengthen staff capability to deliver evidence-based instruction across the school including use of High Impact Teaching Strategies
Goal 3	Strengthen student voice, agency and leadership across the school
Target 3.1	By 2023 increase positive endorsement on the Attitudes to School Survey in:

	<ul style="list-style-type: none"> • School connectedness from 85% (2019) to be at or above 90% (2023) • Student voice and agency from 74% (2019) to be at or above 80% (2023)
Target 3.2	By 2023 increase positive endorsement on the POS for student voice and agency from 83% (2019) to be at or above 85% (2023)
Target 3.3	By 2023 increase positive endorsement on the SSS for promoting student ownership of learning goals from 88% (2019) to be at or above 89% (2023)
Key Improvement Strategy 3.a Empowering students and building school pride	Build staff capacity to activate student voice, agency and leadership in classrooms and across the school
Key Improvement Strategy 3.b Empowering students and building school pride	Co–design opportunities for students to exercise authentic agency in their learning
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Build staff capacity to implement and assess an engaging inquiry learning program
Goal 4	Enhance the capacity of the school to develop the resilience and social–emotional wellbeing of every student
Target 4.1	By 2023 increase the percentage of positive endorsement in the AToSS for: <ul style="list-style-type: none"> • Resilience from 87% (2019) to be at or above 90% (2023)

	<ul style="list-style-type: none"> • Classroom behaviour from 76% (2019) to be at or above 80% (2023)
Target 4.2	<p>By 2023 increase the percentage of positive endorsement in the POS for:</p> <ul style="list-style-type: none"> • Teacher communication from 84% (2019) to be at or above 86% (2023)
Target 4.3	<p>By 2023 decrease the percentage of students with 20 or more absence days per year from 29% (2018) to be at or below 25% (2023)</p>
Key Improvement Strategy 4.a Health and wellbeing	<p>Develop teacher capacity to implement an explicit personal and social learning curriculum</p>
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	<p>Develop, document and implement a coordinated approach to chronic student absences</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>NAPLAN By 2023 the percentage of Year 5 students achieving high growth in NAPLAN reading will increase from 31% (2019) to 35% or above (2023) By 2023 the percentage of students assessed in the top two bands in NAPLAN in:- Year 3 Numeracy from 40% (2019) to 41% or above (2023)- Year 3 Reading from 47% (2019) to 48% or above (2023)- Year 5 Reading from 34% (2019) to 40% or above (2023)- Year 5 Writing from 24% (2019) to 27% or above (2023) By 2023 the percentage of students across the school achieving above level based on teacher judgements for:- Reading and viewing from 37% (2018) to 40% or above (2023)- Writing from 22% (2018) to 25% or above (2023)- Number and algebra from 28% (2018) to 30% or above (2023) AToSS By 2023 increase positive endorsement in:- School connectedness from 85% (2019) to be at or above 90% (2023)- Student voice and agency from 74% (2019) to be at or above 80% (2023)- Resilience from 87% (2019) to be at or above 90% (2023)- Classroom behaviour from 76% (2019) to be at or above 80% (2023) POS By 2023 increase positive endorsement in: - Student voice and agency</p>

			from 83% (2019) to be at or above 85% (2023)- Teacher communication from 84% (2019) to be at or above 86% (2023)SSSBY 2023 increase positive endorsement in promoting student ownership of learning goals from 88% (2019) to be at or above 89% (2023)AttendanceBy 2023 decrease the percentage of students with 20 or more absence days per year from 29% (2018) to be at or below 25% (2023)
Maximise the learning growth and achievement for all students	No	By 2023 the percentage of Year 5 students achieving high growth in NAPLAN reading will increase from 31% (2019) to 35% or above (2023)	
		By 2023 the percentage of students assessed in the top two bands in NAPLAN in: <ul style="list-style-type: none"> • Year 3 Numeracy from 40% (2019) to 41% or above (2023) • Year 3 Reading from 47% (2019) to 48% or above (2023) • Year 5 Reading from 34% (2019) to 40% or above (2023) • Year 5 Writing from 24% (2019) to 27% or above (2023) 	
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Strengthen student voice, agency and leadership across the school	No	By 2023 increase positive endorsement on the Attitudes to School Survey in: <ul style="list-style-type: none"> • School connectedness from 85% (2019) to be at or above 90% (2023) 	

		<ul style="list-style-type: none"> • Student voice and agency from 74% (2019) to be at or above 80% (2023) 	
		By 2023 increase positive endorsement on the POS for student voice and agency from 83% (2019) to be at or above 85% (2023)	
		By 2023 increase positive endorsement on the SSS for promoting student ownership of learning goals from 88% (2019) to be at or above 89% (2023)	
Enhance the capacity of the school to develop the resilience and social-emotional wellbeing of every student	No	By 2023 increase the percentage of positive endorsement in the AToSS for: <ul style="list-style-type: none"> • Resilience from 87% (2019) to be at or above 90% (2023) • Classroom behaviour from 76% (2019) to be at or above 80% (2023) 	
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Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
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<p>12 Month Target 1.1</p>	<p>NAPLAN By 2023 the percentage of Year 5 students achieving high growth in NAPLAN reading will increase from 31% (2019) to 35% or above (2023)</p> <p>By 2023 the percentage of students assessed in the top two bands in NAPLAN in:</p> <ul style="list-style-type: none"> - Year 3 Numeracy from 40% (2019) to 41% or above (2023) - Year 3 Reading from 47% (2019) to 48% or above (2023) - Year 5 Reading from 34% (2019) to 40% or above (2023) - Year 5 Writing from 24% (2019) to 27% or above (2023) <p>By 2023 the percentage of students across the school achieving above level based on teacher judgements for:</p> <ul style="list-style-type: none"> - Reading and viewing from 37% (2018) to 40% or above (2023) - Writing from 22% (2018) to 25% or above (2023) - Number and algebra from 28% (2018) to 30% or above (2023) <p>AToSS By 2023 increase positive endorsement in:</p> <ul style="list-style-type: none"> - School connectedness from 85% (2019) to be at or above 90% (2023) - Student voice and agency from 74% (2019) to be at or above 80% (2023) - Resilience from 87% (2019) to be at or above 90% (2023) - Classroom behaviour from 76% (2019) to be at or above 80% (2023) <p>POS By 2023 increase positive endorsement in: - Student voice and agency from 83% (2019) to be at or above 85% (2023) - Teacher communication from 84% (2019) to be at or above 86% (2023)</p> <p>SSS By 2023 increase positive endorsement in promoting student ownership of learning goals from 88% (2019) to be at or above 89% (2023)</p> <p>Attendance By 2023 decrease the percentage of students with 20 or more absence days per year from 29% (2018) to be at or below 25% (2023)</p>
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>

KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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 2023.	

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<p>12 Month Target 1.1</p>	<p>NAPLAN By 2023 the percentage of Year 5 students achieving high growth in NAPLAN reading will increase from 31% (2019) to 35% or above (2023)</p> <p>By 2023 the percentage of students assessed in the top two bands in NAPLAN in:</p> <ul style="list-style-type: none"> - Year 3 Numeracy from 40% (2019) to 41% or above (2023) - Year 3 Reading from 47% (2019) to 48% or above (2023) - Year 5 Reading from 34% (2019) to 40% or above (2023) - Year 5 Writing from 24% (2019) to 27% or above (2023) <p>By 2023 the percentage of students across the school achieving above level based on teacher judgements for:</p> <ul style="list-style-type: none"> - Reading and viewing from 37% (2018) to 40% or above (2023) - Writing from 22% (2018) to 25% or above (2023) - Number and algebra from 28% (2018) to 30% or above (2023) <p>AToSS By 2023 increase positive endorsement in:</p> <ul style="list-style-type: none"> - School connectedness from 85% (2019) to be at or above 90% (2023) - Student voice and agency from 74% (2019) to be at or above 80% (2023) - Resilience from 87% (2019) to be at or above 90% (2023) - Classroom behaviour from 76% (2019) to be at or above 80% (2023) <p>POS By 2023 increase positive endorsement in: - Student voice and agency from 83% (2019) to be at or above 85% (2023) - Teacher communication from 84% (2019) to be at or above 86% (2023)</p> <p>SSS By 2023 increase positive endorsement in promoting student ownership of learning goals from 88% (2019) to be at or above 89% (2023)</p>

	<p>Attendance By 2023 decrease the percentage of students with 20 or more absence days per year from 29% (2018) to be at or below 25% (2023)</p>
<p>KIS 1.a Priority 2023 Dimension</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>
<p>Actions</p>	<p>1. Establish Professional Learning Community (PLC) structures to support teacher collaboration and strengthen teaching practice.</p> <p>2. Build teacher capability to deliver quality learning in Literacy across Prep - Year 2 and Numeracy across Years 3 - 6.</p> <p>i. Literacy (Prep - Year 2) - Build teacher capacity to:</p> <ul style="list-style-type: none"> - implement a structured literacy approach that addresses phonemic awareness and phonics. - conduct and analyse formative reading assessments to monitor student progress and inform planning. <p>ii. Numeracy (Years 3 - 6) - Build teacher capacity to:</p> <ul style="list-style-type: none"> - implement a structured Numeracy approach that addresses the essential underpinnings in Number; Numeration (Place Value), The Four Operations (Concepts), Mental Strategies (Number Facts). - conduct and analyse formative Number assessments to monitor student progress and inform planning.
<p>Outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> - develop a whole school professional learning plan that includes professional learning on (The school's targeted Literacy need to break down further – will the initial focus be Reading or Writing? and Numeracy school improvement initiatives. - allocate time for Learning Specialists of literacy and Numeracy to provide coaching and modelling of practice to enhance school wide consistency in the teaching of Literacy across years P-2 and Numeracy across years 3-6. - provide appropriate planning time to PLTs/PLCs to resource and support teacher capacity building in the effective teaching of Literacy across years P-2 and Numeracy across years 3-6. - frequently review PLC implementation practices to identify barriers and enablers for effective PLC implementation, including evaluating how decisions made in PLCs are enacted in classrooms - conduct regular learning walks with Learning Specialists to monitor consistency and quality of instruction in lessons with a focus on explicit use of the key teaching strategies linked to the schools P-2 Literacy initiative and the 3 – 6 Numeracy initiative. <p>Teachers will:</p> <ul style="list-style-type: none"> - (P-2) provide systematic, explicit and assessment responsive phonics instruction that meets each student at point of need. - (P-2) explicitly teach high-frequency words with full analysis of letter-sound relationships within the words based on ongoing assessment and specific to individual or group needs. - (P-2) model appropriate fluency (accuracy, automaticity, and prosody) in reading and provide opportunities for developing fluency during paired and partner reading.

	<ul style="list-style-type: none"> - (P-2) systematically and intentionally use formative assessment to identify where each student is as a reader and what strategies are needed to move them forward. - (3-6) target the development of Number Sense through targeted and evidence-based practices during Warm-Ups in the Numeracy Block. - (3-6) continue to build their knowledge of teaching Number through targeted Professional Learning and apply this in the classroom. - (3-6) model appropriate mathematical discussions and provide opportunities for students to share their thinking and to develop their understanding of Number. - (3-6) systematically and intentionally use formative assessments to identify where each student is as a mathematician and what strategies are needed to move them forward. - (3-6) use the Improvement Cycle to collaboratively implement PLC inquiry cycles. - (3-6) articulate the importance of the work linked to the school's Numeracy initiative across Years 3-6 when it is reviewed throughout a PLC inquiry cycle. <p>Students will:</p> <ul style="list-style-type: none"> - receive quality Literacy and Numeracy instruction in their classroom learning. - have improved levels of learning and experience success in Literacy and Numeracy areas, as reflected in NAPLAN and teacher judgement assessments. - (P-2) develop their knowledge and competencies in phonemic awareness to support them as they develop as readers. - (P-2) use their phonic knowledge and word recognition skills to read a variety of developmentally appropriate texts. - (P-2) have level appropriate number sense and can demonstrate an ability to think of numbers in more than one way, particularly renaming. - (3-6) know the basic Number facts appropriate to their year level as show in Milestones Document (Paul Swan). - (3-6) can visualise and mentally recall number facts and know when and how to apply these efficiently. 			
Success Indicators	<ul style="list-style-type: none"> - Evidence of increased performance and growth in student learning outcomes for reading including Teacher Judgement and NAPLAN data (see 12-month targets). - PLC minutes show evidence of teacher use of information and data to collaboratively review and assess teacher capacity to effectively deploy impact of teaching strategies. - Evidence of teachers' formative student assessment records indicating greater accuracy and consistency across the school. - Classroom observations and learning walks will demonstrate 'take up' of professional learning strategies linked to InitialLit and Numeracy approach. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>School Leadership develop/source and deliver staff professional development on the school's Literacy initiative across Prep - 2 and the Numeracy initiative across Years 3 - 6.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>School Leadership provides Professional Learning to improve the instructional leadership capacity of middle level leaders responsible for PLCs to coach teachers within their teams to improve the teaching of Numeracy in Years 3 - 6.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>School Leadership purchase resources to support the delivery of effective teaching and learning for teaching strategies linked to the implementation of InitialLit across Prep - Year 2, and the Numeracy initiative across Years 3 - 6.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$100,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
School Leadership use the Numeracy initiative across Years 3 - 6 as the focus area to build the knowledge and skills of the school's teams to effectively use PLC collaborative practice and processes.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
School Leadership refine the staff professional learning schedule to prioritise time for PLC inquiry cycles in teams.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
School Leadership schedule first PLC inquiry cycle in Term 2.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
School Leadership schedule first PLC showcase in late Term 2 or early Term 3 and incorporate learnings into plans for school improvement.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
School Leadership observe meetings to review teams' use of PLC norms and protocols.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3	\$0.00

	<input checked="" type="checkbox"/> Principal		to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
School Leadership and Instructional Leaders organise learning walks to observe teacher practice and the use of formative assessment in classrooms.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
School Leadership timetable regular school-based coaching to support Prep - Year 2 teachers to implement InitialLit in the literacy block.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
The Prep - 2 Literacy focus and Years 3 - 6 Numeracy focus are each overseen by a dedicated Leading Teacher.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$140,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Establish a whole school approach to positive relationships, resilience and behaviour through implementation of a schoolwide positive behaviour approach at the school.			
Outcomes	Leaders will: - ensure that the whole school community has been consulted to develop the SWPBS mission statement and shared vision. - frequently monitor SWPBS behaviour data using Sentral. - provide opportunity for the SWPBS team to lead and sustain the implementation and monitoring of SWPBS. Teachers will: - collaboratively develop social skills lessons to teach SWPBS expected behaviours. - understand the SWPBS philosophy and articulate the desired behaviours, and major and minor behaviours. - collect and collaboratively analyse student behaviour data using the learning management system.			

	<ul style="list-style-type: none"> - use consistent language to discuss positive behaviours, and major and minor behaviours. <p>Students will:</p> <ul style="list-style-type: none"> - articulate the positive behaviours, and major and minor behaviours outlined in the SWPBS framework. - identify appropriate behaviours in different settings. <p>Parents will:</p> <ul style="list-style-type: none"> - understand the desired school behaviours and the procedures for responding to major and minor behaviours. - recognise student positive behaviours through learning management system. 			
Success Indicators	<ul style="list-style-type: none"> - Expected behaviours are displayed prominently throughout the school. - Behaviour records in Sentral. - Lesson plans demonstrate consideration of student behaviour needs when developing social skills lessons to teach expected behaviours. - Use of SWPBS language evident in peer observations. - Focus groups responses reflect improved relationships between staff and students, students and students. - Reduced exclusionary discipline recorded in Sentral. - Begin to achieve a baseline of data for exclusionary practices. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish a SWPBS team comprising of relevant school leaders, wellbeing staff, and classroom teachers.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>The Assistant Principal will informally work alongside the Department's SWPBS leadership training schedule.</p>	<p><input checked="" type="checkbox"/> Assistant Principal</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><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Schedule opportunities for the SWPBS leader to meet with the South East Region SWPBS Coach.</p>	<p><input checked="" type="checkbox"/> Assistant Principal</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><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Organise and schedule whole school professional learning to develop the knowledge and skills to implement SWPBS.</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule and run whole school consultation involving staff, students and families to establish consensus on the design of the Expectations Matrix and expected behaviours within the school setting.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
To support the implementation of the Matrix in classroom practice, the Care Working Party (SWPBS Team) will conduct a series of professional learning workshops with staff to further identify and define minor and major behaviours.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Teachers commence explicit teaching of the elements within the school's positive behaviour matrix integrated within their classroom program delivery.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
The SWPBS team develop a draft flow chart detailing the preventative interventions and responses used by teachers and ES staff to address to promote desired student behaviours across all settings within the school. as well as detailing appropriate reinforcements and consequences used.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
The SWPBS team provides professional learning to staff in workshops to strengthen their understanding of the behaviour flow	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3	\$0.00

<p>chart. Additional follow-up professional learning support will be provided by members of the SWPBS team in PLT/level meetings.</p>			<p>to: Term 4</p>	<p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Display the SWPBS expected behaviours and shared vision prominently in all classrooms and learning areas so they can be referred to by teachers and students.</p>	<p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 3 to: Term 3</p>	<p>\$2,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Review Sentral to determine whether the school is able to record information detailing 'who did what, when, where and why' to ensure it is suitable for collecting and monitoring SWPBS data.</p>	<p><input checked="" type="checkbox"/> Assistant Principal</p> <p><input checked="" type="checkbox"/> Information Technology Leader/Team</p> <p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 3 to: Term 3</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish processes and procedures for recording SWPBS data in Sentral.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Information Technology Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Teachers begin implementation of school wide positive behaviour approach using the behaviour flowchart to support and guide student behaviour management practice within their classrooms.	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Develop teacher program planning documents that allow for teachers to incorporate the inclusion of the elements linked to the school's positive behaviour matrix in their learning program development.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> SWPBS Leader/Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 3 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Establish an ongoing communication strategy with the school community unpacking and affirming the school's values.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS Leader/Team 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 2 to: Term 4</p>	<p>\$1,000.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>School Leadership and SWPBS team schedule and undertake classroom learning walks/observations to assess teacher use of the behaviour matrix in their classroom practice.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS Leader/Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 3 to: Term 4</p>	<p>\$2,000.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>The Assistant Principal and Care Working Party (SWPBS Team) use data to identify students who require Tier 2 and 3 level behaviour interventions and engage with SSS and outside agencies to access support in positively engaging these students in their learning at school.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 4</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>A system to acknowledge the positive behaviours of students is designed and implemented. This system includes precise positive verbal feedback, as well as a tangible system consisting of a continuum of free and frequent, intermittent, and occasional rewards/acknowledgements.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 4</p>	<p>\$2,000.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$1,018,856.18	\$1,018,856.18	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$54,723.95	\$54,723.95	\$0.00
Total	\$1,073,580.13	\$1,073,580.13	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
School Leadership provides Professional Learning to improve the instructional leadership capacity of middle level leaders responsible for PLCs to coach teachers within their teams to improve the teaching of Numeracy in Years 3 - 6.	\$5,000.00
School Leadership purchase resources to support the delivery of effective teaching and learning for teaching strategies linked to the implementation of InitialLit across Prep - Year 2, and the Numeracy initiative across Years 3 - 6.	\$100,000.00
School Leadership timetable regular school-based coaching to support Prep - Year 2 teachers to implement InitialLit in the literacy block.	\$20,000.00
The Prep - 2 Literacy focus and Years 3 - 6 Numeracy focus are each overseen by a dedicated Leading Teacher.	\$140,000.00
Display the SWPBS expected behaviours and shared vision prominently in all classrooms and learning areas so they can be referred to by teachers and students.	\$2,000.00

Totals	\$267,000.00
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Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
School Leadership provides Professional Learning to improve the instructional leadership capacity of middle level leaders responsible for PLCs to coach teachers within their teams to improve the teaching of Numeracy in Years 3 - 6.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
School Leadership purchase resources to support the delivery of effective teaching and learning for teaching strategies linked to the implementation of InitialLit across Prep - Year 2, and the Numeracy initiative across Years 3 - 6.	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
School Leadership timetable regular school-based coaching to support Prep - Year 2 teachers to implement InitialLit in the literacy block.	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
The Prep - 2 Literacy focus and Years 3 - 6 Numeracy focus are each overseen by a dedicated Leading Teacher.	from: Term 1 to: Term 4	\$197,211.00	<input checked="" type="checkbox"/> School-based staffing
Display the SWPBS expected behaviours and shared vision prominently in all classrooms and	from: Term 3	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

learning areas so they can be referred to by teachers and students.	to: Term 3		
Totals		\$339,211.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Assistant Principal - Welfare and Wellbeing	\$140,196.00
Literacy Intervention Teachers	
Maintaining learning spaces, and new furniture to support the learning needs of students.	
Numeracy Intervention Teachers	

Maintain low class sizes across middle school	
InitialLit resources	
Notebook and iPad fleet upgrade and maintenance.	
Implementation of SWPBS by Care Wroking Party	
Totals	\$140,196.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Assistant Principal - Welfare and Wellbeing	from: Term 1 to: Term 4	\$102,871.00	<input checked="" type="checkbox"/> School-based staffing
Literacy Intervention Teachers	from: Term 1 to: Term 4	\$134,800.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Maintaining learning spaces, and new furniture to support the learning needs of students.	from: Term 1 to: Term 4	\$154,841.18	<input checked="" type="checkbox"/> Other
Numeracy Intervention Teachers	from: Term 1 to: Term 4	\$134,800.00	<input checked="" type="checkbox"/> School-based staffing
Maintain low class sizes across middle school	from: Term 1	\$112,333.00	<input checked="" type="checkbox"/> School-based staffing

	to: Term 4		
InitialLit resources	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Notebook and iPad fleet upgrade and maintenance.	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Assets
Implementation of SWPBS by Care Wroking Party	from: Term 1 to: Term 4		
Totals		\$679,645.18	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Assistant Principal - Welfare and Wellbeing	from: Term 1 to: Term 4		
Literacy Intervention Teachers	from: Term 1 to: Term 4		

Maintaining learning spaces, and new furniture to support the learning needs of students.	from: Term 1 to: Term 4		
Numeracy Intervention Teachers	from: Term 1 to: Term 4		
Maintain low class sizes across middle school	from: Term 1 to: Term 4		
InitialLit resources	from: Term 1 to: Term 4		
Notebook and iPad fleet upgrade and maintenance.	from: Term 1 to: Term 4		
Implementation of SWPBS by Care Wroking Party	from: Term 1 to: Term 4		
Totals			\$0.00

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
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Assistant Principal - Welfare and Wellbeing	from: Term 1 to: Term 4	\$37,325.00	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students This activity will use Foundation Resources (DET Funded initiatives or other free resources) <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (eduPay)
Literacy Intervention Teachers	from: Term 1 to: Term 4		
Maintaining learning spaces, and new furniture to support the learning needs of students.	from: Term 1 to: Term 4		
Numeracy Intervention Teachers	from: Term 1 to: Term 4		
Maintain low class sizes across middle school	from: Term 1 to: Term 4		
InitialLit resources	from: Term 1 to: Term 4		
Notebook and iPad fleet upgrade and maintenance.	from: Term 1 to: Term 4		
Implementation of SWPBS by Care Wroking Party	from: Term 1	\$17,398.95	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)

	to: Term 4		This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (eduPay) ○ Build staff capacity (conference, course, seminar) ○ Employ CRT to release staff member
Totals		\$54,723.95	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
School Leadership develop/source and deliver staff professional development on the school's Literacy initiative across Prep - 2 and the Numeracy initiative across Years 3 - 6.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> Academy program/course <input checked="" type="checkbox"/> External consultants (P-2) InitiaLit Training - Macquarie University (3-6) Dr Angela Rogers - Numeracy Teachers Academy	<input checked="" type="checkbox"/> On-site
School Leadership provides Professional Learning to improve the instructional leadership capacity of middle level leaders responsible for PLCs to coach teachers within their teams to improve the teaching of Numeracy in Years 3 - 6.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<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"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
School Leadership use the Numeracy initiative across Years 3 - 6 as the focus area to build the knowledge and skills of the school's teams to effectively use PLC	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

collaborative practice and processes.	<input checked="" type="checkbox"/> Principal		<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team			
School Leadership refine the staff professional learning schedule to prioritise time for PLC inquiry cycles in teams.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
School Leadership timetable regular school-based coaching to support Prep - Year 2 teachers to implement InitialLit in the literacy block.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
The Assistant Principal will informally work alongside the Department's SWPBS leadership training schedule.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Departmental resources SWPBS	<input checked="" type="checkbox"/> Off-site Via Webex webinars.
Schedule opportunities for the SWPBS leader to meet with the South East Region SWPBS Coach.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Departmental resources SWPBS Coach	<input checked="" type="checkbox"/> Off-site Via Webex meetings.
Organise and schedule whole school professional learning to develop the knowledge and skills to implement SWPBS.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS	<input checked="" type="checkbox"/> On-site

<p>To support the implementation of the Matrix in classroom practice, the Care Working Party (SWPBS Team) will conduct a series of professional learning workshops with staff to further identify and define minor and major behaviours.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> SWPBS Leader/Team 	<p>from: Term 3 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>The SWPBS team provides professional learning to staff in workshops to strengthen their understanding of the behaviour flow chart. Additional follow-up professional learning support will be provided by members of the SWPBS team in PLT/level meetings.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> SWPBS Leader/Team 	<p>from: Term 3 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Develop teacher program planning documents that allow for teachers to incorporate the inclusion of the elements linked to the school's positive behaviour matrix in their learning program development.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> SWPBS Leader/Team 	<p>from: Term 3 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>School Leadership and SWPBS team schedule and undertake classroom learning walks/observations to assess teacher use of the behaviour matrix in their classroom practice.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS Leader/Team 	<p>from: Term 3 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

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