

Annual Implementation Plan - 2020

Define Actions, Outcomes and Activities

Darley Primary School (5200)



Submitted for review by Simon Cornock (School Principal) on 13 December, 2019 at 02:20 PM

Endorsed by Tony Simpson (Senior Education Improvement Leader) on 17 December, 2019 at 01:03 PM

Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

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| Goal 1 | To ensure the achievement of high quality educational outcomes and strong learning growth for all students with a focus on Literacy and Numeracy. |
| 12 Month Target 1.1 | <p>Every student achieving at least a year's growth for a year's effort according to teacher judgement verified by NAPLAN relative growth and percentage of students in the top two bands.</p> <p>The NAPLAN Year 3 to 5 Relative Gain measures to consistently show: Increase in percent or more of students making high relative gain. Reading - 33% Writing - 38% Numeracy - 25%</p> <p>Decrease the percent or less of students making low relative gain. Reading - 21% Writing - 10% Numeracy - 22%</p> <p>Increasing the percentage of Year 3 and 5 students assessed in the top two NAPLAN Bands for their year levels in Reading, Writing and Numeracy.</p> <p>Year 3 Reading - 47% Writing - 57% Numeracy - 37%</p> <p>Year 5 Reading - 47% Writing - 20% Numeracy - 32%</p> |
| KIS 1 Building practice excellence | Build the capability of every teacher to implement a whole school approach to instructional practice, within an agreed framework, to ensure high levels of learning for all students in Reading and Number. |
| Actions | Workforce Planning - Review the current workforce plan with a view to strengthening professional practice through shared instructional leadership. |

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| | <p>Strategic Resource Management</p> <ul style="list-style-type: none"> - Review and where appropriate allocate resources to this area of work - Ensure a strong line of sight between the AIP and PDP of all staff <p>Professional Learning</p> <p>Design a professional learning plan that aims to:</p> <ul style="list-style-type: none"> - Develop teacher capacity and understanding to analyse and use Gradual Release of Responsibility Model, specifically Readers' Workshop Model - Develop teacher capacity and understanding to analyse and use Gradual Release of Responsibility Model, specifically Maths' Workshop Model utilising Booker Learning Sequences - Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices in Reading and Number - Develop teacher knowledge and capacity to work as effective teams utilising a PLC process to improve Reading and Number outcomes <p>Monitoring and Using The Improvement Cycle</p> <ul style="list-style-type: none"> - Utilise SPOT and FISO to monitor progress throughout the year - Utilise improvement cycle to monitor teacher capacity and behavioural change - Establish routine processes and procedures to enable discipline use of the improvement cycle - Celebrate successes in implementation <p>ACTIONS ARE ALIGNED TO THE FOLLOWING HITS:</p> <p>2 Structuring Lessons 10 Differentiation</p> |
| <p>Outcomes</p> | <p>This strategy is demonstrated when:</p> <p>Leaders:</p> <ul style="list-style-type: none"> - use current research and engage in the Improvement Cycle to plan, implement monitor and evaluate this work - facilitate and support collaborative practices across the school - provide regular feedback to teaching teams and individuals based on evidence collected through observation of practice - support staff through PL and coaching to deepen their understanding of the school's instructional model and curriculum in Reading and Number <p>Teachers:</p> <ul style="list-style-type: none"> - clearly reflect gradual release principles in planning and practice within lessons and across learning cycles - makes clear connections between the learning goals, activities and assessment tasks |

| | <ul style="list-style-type: none"> - creates transparent, predictable and purposeful routines for students - identifies clear transitions between each step in the lesson - plans the sequence of steps to scaffold student learning - monitors student understanding and provides feedback. <p>Students:</p> <ul style="list-style-type: none"> - understand the learning goals and success criteria - understand the lesson routine and confidently negotiate the sequence of steps/activities - play an active role in their own learning | | | |
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| Success Indicators | Observations for Learning PLC Meeting feedback Student Feedback PDP Cycle | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Workforce Planning - Ensure appropriate leadership structures are in place. This includes Year Level PLC Team Leaders, Literacy Leader, Numeracy Leader, AP F-2 and AP 3-6. | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$170,834.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Strategic Resource Management - Structure Specialist and Meeting Timetables to allow for Year Level PLC's to meet together regularly with Literacy and Numeracy Leaders and Assistant Principals | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Strategic Resource Management - Employ a 0.4 EFT teacher to cover PPD commitments for all teaching staff | <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$36,635.00 |

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| - Supplement with 0.2 EFT (CRT) to cover PPD commitments - Identify and support PPD co-ordinator/s | | | | <input type="checkbox"/> Equity funding will be used |
| Strategic Resource Management - Identify and support PDP co-ordinator - Develop an agreed common goal for Year Level PLC Teams' PDPs - Develop agreed PDP goals aligning staff with reviewers | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Professional Learning - Conduct ongoing whole staff, Year Level and individual PL to further develop teacher capacity and confidence in implementing the RWM | <input checked="" type="checkbox"/> Literacy Leader | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Professional Learning - Conduct ongoing whole staff, Year Level and individual PL to further develop teachers capacity and confidence in implementing the Booker Learning Sequences - Commence inquiry into MWM | <input checked="" type="checkbox"/> Numeracy Leader | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Professional Learning - Continue to strengthen the PLC initiative | <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 |
| Monitoring Using the Improvement Cycle - Develop systems around setting opportunities for observation/ coaching/mentoring through PPD and CoP | <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Monitoring Using the Improvement Cycle - Agenda a reflection of SPOT at the end of each term | <input checked="" type="checkbox"/> School Improvement Team | <input type="checkbox"/> PLP Priority | from: Term 1 | \$0.00 |

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| | | | to: Term 4 | <input type="checkbox"/> Equity funding will be used |
| Monitoring Using the Improvement Cycle - Conduct whole school opportunities to collaboratively discuss and reflect on the implementation of RWM | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Team Leader(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Monitoring Using the Improvement Cycle - Conduct whole school opportunities to collaboratively discuss and reflect on the implementation Booker Learning Sequences - Commence inquiry into MWM | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Team Leader(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Monitoring Using the Improvement Cycle - Support Year Level PLC Teams in whole school teaching and learning approaches. | <input checked="" type="checkbox"/> Assistant Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Monitoring Using the Improvement Cycle - Support Year Level PLC Teams in the implementation of numeracy and literacy instructional models | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Monitoring Using the Improvement Cycle - Establish a schedule of Beginning-Mid-End Cycle meetings to reflect on PDP goals | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| KIS 2 | Build the capacity of all staff to use data to plan for student learning and measure the impact of their teaching. | | | |

| Building practice excellence | |
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| Actions | <p>Workforce Planning</p> <ul style="list-style-type: none"> - Review the current workforce plan with a view to strengthening professional practice through shared instructional leadership. <p>Strategic Resource Management</p> <ul style="list-style-type: none"> - Review and where appropriate allocate resources to this area of work - Ensure a strong line of sight between the AIP and PDP of all staff <p>Professional Learning</p> <p>Design a professional learning plan that aims to:</p> <ul style="list-style-type: none"> - Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching in Reading and Number - Develop teacher knowledge and capacity to utilise goal setting - Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices in Reading and Number - Develop teacher knowledge and capacity to work as effective teams utilising a PLC process to improve Reading and Number outcomes <p>Monitoring and Using The Improvement Cycle</p> <ul style="list-style-type: none"> - Utilise SPOT and FISO to monitor progress throughout the year - Utilise improvement cycle to monitor teacher capacity and behavioural change - Utilise improvement cycle to monitor student learning growth - Establish routine processes and procedures to enable disciplined use of the improvement cycle - Celebrate successes in implementation <p>ACTIONS ARE ALIGNED TO THE FOLLOWING HITS:</p> <ol style="list-style-type: none"> 1. Goal Setting 10. Differentiated Teaching |
| Outcomes | <p>This strategy is demonstrated when:</p> <p>Leaders:</p> <ul style="list-style-type: none"> - use current research and engage in the Improvement Cycle to plan, implement monitor and evaluate this work - facilitate and support collaborative practices across the school - provide regular feedback to teaching teams and individuals based on evidence collected through observation of practice - support staff through PL and coaching to deepen their understanding of Goal Setting and Differentiated Teaching <p>Teachers:</p> |

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| | <ul style="list-style-type: none"> - assesses students' prior knowledge - uses evidence to differentiate learning goals for groups of students based on need - demonstrates a purpose for learning by linking a specific activity to the learning goals - provides realistic but challenging goals, and recognises effort towards achieving them. - uses pre-assessment of student readiness, interest and learning profile to understand individual student's needs and strengths - sets high expectations for all students - relies on formative assessment to monitor student learning progress toward and beyond learning goals - uses a range of teaching strategies that support different abilities and ways of thinking and learning - sets open-ended tasks that allow students to work at different levels and paces - uses group and targeted interventions to remediate learning difficulties - assesses student work against prior achievements rather than against other students' work. <p>Students:</p> <ul style="list-style-type: none"> - actively engage with the learning goals to plan their own learning - self-monitor their progress, and provide evidence they believe demonstrates they have achieved their goals - frame future learning goals based on identified strengths and areas for improvement. - can choose learning activities based on agreed goals - are assessed against prior achievements, rather than against other students' work - are supported and challenged to reach their learning potential. | | | |
| Success Indicators | Observations for Learning PLC Meeting feedback Student Feedback PDP Cycle | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Workforce Planning - Ensure appropriate leadership structures are in place, including Year Level PLC Team Leaders, Literacy Leader, Numeracy Leader, AP F-2 and AP 3-6 | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| Strategic Resource Management - Structure Specialist and Meeting Timetables to allow for Year Level PLC Teams to meet together | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Strategic Resource Management - Identify and support whole school data managers; Literacy Leader, Numeracy Leader, Student Support Officer | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Strategic Resource Management - Develop an agreed common goal for Year Level PLC Teams' PDP - Develop agreed PDP goals aligning staff with reviewers - PDP co-ordinator to liaise and manage | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Professional Learning - Conduct an audit to ascertain the assessment strategies and data required to support RWM. | <input checked="" type="checkbox"/> Literacy Leader | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Professional Learning - Conduct an audit to ascertain the assessment strategies and data required to support continued improvements in Maths. | <input checked="" type="checkbox"/> Numeracy Leader | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Monitoring Using the Improvement Cycle - Reflection of SPOT at the beginning and end of each term | <input checked="" type="checkbox"/> School Improvement Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| Monitoring Using the Improvement Cycle - Conduct whole school and Year Level opportunities to collaboratively discuss and reflect on collecting student data to set goals and differentiate teaching of Reading | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Monitoring Using the Improvement Cycle - Conduct Year Level opportunities to collaboratively discuss and reflect on collecting student data to differentiate teaching of Number | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Monitoring Using the Improvement Cycle - Develop and implement an agreed Assessment and Reporting Schedule | <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Team Leader(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Monitoring Using the Improvement Cycle - Establish a schedule of Beginning-Mid-End Cycle meetings (PDP co-ordinator) | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Goal 2 | To develop inquiring, creative and critical thinking students who challenge themselves to achieve growth in their learning. | | | |
| 12 Month Target 2.1 | Reduce the percentage of students with between 10 and 20 days absence per year to 25%. | | | |
| KIS 1 Setting expectations and promoting inclusion | Strengthen processes and procedures around student attendance. | | | |
| Actions | Workforce Planning - Review the current workforce plan with a view to strengthening the work in this area of work. | | | |

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| | <p>Strategic Resource Management</p> <ul style="list-style-type: none"> - Review and where appropriate allocate resources to this area of work <p>Professional Learning</p> <p>Design a professional learning plan that aims to:</p> <ul style="list-style-type: none"> - Develop capacity of "Attendance Officer" to access, interpret and act on attendance data - Develop Capacity of teaching staff to ensure attendance policy and flowchart of action is adhered to <p>Monitoring and Using The Improvement Cycle</p> <ul style="list-style-type: none"> - Utilise SPOT and FISO to monitor progress throughout the year - Utilise improvement cycle to monitor improvement in attendance - Establish routine processes and procedures to enable disciplined use of the improvement cycle - Celebrate successes in implementation | | | |
| Outcomes | <p>Leaders</p> <ul style="list-style-type: none"> - promote and maintain high levels of attendance through whole school strategies. - regularly monitor attendance patterns to identify patterns that may show a student or group is at risk of disengaging. - consider student and family circumstances that may explain patterns of poor attendance and look at specific support. <p>Teacher</p> <ul style="list-style-type: none"> - create a positive school culture - communicate high expectations - monitor and follow up absences - provide intervention and support processes developed - implement school wide rewards, incentives and other targeted activities <p>Students</p> <ul style="list-style-type: none"> - attend all school days (unless sick) - experience great engagement and connectedness to school | | | |
| Success Indicators | <p>Student Feedback</p> <p>ATSS</p> <p>POS</p> <p>Panorama Attendance Portal</p> | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |

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| Workforce Planning - Ensure appropriate wellbeing structures are in place, including Social Worker, Wellbeing Officer and Student Support Officer | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$79,204.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Strategic Resource Management - Identify and support an Attendance Officer | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Strategic Resource Management - Develop and implement a tiered response to improving attendance | <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Strategic Resource Management - Embed an incentive program that recognises excellent attendance | <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Monitoring Using the Improvement Cycle - Reflection of SPOT at the beginning and end of each term | <input checked="" type="checkbox"/> School Improvement Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Monitoring Using the Improvement Cycle - Attendance Officer to develop goals for improving student attendance | <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| Professional Learning - Support teachers to implement a tiered response to improving attendance | <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Goal 3 | To develop resilient students who display growth mindsets, and behaviours and attitudes that reflect the school values. | | | |
| 12 Month Target 3.1 | Increase the percentage of positive responses to the student Attitudes to School Survey measures of Classroom Behaviour (81%), Student Safety (83%) and Connectedness to Peers (81%). | | | |
| KIS 1 Setting expectations and promoting inclusion | Develop a whole school approach to the implementation of the School Wide Positive Behaviour Support framework. | | | |
| Actions | <p>Workforce Planning</p> <ul style="list-style-type: none"> - Review the current workforce plan with a view to strengthening School Wide Positive Behaviour Framework implementation.. <p>Strategic Resource Management</p> <ul style="list-style-type: none"> - Review and where appropriate allocate resources to this area of work - Ensure a strong line of sight between the AIP and PDP of relevant staff <p>Professional Learning</p> <p>Design a professional learning plan that aims to:</p> <ul style="list-style-type: none"> - Develop teacher capacity and understanding to analyse and use student data to identify areas of concern - Develop teacher knowledge and capacity to utilise School Wide Positive Behaviour Framework - Develop teacher knowledge and capacity to plan for and implement explicit opportunities to develop common languages and approaches to student behaviour <p>Monitoring and Using The Improvement Cycle</p> <ul style="list-style-type: none"> - Utilise SPOT and FISO to monitor progress throughout the year - Utilise improvement cycle to monitor teacher capacity and behavioural change - Utilise improvement cycle to monitor student learning growth - Establish routine processes and procedures to enable disciplined use of the improvement cycle | | | |
| Outcomes | This strategy is demonstrated when: | | | |

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| | <p>Leaders:</p> <ul style="list-style-type: none"> - use current research and engage in the Improvement Cycle to plan, implement monitor and evaluate this work - facilitate and support collaborative practices across the school - provide regular feedback to teaching teams and individuals based on evidence collected through observation of practice - support staff through PL and coaching to deepen their understanding of Goal Setting and Differentiated Teaching <p>Staff:</p> <ul style="list-style-type: none"> - understand and support school wide behavioural Policies and Procedures - expected academic and behaviours are taught directly to all students in all classroom and non-classroom settings - Tier 1 features are implemented in all classroom and non-classroom settings <p>Students:</p> <ul style="list-style-type: none"> - actively engage with the learning goals to plan their own learning - self-monitor their progress, and provide evidence they believe demonstrates they have achieved their goals - frame future learning goals based on identified strengths and areas for improvement. - can choose learning activities based on agreed goals - are assessed against prior achievements, rather than against other students' work - are supported and challenged to reach their learning potential. | | | |
| Success Indicators | <p>ATSS POS Behavioural Data Collection Student Surveys Focus Groups</p> | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| <p>Workforce Planning</p> <ul style="list-style-type: none"> - Ensure appropriate wellbeing structures are in place structures are in place, including Student Wellbeing Co-ordinator (Social Worker), Wellbeing Officer and ES Nurture Staff. | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | <p>from: Term 1 to: Term 4</p> | <p>\$107,460.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> |
| <p>Strategic Resource Management</p> <ul style="list-style-type: none"> - Continue to support and resource SWPBS Implementation Team | <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator | <input type="checkbox"/> PLP Priority | <p>from: Term 1</p> | <p>\$0.00</p> |

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| | <input checked="" type="checkbox"/> Wellbeing Team | | to: Term 4 | <input type="checkbox"/> Equity funding will be used |
| Strategic Resource Management - Ensure and support Implementation Team members to attend team training | <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Strategic Resource Management - Collect and analyse data to assist with decision making | <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Strategic Resource Management - Facilitate ongoing coaching of the SWPBS co-ordinator, provided by the area coaches and the central unit | <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Monitoring Using the Improvement Cycle - Ongoing leadership and signalling to support the work of the SWPBS Implementation Team | <input checked="" type="checkbox"/> School Improvement Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Strategic Resource Management - Commit to SWPBS implementation with fidelity using the self-assessment survey (SAS) and the tiered fidelity inventory (TFI) which can take 3 to 5 years. | <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| Professional Learning - Develop staff's capacity to implement Tier 1 SWPBS features - Lesson guide implementation - Focus on key Matrix areas | <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Monitoring Using the Improvement Cycle - Agenda a reflection of SPOT at the end of each term | <input checked="" type="checkbox"/> School Improvement Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Professional Learning - Develop staff capacity to implement Steps Board - Develop school-wide acknowledgement system | <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |