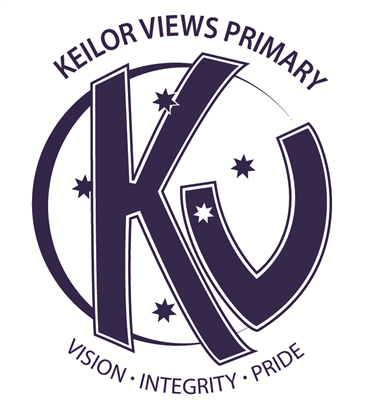
**2020 Annual Implementation Plan**

Submitted for review by Joan O'Connor-Cox (School Principal) on 12 December, 2019 at 03:25 PM  
Endorsed by Anne Fox (Senior Education Improvement Leader) on 15 December, 2019 at 03:22 PM  
Endorsed by Jadranka Skrivanek (School Council President) on 19 December, 2019 at 03:10 PM

**for improving student outcomes**

Keilor Views Primary School (5539)



**Self-evaluation Summary - 2020**

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|  | FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red. | | Self-evaluation Level |
| **Excellence in teaching and learning** |  | Building practice excellence | Evolving moving towards Embedding |
|  | Curriculum planning and assessment | Emerging moving towards Evolving |
|  | Evidence-based high-impact teaching strategies | Emerging moving towards Evolving |
|  | Evaluating impact on learning | Evolving |

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

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

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

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| **Enter your reflective comments** | In consultation with staff and leadership, the school acknowledged the general focus for the AIP was too broad, and so amended Actions, Activities and Annual targets to provided a clear focus for completion in 2020 |
| **Considerations for 2020** | Due to changes in leadership, the AIP has been refined to included key priorities as identified by the leadership team |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| Goal 1 | To improve the learning progress and outcomes for all learners in English and Mathematics. |
| Target 1.1 | By 2022 confirmed teacher judgement will show at least 1.0 growth as measured by Vic Curriculum (Reading, Writing and Mathematics) |
| Target 1.2 | By 2022 all students on Individual Learning Plans will reach their learning goals in Reading, Writing and Mathematics. |
| Target 1.3 | By 2022 increase matched cohort high growth as measured by NAPLAN in Reading, Writing and Numeracy by a minimum to 25% on the 2017 baseline. (School to determine if 2018 data is more appropriate) |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Build teacher capacity in data literacy. |
| Key Improvement Strategy 1.b Curriculum planning and assessment | Introduce agreed guaranteed and viable curriculum and assessment practices. |
| Key Improvement Strategy 1.c Building practice excellence | Build teacher capacity in research based practices. |
| Goal 2 | To increase student engagement to enhance learning outcomes. |
| Target 2.1 | By 2022 reduce the number of students who do not feel engaged as measured by Attitude to School Survey scores for resilience, student confidence, motivation and interest, decrease below the 2018 baseline. (*To be finalised*) |
| Target 2.2 | By 2022 student voice and agency as measured by Attitude to School Survey will increase above the 2018 benchmark. (School to add %) Students Attitude to School Survey (Students feel connected) |
| Target 2.3 | By 2022 ensure that annual student absence is maintained at or below 2018 baseline of 14 days |
| Key Improvement Strategy 2.a Empowering students and building school pride | Embed authentic student voice and agency to enhance and influence outcomes. |
| Key Improvement Strategy 2.b Evaluating impact on learning | Build teacher assessment capacity |
| Key Improvement Strategy 2.c Setting expectations and promoting inclusion | Prioritise research projects that build a culture that values education (collective efficacy) |
| Goal 3 | To increase student engagement and wellbeing. |
| Target 3.1 | By 2022 parent response/participation in POS is increased to 50%. |
| Target 3.2 | By 2022 trust will increase compared to 2018 baseline  Teachers as measured Staff Opinion Survey (Trust in Students and Parents 80%, Trust in Colleagues 83%, Trust in Leadership)  Parents as measured by Parent Opinion Survey (Satisfied in school overall 71%) |
| Key Improvement Strategy 3.a Instructional and shared leadership | Engage in Communities of Practice and Professional Learning Teams. |
| Key Improvement Strategy 3.b Building communities | Build a culture and strategies for reciprocal feedback and feedforward among all members of the community. |
| Key Improvement Strategy 3.c Parents and carers as partners | Partner with parents in learning. |
| Key Improvement Strategy 3.d Instructional and shared leadership | Develop and build capacity on Middle Level Leaders to support on going sustainability of improvement. |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| To improve the learning progress and outcomes for all learners in English and Mathematics. | Yes | By 2022 confirmed teacher judgement will show at least 1.0 growth as measured by Vic Curriculum (Reading, Writing and Mathematics) | Every student as assessed by the Victorian Curriculum will make at least 1 years growth or more. |
| By 2022 all students on Individual Learning Plans will reach their learning goals in Reading, Writing and Mathematics. | Every student as assessed by the Victorian Curriculum will make at least 1 years growth or more |
| By 2022 increase matched cohort high growth as measured by NAPLAN in Reading, Writing and Numeracy by a minimum to 25% on the 2017 baseline. (School to determine if 2018 data is more appropriate) | Increase the percentage of students above benchmark growth |
| To increase student engagement to enhance learning outcomes. | Yes | By 2022 reduce the number of students who do not feel engaged as measured by Attitude to School Survey scores for resilience, student confidence, motivation and interest, decrease below the 2018 baseline. (*To be finalised*) | Improve Attitudes to School Survery for the factors of resilience (above 85%), Learning Confidence (above 79%), Motivation and Interest (above 87%)  (2019 baseline data) POS -Factors of stimulating learning (81%), student agency & voice (78%) |
| By 2022 student voice and agency as measured by Attitude to School Survey will increase above the 2018 benchmark. (School to add %) Students Attitude to School Survey (Students feel connected) | Improve Attitudes to School Survery for the factor of student voice and agency (above 75%) Classroom Behaviour (above 86%), Respect For Diversity (above 85%), Self Regulating & Goal Setting (above 89%) (2019 baseline data) |
| By 2022 ensure that annual student absence is maintained at or below 2018 baseline of 14 days | Ensure that annual student absence is maintained at or below 2019 baseline of 14 days |
| To increase student engagement and wellbeing. | No | By 2022 parent response/participation in POS is increased to 50%. |  |
| By 2022 trust will increase compared to 2018 baseline  Teachers as measured Staff Opinion Survey (Trust in Students and Parents 80%, Trust in Colleagues 83%, Trust in Leadership)  Parents as measured by Parent Opinion Survey (Satisfied in school overall 71%) |  |

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| Goal 1 | To improve the learning progress and outcomes for all learners in English and Mathematics. | |
| 12 Month Target 1.1 | Every student as assessed by the Victorian Curriculum will make at least 1 years growth or more. | |
| 12 Month Target 1.2 | Every student as assessed by the Victorian Curriculum will make at least 1 years growth or more | |
| 12 Month Target 1.3 | Increase the percentage of students above benchmark growth | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Curriculum planning and assessment | Build teacher capacity in data literacy. | Yes |
| **KIS 2**  Curriculum planning and assessment | Introduce agreed guaranteed and viable curriculum and assessment practices. | Yes |
| **KIS 3**  Building practice excellence | Build teacher capacity in research based practices. | No |
| 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. | The school has begun work in these areas and will continue to embed the practice through the implementation of the KIS. | |
| Goal 2 | To increase student engagement to enhance learning outcomes. | |
| 12 Month Target 2.1 | Improve Attitudes to School Survery for the factors of resilience (above 85%), Learning Confidence (above 79%), Motivation and Interest (above 87%)  (2019 baseline data) POS -Factors of stimulating learning (81%), student agency & voice (78%) | |
| 12 Month Target 2.2 | Improve Attitudes to School Survery for the factor of student voice and agency (above 75%) Classroom Behaviour (above 86%), Respect For Diversity (above 85%), Self Regulating & Goal Setting (above 89%) (2019 baseline data) | |
| 12 Month Target 2.3 | Ensure that annual student absence is maintained at or below 2019 baseline of 14 days | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Empowering students and building school pride | Embed authentic student voice and agency to enhance and influence outcomes. | Yes |
| **KIS 2**  Evaluating impact on learning | Build teacher assessment capacity | No |
| **KIS 3**  Setting expectations and promoting inclusion | Prioritise research projects that build a culture that values education (collective efficacy) | No |
| 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. | The school has begun work in this area and will continue to embed the practice through the implementation of the KIS. | |

**Define Actions, Outcomes and Activities**

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| Goal 1 | To improve the learning progress and outcomes for all learners in English and Mathematics. | | | | |
| 12 Month Target 1.1 | Every student as assessed by the Victorian Curriculum will make at least 1 years growth or more. | | | | |
| 12 Month Target 1.2 | Every student as assessed by the Victorian Curriculum will make at least 1 years growth or more | | | | |
| 12 Month Target 1.3 | Increase the percentage of students above benchmark growth | | | | |
| KIS 1 Curriculum planning and assessment | Build teacher capacity in data literacy. | | | | |
| **Actions** | Restructure Middle Level Leadership to drive the work in PLC/Ts Implement professional learning to drive consistency of PLC/Ts Use Regional support of Team Leaders/PLC Leader/Learning Specialists to build capacity | | | | |
| **Outcomes** | Leaders will: Provide professional learning for the following (F & P, PAT R & PAT M, Running Records, Maths Online, NAPLAN & Teacher Judgement data) Support teachers to implement consistent assessment practices (F & P, PAT R & PAT M, Running Records, Maths Online, NAPLAN & Teacher Judgement data) Implement professional learning for use of Consistent data literacy practices, including use PowerBI  Teachers will: Develop process and protocols for consistent implementation of PLTs Ensure data is the centre of PLT conversations to drive instruction Teachers will implement consistent formative and summative assessment as per assessment schedule  Students will: -understand how assessments are used to inform their learning and learning goals  -discuss and monitor their progression towards their goals  -monitor their learning against success criteria and articulate the next steps in their learning | | | | |
| **Success Indicators** | Leaders & Teachers: -Use PowerBI as the data tool in PLTs -All PLC/Ts have agendas and documented minutes -PDP Goals reflect AIP focus on data literacy -Staff survey results for Collective Efficacy & Collective Focus on Student Learning & Collective Responsibility  Students will: -ATOSS reflects increase in the factors of; Effective Teaching Time (above 87%), Differentiated Learning Challenge (above 80%), Stimulated Learning (above 88%) | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| -Restructure Middle Level Leadership to drive the work in PLC/Ts | | 🗹 Leadership Team  🗹 PLC Leaders  🗹 PLT Leaders  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🞎 Equity funding will be used |
| -Regional support of Team Leaders/PLC Leader/Learning Specialists to build capacity | | 🗹 Leadership Team  🗹 PLC Leaders  🗹 PLT Leaders | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🞎 Equity funding will be used |
| KIS 2 Curriculum planning and assessment | Introduce agreed guaranteed and viable curriculum and assessment practices. | | | | |
| **Actions** | -Continue to understand, implement and document curriculum across the school (including specialists) -Understand and consistently implement KVPS Instructional Model | | | | |
| **Outcomes** | Leaders will:  -Support staff to use the G&V with Victorian Curriculum to plan a highly effective and differentiated approach to reading -Facilitate and participate in peer observations -Monitor the implementation of peer observations through PDPs  Teachers will: -Use the G&V with Victorian Curriculum to plan a highly effective and differentiated approach to reading -Participate in peer observations and use feedback to improve practice -Teachers PDP reflect AIP focus -Use PPD Days to support AIP focus  Students will: -Understand the KVPS Instructional Model and how it helps them learn | | | | |
| **Success Indicators** | Leaders: -Timelines to monitor the implementation of curriculum and planning documents, PLT agenda/minutes & create peer observation templates -Implement meeting schedules with fidelity focused on AIP KIS -All leaders participate in an assigned PLT  Teachers will: -Consistently using the KVPS Instructional Model with fidelity  -Complete planning documents, PLT agenda/minutes & peer observation templates -Staff survey results show improvement for Academic Emphasis & Guaranteed & Viable Curriculum  Students will: -Students goals reflect their understanding the KVPS Instructional Model and how it helps them learn | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| -Leaders & PLC Leader/ Learning Specialist participate in Lyn Sharret PL -PLC/Learning Specialists support peer observations with PLT Leaders | | 🗹 Leadership Team  🗹 Learning Specialist(s)  🗹 PLC Leaders | 🗹 PLP Priority | from: Term 2  to: Term 2 | $12,000.00  🗹 Equity funding will be used |
| -PLT leaders support the teachers with the implemention of peer observations -All teachers will participate in professional learning for peer observations. | | 🗹 All Staff | 🗹 PLP Priority | from: Term 2  to: Term 4 | $12,000.00  🗹 Equity funding will be used |
| Review teacher implementation of G&V termly | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Begin to develop Numeracy Scope & Sequence in P-2 through PMSS with external support | | 🗹 Numeracy Support  🗹 PLC Leaders  🗹 Year Level Co-ordinator(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🞎 Equity funding will be used |
| Consolidate & document staffs knowledge and understanding of KVPS Instructional Model | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Goal 2 | To increase student engagement to enhance learning outcomes. | | | | |
| 12 Month Target 2.1 | Improve Attitudes to School Survery for the factors of resilience (above 85%), Learning Confidence (above 79%), Motivation and Interest (above 87%)  (2019 baseline data) POS -Factors of stimulating learning (81%), student agency & voice (78%) | | | | |
| 12 Month Target 2.2 | Improve Attitudes to School Survery for the factor of student voice and agency (above 75%) Classroom Behaviour (above 86%), Respect For Diversity (above 85%), Self Regulating & Goal Setting (above 89%) (2019 baseline data) | | | | |
| 12 Month Target 2.3 | Ensure that annual student absence is maintained at or below 2019 baseline of 14 days | | | | |
| KIS 1 Empowering students and building school pride | Embed authentic student voice and agency to enhance and influence outcomes. | | | | |
| **Actions** | -Consistent implementation and whole school understanding of SWPBS -Develop a whole school understanding of student agency in setting learning goals | | | | |
| **Outcomes** | Leaders will: -Monitor the implementation of SWPBS -Support staff to implement SWPBS framework -Continual support from Regional Coach to support the SWPBS driving team -Promotion of SWPBS across the school community -Leaders will support teachers to understand student voice, agency and feedback in learning  Teachers will: -Teach the behaviour matrix to students -Consistently implement the behaviour matrix -Continue to use the RRRR curriculum for student wellbeing -Collaborate with students to set authentic learning goals with choice in learning   Students will: -Identify the schools values and expectated behaviours -Identify the strategies that support expected behaviours -Articulate their learning goals and next steps in their learning | | | | |
| **Success Indicators** | Leaders will: -SPWBS Team have agenda/minutes of regular meetings -Monitor and track behaviour data of students to inform actions -Provide professional learning and monitor implementation around learning intention and success critera, student voice, agency and goal setting  Teachers will: -Use Xuno to record communication of student behaviours -Using the agreed language of SWPBS -Know, understand and can articulate student voice and agency in the classroom -Teach students to set and track progress using authentic learning goals -Teachers use clear and concise learning intentions and success criteria  Students will: -Students using the agreed language of SWPBS -ATOSS reflects increase in the factors of: Classroom Behaviour (above 86%), Respect For Diversity (above 85%) -Articulate what they are learning and why, how they know, how they are going with it, how to improve and where to go for help -ATOSS reflects increase in the factors of: Student Voice and Agency (above 75%), Learning Confidence (above 79%), Self Regulating & Goal Setting (above 89%) | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| SWPBS Team to meeting fortnightly | | 🗹 All Staff  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| A SWPBS launch with school community | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 1 | $1,000.00  🞎 Equity funding will be used |
| SWPBS reflecting in meeting schedule and peer observations conducted | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Implementation of learning program around understanding of student agency, voice and goal setting | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| School assemblies include SWPBS focus and opportunities for student voice | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Student Leadership program with student leaders | | 🗹 Student Leadership Coordinator  🗹 Student(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🞎 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

|  |  |  |
| --- | --- | --- |
| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $24,000.00 | 0.00 |
| Additional Equity funding | $0.00 | $0.00 |
| **Grand Total** | $24,000.00 | $0.00 |

Activities and Milestones

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| -Leaders & PLC Leader/ Learning Specialist participate in Lyn Sharret PL -PLC/Learning Specialists support peer observations with PLT Leaders | from: Term 2  to: Term 2 |  | $12,000.00 |  |
| -PLT leaders support the teachers with the implemention of peer observations -All teachers will participate in professional learning for peer observations. | from: Term 2  to: Term 4 |  | $12,000.00 |  |
| **Totals** | | | $24,000.00 |  |

Additional Equity spend

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| --- | --- | --- | --- | --- |
| **Outline here any additional Equity spend for 2020** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| **Totals** | | | $0.00 | $0.00 |

**Professional Learning and Development Plan**

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| --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| -Restructure Middle Level Leadership to drive the work in PLC/Ts | 🗹 Leadership Team  🗹 PLC Leaders  🗹 PLT Leaders  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Network Professional Learning  🗹 PLC/PLT Meeting | 🗹 Bastow program/course | 🗹 Off-site  Lyn Sharratt PL in the KSA network |
| -Regional support of Team Leaders/PLC Leader/Learning Specialists to build capacity | 🗹 Leadership Team  🗹 PLC Leaders  🗹 PLT Leaders | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Peer observation including feedback and reflection  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Network Professional Learning  🗹 PLC/PLT Meeting  🗹 Area Principal Forums | 🗹 PLC Initiative  🗹 Teaching partners  🗹 Leadership partners  🗹 Learning Specialist  🗹 External consultants  Han Pittman, Leslie Tulloch | 🗹 On-site |
| -Leaders & PLC Leader/ Learning Specialist participate in Lyn Sharret PL -PLC/Learning Specialists support peer observations with PLT Leaders | 🗹 Leadership Team  🗹 Learning Specialist(s)  🗹 PLC Leaders | from: Term 2  to: Term 2 | 🗹 Planning  🗹 Preparation  🗹 Formalised PLC/PLTs | 🗹 Network Professional Learning | 🗹 External consultants  Lyn Sharratt | 🗹 Off-site  Lyn Sharratt |
| -PLT leaders support the teachers with the implemention of peer observations -All teachers will participate in professional learning for peer observations. | 🗹 All Staff | from: Term 2  to: Term 4 | 🗹 Peer observation including feedback and reflection  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 PLC Initiative  🗹 Practice Principles for Excellence in Teaching and Learning  🗹 Pedagogical Model  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Review teacher implementation of G&V termly | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Curriculum development | 🗹 Whole School Pupil Free Day  🗹 Timetabled Planning Day | 🗹 Internal staff  🗹 External consultants  Leslie Tulloch | 🗹 On-site |
| Begin to develop Numeracy Scope & Sequence in P-2 through PMSS with external support | 🗹 Numeracy Support  🗹 PLC Leaders  🗹 Year Level Co-ordinator(s) | from: Term 1  to: Term 4 | 🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day | 🗹 Primary Mathematics and Science specialists  🗹 Learning Specialist  🗹 Maths/Sci Specialist  🗹 Practice Principles for Excellence in Teaching and Learning  🗹 Pedagogical Model  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Consolidate & document staffs knowledge and understanding of KVPS Instructional Model | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Learning Specialist  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| SWPBS Team to meeting fortnightly | 🗹 All Staff  🗹 School Improvement Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Leadership partners  🗹 Departmental resources  SWPBS Humun resources | 🗹 On-site |
| A SWPBS launch with school community | 🗹 All Staff | from: Term 1  to: Term 1 | 🗹 Preparation | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 School improvement partnerships | 🗹 On-site |
| SWPBS reflecting in meeting schedule and peer observations conducted | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 School improvement partnerships  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Implementation of learning program around understanding of student agency, voice and goal setting | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development  🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Learning Specialist | 🗹 On-site |
| School assemblies include SWPBS focus and opportunities for student voice | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Departmental resources  SWPBS resouces Amplify | 🗹 On-site |
| Student Leadership program with student leaders | 🗹 Student Leadership Coordinator  🗹 Student(s) | from: Term 1  to: Term 4 | 🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |