

# 2019 Annual Implementation Plan

## for improving student outcomes

Mackellar Primary School (5297)



Submitted for review by Matthew Borg (School Principal) on 07 February, 2019 at 03:53 PM  
Endorsed by Anne Fox (Senior Education Improvement Leader) on 07 February, 2019 at 11:57 PM  
Endorsed by Sophie Akamatis (School Council President) on 21 February, 2019 at 07:31 PM

## Self-evaluation Summary - 2019

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
<b>Professional leadership</b>	Building leadership teams	Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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

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

<b>Enter your reflective comments</b>	From our self evaluation we have found the following:
<b>Considerations for 2019</b>	<p>Our improvement focus in 2018 was specifically on Reading and building teaching capacity with providing the students at Mackellar the very best Reading curriculum possible.</p> <p>In 2019 we will:</p> <ul style="list-style-type: none"> <li>• continue to source and engage with consultants or experts in the field to support the professional learning for all staff that is well planned, in-house and specific to the areas of improvement identified in our Strategic Plan and Annual Implementation Plan.</li> <li>• continue to resource the school's improvement strategy and further develop a safe and highly inclusive learning environment.</li> <li>• further document and develop the collective knowledge and understanding of the curriculum from Foundation to</li> </ul>

	<p>Year 6 and beyond.</p> <ul style="list-style-type: none"> <li>• continue to build teacher collaboration to develop a shared and agreed understanding of the skills and dispositions learners must acquire and the evidence that we can collect to demonstrate this; what learners were able to make, say, do or write.</li> <li>• using the PLC model to continue to developed proficiency scales and the associated assessments that demonstrate student learning growth and allowed the monitoring and tracking of growth over time.</li> <li>• provide all staff the coaching and support to implement agreed whole-school approaches to learning and refine their instructional and assessment practices.</li> </ul>
<b>Documents that support this plan</b>	

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve achievement and growth in literacy and numeracy student outcomes.	Yes	By 2022, improve year 5 NAPLAN medium and high growth in reading from 59% to 80%, in writing from 62% to 75% and in numeracy from 77% to 85%.	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.  By the end of 2019, improve NAPLAN year 5 med-high growth Reading: from 59% to 64% Writing: from 62% to 65% Numeracy: from 77% to 79%
		By 2022, improve the percentage of year 5 students in the top 2 bands of NAPLAN for reading from 15% to 30%, in writing from 6% to 15% and in numeracy from 18% to 25%.	By the end of 2019, improve the percentage of year 5 students in the top 2 bands of NAPLAN Reading: from 15% to 19% Writing: from 6% to 8% Numeracy: from 18% to 20%
		By 2022, improve the percentage of year 5 students in the top 4 bands of NAPLAN for reading from 68% to 80%, in writing from 78% to 85% and in numeracy from 80% to 85%.	By the end of 2019, improve the percentage of students in the top 4 bands of NAPLAN Reading: from 68% to 71% Writing: from 78% to 79% Numeracy: from 80% to 81%
		By 2022, reduce the variation between teacher judgements and NAPLAN assessments to 10% or less using the panorama report for reading, writing and numeracy at years 3 and 5.	By the end of 2019, reduce the variation between teacher judgements and NAPLAN assessments to 5% or less

			using the panorama report for reading, writing and numeracy at years 3 and 5.
		<p>By 2022 increase the percentage positive endorsement on the staff survey (principal and teachers) for:</p> <ul style="list-style-type: none"> <li>• Trust in Colleagues from 59% to 80%</li> <li>• Teacher Collaboration from 67% to 85% and</li> <li>• Collective Efficacy from 66% to 85%</li> </ul>	<p>By the end of 2019, increase the percentage positive endorsement on the staff survey (principal and teachers) for:</p> <p>Trust in Colleagues from 59% to 65%  Teacher Collaboration from 67% to 69% and  Collective Efficacy from 66% to 69%</p>
To improve student voice, agency and leadership in learning.	Yes	<p>By 2022 increase the positive response rate on the student attitudes to school survey for:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 84% to 90%</li> <li>• Inclusion from 84% to 90%</li> <li>• Sense of confidence from 75% to 90%</li> </ul>	<p>By the end of 2019 increase the positive response rate on the student attitudes to school survey for:</p> <p>Student voice and agency from 84% to 85%  Inclusion from 84% to 85%  Sense of confidence from 75% to 78%</p>
		<p>By 2022 increase the percentage positive endorsement on the staff survey: teaching and learning module for:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 50% to 80%.</li> </ul>	<p>By the end of 2019, increase the percentage positive endorsement on the staff survey: teaching and learning module for:</p> <p>Use student feedback to improve practice from 50% to 57%.</p>
		<p>By 2022 increase the percentage positive response rate on the parent opinion survey for:</p> <ul style="list-style-type: none"> <li>• The school provides my child with opportunities to build his/her confidence from 82% to 90%.</li> </ul>	<p>By the end of 2019 increase the percentage positive response rate on the parent opinion survey for:</p> <p>The school provides my child with</p>

			opportunities to build his/her confidence from 82% to 84%.
To improve the wellbeing of all students.	Yes	By 2022 increase the percentage positive response on the student attitudes to school survey for: <ul style="list-style-type: none"> <li>• Advocate at School from 84% to 90%</li> <li>• Sense of Inclusion from 84% to 90%</li> <li>• Effective Classroom Behaviour from 78% to 85% and for</li> <li>• Resilience from 77% to 85%</li> </ul>	By the end of 2019 increase the percentage positive response on the student attitudes to school survey for:  Advocate at School from 84% to 85% Sense of Inclusion from 84% to 85% Effective Classroom Behaviour from 78% to 79% and for Resilience from 77% to 79%
		By 2022 increase the percentage positive response on the parent opinion survey for: <ul style="list-style-type: none"> <li>• Promoting positive behaviour from 88% to 95%</li> </ul>	By the end of 2019, increase the percentage positive response on the parent opinion survey for:  Promoting positive behaviour from 88% to 90%
		By 2022 increase the percentage positive endorsement on the staff opinion survey (Principal and teachers) for: <ul style="list-style-type: none"> <li>• Collective efficacy from 66% to 80%</li> </ul>	By the end of 2019 increase the percentage positive endorsement on the staff opinion survey (Principal and teachers) for:  Collective efficacy from 66% to 69%

<b>Goal 1</b>	To improve achievement and growth in literacy and numeracy student outcomes.
<b>12 Month Target 1.1</b>	By the end of 2019, improve NAPLAN year 5 med-high growth Reading: from 59% to 64% Writing: from 62% to 65%

	Numeracy: from 77% to 79%	
<b>12 Month Target 1.2</b>	By the end of 2019, improve the percentage of year 5 students in the top 2 bands of NAPLAN Reading: from 15% to 19% Writing: from 6% to 8% Numeracy: from 18% to 20%	
<b>12 Month Target 1.3</b>	By the end of 2019, improve the percentage of students in the top 4 bands of NAPLAN Reading: from 68% to 71% Writing: from 78% to 79% Numeracy: from 80% to 81%	
<b>12 Month Target 1.4</b>	By the end of 2019, reduce the variation between teacher judgements and NAPLAN assessments to 5% or less using the panorama report for reading, writing and numeracy at years 3 and 5.	
<b>12 Month Target 1.5</b>	By the end of 2019, increase the percentage positive endorsement on the staff survey (principal and teachers) for:  Trust in Colleagues from 59% to 65% Teacher Collaboration from 67% to 69% and Collective Efficacy from 66% to 69%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Embed high-impact instructional practices to consistently differentiate learning for every student in every classroom.	Yes
<b>KIS 2</b> Evaluating impact on learning	Build staff capacity to adopt a PLC inquiry cycle to use data to inform teaching and learning and measure the impact of instruction to improve student learning outcomes and the quality of teaching.	Yes
<b>KIS 3</b>	Develop, document and implement a guaranteed and viable curriculum continuum and proficiency scales that reduces variability and informs teaching.	Yes



Curriculum planning and assessment		
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.	During the school's Pre-Review Self-Evaluation (PRSE) the comparison of data and discussions on Validation Day raised questions as to the triangulation of data, the accuracy of assessments across the school and the ability of the data management system to allow teachers and leaders to monitor and track data over time. The panel agreed that further investigation was necessary to determine the extent and impact of assessment in teaching at point of need and impact on student learning outcomes. Through the	
<b>Goal 2</b>	To improve student voice, agency and leadership in learning.	
<b>12 Month Target 2.1</b>	By the end of 2019 increase the positive response rate on the student attitudes to school survey for:  Student voice and agency from 84% to 85% Inclusion from 84% to 85% Sense of confidence from 75% to 78%	
<b>12 Month Target 2.2</b>	By the end of 2019, increase the percentage positive endorsement on the staff survey: teaching and learning module for:  Use student feedback to improve practice from 50% to 57%.	
<b>12 Month Target 2.3</b>	By the end of 2019 increase the percentage positive response rate on the parent opinion survey for:  The school provides my child with opportunities to build his/her confidence from 82% to 84%.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Develop a collaborative partnership between students and teachers to design and implement rich learning opportunities.	Yes
<b>KIS 2</b>	Develop systems and processes that enable students to track and measure their own learning growth.	Yes

Intellectual engagement and self-awareness		
<b>KIS 3</b> Intellectual engagement and self-awareness	Develop a climate for learning and learning and assessment tools to empower students to be reflective and self-regulated learners.	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.	<p>Improve student voice, agency and leadership in learning is a priority within our strategic plan and is somewhat new learning for our school community. During or 2018 Review the panel acknowledged that the school had worked on developing student leadership and voice over the last four years. However, panel discussions demonstrated that student agency in learning may not be highly developed. Positive responses to the Attitudes to School Survey (AtoS) factors for Years 4-6 were in the first quartile in 2017. All indicators including the self evaluation demonstrated the need for us to focus on the extent that students had voice and agency in their learning.</p> <p>Although we have set goals to achieve collaborative partnerships between teachers and students in the past we have not co-constructed curriculum with students or developed systems and processes that enable students to set, track and measure their own learning goals.</p>	
<b>Goal 3</b>	To improve the wellbeing of all students.	
<b>12 Month Target 3.1</b>	<p>By the end of 2019 increase the percentage positive response on the student attitudes to school survey for:</p> <p>Advocate at School from 84% to 85%  Sense of Inclusion from 84% to 85%  Effective Classroom Behaviour from 78% to 79% and for  Resilience from 77% to 79%</p>	
<b>12 Month Target 3.2</b>	<p>By the end of 2019, increase the percentage positive response on the parent opinion survey for:</p> <p>Promoting positive behaviour from 88% to 90%</p>	
<b>12 Month Target 3.3</b>	<p>By the end of 2019 increase the percentage positive endorsement on the staff opinion survey (Principal and teachers) for:</p> <p>Collective efficacy from 66% to 69%</p>	

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 1</b> Setting expectations and promoting inclusion	Engage the school community in the development and implementation of school-wide values.	Yes
<b>KIS 2</b> Health and wellbeing	Implement School-wide Positive Behaviours as a framework for student wellbeing.	Yes
<b>KIS 3</b> Parents and carers as partners	Strengthen the engagement of the parents/carers in their student learning.	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.	<p>Whole school social and emotional learning was a priority improvement area in 2016 and saw the introduction of the Kids Matter program to support inclusion and develop resilience of students and to connect to the whole school community in order to develop strong partnerships to support student learning and wellbeing. The appointment of a primary welfare officer to lead the initiative and engagement with external partners to access expertise to develop knowledge and understanding for the whole school community.</p> <p>Curriculum was developed, and professional learning provided for staff. Parents reported high levels of support for them and their child/ren and believed the school was inclusive and respected the diversity of the community. The panel recognised that survey results were yet to show improvement but determined these strategies had strengthened the positive climate for learning for all and increased understanding and skills in developing resilience and wellbeing.</p> <p>In 2019 we will begin our journey in SWPB and developing our schools framework led again by our Primary Wellbeing Officer.</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve achievement and growth in literacy and numeracy student outcomes.
<b>12 Month Target 1.1</b>	By the end of 2019, improve NAPLAN year 5 med-high growth Reading: from 59% to 64% Writing: from 62% to 65% Numeracy: from 77% to 79%
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<b>KIS 1</b> Evidence-based high-impact teaching strategies	Embed high-impact instructional practices to consistently differentiate learning for every student in every classroom.

<b>Actions</b>	Embed high impact teaching strategies to increase student learning and improve student learning outcomes <ul style="list-style-type: none"> <li>• Employment of a Learning Specialist and PLC Consultant Coach to coach PLC Leaders</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Professional development to develop a consistent, research based approach towards teaching Literacy referring to HITS</li> <li>• Teacher professional reading related to problems of practice</li> <li>• Develop Professional Learning Communities - Learning Specialist attending and supporting planning</li> <li>• A developed Peer Observation Cycle and regular feedback on teaching</li> <li>• Develop a whole school deep understanding of the use and purpose of assessment to inform planning for student learning.</li> <li>• Develop teacher capacity to connect student assessment with learning to evaluate and modify their teaching practice</li> </ul>
<b>Success Indicators</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>• build and maintain a supportive and high performance learning culture</li> <li>• provide structures and ongoing professional learning opportunities where the ten HITS are             <ul style="list-style-type: none"> <li>- linked to each other and connected to a broader repertoire of teacher skills and knowledge</li> <li>- embedded in professional learning communities and integrated into classroom and school planning around curriculum, instruction and assessment</li> </ul> </li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• use common language to plan, monitor and reflect on classroom practice</li> <li>• set high expectations for all students where differentiation is central to planning and delivery in all lessons</li> <li>• use pre-assessment of student readiness, interest and learning profile to understand individual student's needs and strengths</li> <li>• use a range of assessment data to diagnose students' learning needs and inform planning for student learning</li> <li>• make adjustments for individuals so all students experience challenge, success and improved learning</li> <li>• call on information that pinpoints what students know now, and what they are ready to learn next</li> <li>• provide students with realistic, challenging goals, and recognise effort</li> <li>• rely on formative assessment to monitor student learning progress toward and beyond learning goals</li> <li>• use a range of teaching strategies that support different abilities and ways of thinking and learning</li> <li>• set open-ended tasks that allow students to work at different levels and paces</li> <li>• use group and targeted interventions to remediate learning difficulties</li> <li>• assess student work against prior achievements</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• choose learning activities based on agreed goals</li> <li>• be assessed against prior achievements, rather than against other students' work</li> <li>• be supported and challenged to reach their learning potential</li> <li>• be supported to achieve success as they move through the learning process</li> <li>• be acknowledged and valued for the effort that they puts into improving their work.</li> </ul>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Re-Introduction of PLC's Professional Learning Curriculum Day 29th Jan 2019	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Employment of Leading Teacher - Education Innovations, HITS and Differentiation	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$120,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Employment of Literacy Consultant to support the ongoing literacy improvement strategy.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Professional learning for High Quality pedagogy including literacy leader training and CRT cover and subsequent resourcing	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Purchase of trial Swivl Cam and subscription for teacher professional observations and peer feedback	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Evaluating impact on learning	Build staff capacity to adopt a PLC inquiry cycle to use data to inform teaching and learning and measure the impact of instruction to improve student learning outcomes and the quality of teaching.			

<b>Actions</b>	<p>Building a Professional Learning Community (PLC) to increase student learning by creating a culture that is:</p> <ul style="list-style-type: none"> <li>• focussed on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers</li> <li>• committed to professionalism, and</li> <li>• fuelled by collaborative expertise.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Professional Learning Community leaders will deepen their practice to coach, explore data and embed evidence based practices in age appropriate pedagogues within their team</li> <li>- Data Literacy of Teams and Leaders will demonstrate a deep understanding of where our learner are at, what we need to do to shift them and what resources are required</li> </ul>
<b>Success Indicators</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>• commit to all 10 principles of effective PLCs by <ul style="list-style-type: none"> <li>- making PLC implementation a school improvement priority</li> <li>- establishing effective professional learning team structures across the school</li> <li>- allocating time for teachers to collaborate and work in professional learning teams</li> <li>- appointing a PLC instructional leader to lead professional learning teams</li> <li>- releasing PLC instructional leader to build their capacity to lead teams effectively, including using a consistent and structured cycle of evidence-based curriculum planning</li> </ul> </li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• evaluate the impact of their teaching on student learning growth by using the toolkit specifically designed for implementing a PLC</li> <li>• understand assessment design - 'The what, when and how of assessment'</li> <li>• assess the knowledge and understanding of their students</li> <li>• develop ideas for measuring growth in student knowledge and understanding</li> <li>• assess the capabilities and skills of their students</li> <li>• apply school-developed indicators of skill development</li> <li>• assess the attitudes, motivations and dispositions of their students</li> <li>• ensure students are ready for learning</li> <li>• interpret assessment data</li> <li>• develop tools for making sense of student data</li> <li>• understand their impact on student learning growth</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Provide quality and formative feedback to teachers</li> <li>• Provide quality and formative feedback to peers</li> <li>• Self-reflect on quality goals and their progress towards achieving these</li> <li>• co-construct learning dispositions related to whole school values</li> </ul>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provision of professional learning for PLC leaders including	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
PLC Leaders professional support and responsibility payment	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Secure PLC consultant - Chris Egan for Coaching points	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Employment of a Learning Specialist, PLC Coach to coach PLC leaders	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$112,882.00  <input checked="" type="checkbox"/> Equity funding will be used
Purchase of key resources and evidence-based core texts for PLC room and teams	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Curriculum planning and assessment	Develop, document and implement a guaranteed and viable curriculum continuum and proficiency scales that reduces variability and informs teaching.			



<b>Actions</b>	Develop a Guaranteed and Viable Curriculum Continuum (GVC) and Proficiency Scales - A school-wide agreement and common understanding of the essential content that all students need to know, understand, and be able to do.			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Teams refer to and utilise the GVC documents to create and enhance proficiency scales and common assessments</li> <li>- Assessment Literacy of team leaders and PLC groups demonstrates critical reflection on quality of assessments</li> <li>- Students and Teachers value proficiency scales as a key source of feedback and goal setting</li> </ul>			
<b>Success Indicators</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>• provide structures to ensure ongoing support for a collegial process that requires established protocols, open dialogue and routines to keep the GVC agreement alive and meaningful about learning activities, performance criteria, and student progress as well as the willingness of teachers to reflect on their contribution to the process</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• use common tools, such as learning guides and rubrics, to share performance criteria with students and families</li> <li>• meet regularly to discuss student progress data and ask <ul style="list-style-type: none"> <li>- Are we on track to help all students learn the essential content?</li> <li>- What evidence shows we're on track?</li> <li>- If we're not on track, what steps should we take?</li> </ul> </li> <li>• give and receive feedback</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• track their own progress toward learning goals</li> <li>• understand their strengths and areas for improvement</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Coaching and induction of new staff with GVC and proficiency scales including CRT for coaching/mentoring	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Creation of GVC and proficiency scales in writing, professional learning and resourcing	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To improve student voice, agency and leadership in learning.
<b>12 Month Target 2.1</b>	By the end of 2019 increase the positive response rate on the student attitudes to school survey for:  Student voice and agency from 84% to 85% Inclusion from 84% to 85% Sense of confidence from 75% to 78%
<b>12 Month Target 2.2</b>	By the end of 2019, increase the percentage positive endorsement on the staff survey: teaching and learning module for:  Use student feedback to improve practice from 50% to 57%.
<b>12 Month Target 2.3</b>	By the end of 2019 increase the percentage positive response rate on the parent opinion survey for:  The school provides my child with opportunities to build his/her confidence from 82% to 84%.
<b>KIS 1</b> Empowering students and building school pride	Develop a collaborative partnership between students and teachers to design and implement rich learning opportunities.
<b>Actions</b>	Develop a collaborative partnership between students and teachers by: <ul style="list-style-type: none"> <li>• establishing a student curriculum team using existing student leaders and wider representation to provide feedback and agency for students with GVC and proficiency scale development and school wide curriculum</li> </ul>
<b>Outcomes</b>	Community commitment to the school's vision, values and high expectations policies will support a learning environment that maximises success for all students. <ol style="list-style-type: none"> <li>1. The school has a culture of high expectations</li> <li>2. Students apply metacognitive strategies to their learning, and</li> <li>3. The school supports and fosters intellectual engagement.</li> </ol>
<b>Success Indicators</b>	Leaders will: <ul style="list-style-type: none"> <li>• support students and teachers with a deeper understanding of moving from student voice to student agency</li> <li>• engage proactively with students about their learning and critically reflect on feedback</li> <li>• communicate the importance of student voice and agency in creating future oriented and engaged learners</li> </ul> Teachers will: <ul style="list-style-type: none"> <li>• be aware of the importance of maintaining high expectations for all students</li> <li>• use data to formulate common learning goals for students and challenge all students to reach their potential</li> </ul>

	<ul style="list-style-type: none"> <li>• encourage students to be self-reflective learners by exploring their thinking processes.</li> <li>• emphasise that a person's ability to learn is not fixed and that effective learning strategies can be learned to improve performance</li> <li>• provide students with rich open-ended tasks</li> <li>• effectively diagnose individual students' abilities, in order to explicitly teach using tailored strategies that are appropriately challenging</li> <li>• support students to set personal and academic goals and to negotiate tailored learning opportunities to achieve these goals</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• develop confidence, pride and a sense of self-worth</li> <li>• set high expectations for themselves and their peers and support each other to reach these high expectations</li> <li>• be intrinsically motivated, independent learners</li> <li>• monitor their own progress and identify and communicate their learning needs to their teachers</li> <li>• feel safe taking risks in their learning</li> <li>• feel connected to school and develop responsibility for their learning</li> <li>• develop mastery skills and self-efficacy</li> <li>• approach tasks by using a range of individual and collaborative techniques</li> <li>• explore and apply a range of thinking strategies appropriate to the task</li> <li>• set personal and academic goals and (with teachers) negotiate tailored learning opportunities to achieve these goals</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Development of new school vision, mission and values	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$15,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Intellectual engagement and self-awareness	Develop systems and processes that enable students to track and measure their own learning growth.			
Actions	<p>The five Domains of the Pedagogical Model will be used with the Vision for Learning, Practice Principles for Excellence in Teaching and Learning (Practice Principles) and High Impact Teaching Strategies (HITS). The Pedagogical Model will:</p> <ul style="list-style-type: none"> <li>• stimulate discussions about current teaching practices in schools</li> <li>• assist Mackellar Primary School to build a high performance learning culture, and ultimately improve student achievement and</li> </ul>			

	engagement.			
<b>Outcomes</b>	By providing common language and guidance on improving the quality and consistency of teaching practice, the Pedagogical Model enables school leaders, teachers and students to foster shared leadership.			
<b>Success Indicators</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>• commit to exploring the pedagogical model and provide opportunities to embed these within whole school documentation</li> <li>• place student learning at the centre of decision making processes</li> <li>• co-design challenging goals with teachers using the PLC structure and professional learning opportunities</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• engage with each of the 5 Domains - engage, explore, explain, elaborate and evaluate</li> <li>• adopt specific Practice Principles - Actions by <ul style="list-style-type: none"> <li>- placing student needs at the centre of program planning and delivery</li> <li>- conveying high expectations of learning, effort and engagement for all students</li> <li>- co-designing aspirational goals with students</li> <li>- scaffolding and differentiate learning to enable students to achieve their goals</li> <li>- developing student capacity to collaborate</li> <li>- maintaining an energised and focused learning environment</li> <li>- empowering students to have a democratic voice in the running of the communities in which they learn</li> <li>- conveying high expectations of learning, effort and engagement for all students</li> <li>- building student capacity to monitor and evaluate their own progress and achievement</li> <li>- providing opportunities for students to exercise agency in their own learning</li> </ul> </li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• set personal and academic goals and negotiate tailored learning opportunities to achieve these goals</li> <li>• explore and apply a range of thinking strategies appropriate to the task.</li> <li>• co-design their aspirational goals with teachers</li> <li>• be reflective, questioning and self-monitoring learners</li> <li>• engage in collaborative learning</li> <li>• have a democratic voice in running the learning community</li> <li>• exercise agency in their own learning</li> <li>• learn to monitor and evaluate their own progress and achievement</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

Professional learning for leaders and staff in Showbie and Accelerus	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Intellectual engagement and self-awareness	Develop a climate for learning and learning and assessment tools to empower students to be reflective and self-regulated learners.			
<b>Actions</b>	Link proficiency scale self-assessment and feedback to student reading journals using technology to support peer, self and teacher feedback.			
<b>Outcomes</b>	Shift in educator mindset about the role of students in guiding their own learning and redressing the locus of control in the learning and teaching cycle. Change in student perception about their roles as teachers and owners of their assessment data.			
<b>Success Indicators</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>• create and communicate a shared vision of student assessment, aspirations and wholistic feedback (teacher to student, student to teacher, student to student)</li> <li>• provide professional learning opportunities for staff</li> <li>• be responsive to the feedback of staff and students in relation to learning and assessment</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• be supported to analyse and interpret student assessment data and student feedback and use it to inform their teaching practice</li> <li>• use detailed analysis of student outcomes data to support and challenge all students to reach their potential.</li> <li>• increase student engagement by creating lessons that reflect student interests and stimulate their curiosity</li> <li>• collect rigorous evidence of learning, target their teaching and evaluate the impact of individual, team and school level practice</li> <li>• use formal and informal assessment, student input and teaching team collaboration for evaluation and planning which ensures all students are engaged, challenged and extended.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• provide feedback to teachers about their progress and the rigour of the assessments</li> <li>• take greater control of their learning and elaborate on their learning goals, key strategies and evidence gathered against these goals</li> </ul>			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Coaching of teachers in use of book creator and proficiency scales for reading journals	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To improve the wellbeing of all students.			
<b>12 Month Target 3.1</b>	By the end of 2019 increase the percentage positive response on the student attitudes to school survey for:  Advocate at School from 84% to 85% Sense of Inclusion from 84% to 85% Effective Classroom Behaviour from 78% to 79% and for Resilience from 77% to 79%			
<b>12 Month Target 3.2</b>	By the end of 2019, increase the percentage positive response on the parent opinion survey for:  Promoting positive behaviour from 88% to 90%			
<b>12 Month Target 3.3</b>	By the end of 2019 increase the percentage positive endorsement on the staff opinion survey (Principal and teachers) for:  Collective efficacy from 66% to 69%			
<b>KIS 1</b> Setting expectations and promoting inclusion	Engage the school community in the development and implementation of school-wide values.			
<b>Actions</b>	Implement Tier 1 of School-Wide Positive Behaviour Support (SWPBS) through high quality training, ongoing coaching and the use of valid and reliable evaluation tools. SWPBS Coach, Shaun Faulkhead - present Awareness Workshop to entire staff and conduct a Readiness Checklist with SWPBS Coordinator and Leadership Team. Commitment, buy-in survey to indicate 80% staff agreement to implement SWPBS.  Implementation of SWPBS Team (composition of team representative of school)			

	Professional development: SWPBS Tier 1 Team Training (4 Days) Day 1 and Day 2 SWPBS Framework and Rationale, Key Concepts, Prevention Logic and 7 Essential Features of Universal Prevention (Day 3 and Day 4 - KIS 2) SWPBS Coordinator - Additional Training, collaboration with leadership team and ongoing consultation with SWPBS Coach  SWPBS Team engage school community in the development and implementation of school-wide vision and values.			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• New school vision and values are articulated to the community and explicitly taught to students</li> <li>• A consistent teaching approach for the implementation school-wide expectations is implemented</li> <li>• Development of 'Behaviour Matrix' through collaborative practices is published, implemented and embed into the school</li> </ul>			
<b>Success Indicators</b>	Whole school vision and shared values developed by Mackellar Primary School community Leaders will: <ul style="list-style-type: none"> <li>• Support and facilitate the SWPBS approach and ensure its consistency across Foundation to Grade 6</li> <li>• Analyse the whole school approach to positive reinforcement and the success of the initiative</li> </ul> Students will: <ul style="list-style-type: none"> <li>• Collaborate within classrooms to develop the SWPBS matrix</li> <li>• Participate in explicit teachings of the SWPBS matrix</li> <li>• Participate in learning that reinforces new school values and their connectedness to the expectations</li> </ul> Teachers will: <ul style="list-style-type: none"> <li>• Teach SWPBS matrix explicitly and develop strategies to reinforce positive behaviours</li> </ul> Parents/Carers will: <ul style="list-style-type: none"> <li>• Participate in the collaborative process of identifying our new school values</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Form The SWPB Team Day 1 and Day 2 of SWPBS Training	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input checked="" type="checkbox"/> Equity funding will be used
SWPB PD (2018) Curriculum day	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 2	<input checked="" type="checkbox"/> Equity funding will be used
Rebranding of School Values across the school community	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Implement School-wide Positive Behaviours as a framework for student wellbeing.			
<b>Actions</b>	<p>Implementing SWPBS will provide a framework and preventative process to support the needs and culture of Mackellar Primary School. The framework's use of tiered intervention will meet the needs of all students by:</p> <ul style="list-style-type: none"> <li>• targeting support for individual students at risk for developing challenging behaviours</li> <li>• prevention, and</li> <li>• providing intensive intervention for students demonstrating 'high risk' behaviours.</li> </ul> <p>A Behaviour Management System will be created, published and embedded into practice across school</p> <p>Implementation of SWPBS Team (composition of team representative of school) Professional development: Day 3 Bullying Prevention in SWPBS Family and community engagement with the school Introduction to functional behaviour assessment, understanding antecedent behaviour consequences (ABC) in a school-wide context Day 4 SWPBS Classroom Systems Training: Effective Classroom Practices relationships, classroom environment, classroom expectations, encouraging expected behaviour, active supervision, SWPBS problem-solving and continuum, opportunities to respond, activity sequence and choice, task difficulty, classroom procedures and routines, responding to challenging behaviour</p> <p>SWPBS Coordinator (Primary Welfare Officer) - Additional Training, collaboration with leadership team and ongoing consultation with SWPBS Coach</p>			



<b>Outcomes</b>	<p>Full implementation to be confirmed by SWPBS Central Unit - 1-3 year process guided by the Self Assessment Survey (SAS) and Tired Fidelity Inventory (TFI)</p> <ul style="list-style-type: none"> <li>• 80% average on SAS conducted at least annually</li> <li>• 70% achieved and sustained on TFI over 3 consecutive administrations and confirmed by the SWPBS Central Unit</li> <li>• School eligible for VIC Tier 1 Training and progresses to Tier 2 Training.</li> </ul>			
<b>Success Indicators</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>• build staff commitment, professional learning and implementation of SWPBS Coach, Coordinator and Team</li> <li>• engage in high quality training and ongoing coaching</li> <li>• use valid and reliable evaluation tools</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• reflect on and improve communication skills when speaking with students</li> <li>• be more proactive in a preventative way</li> <li>• respond appropriately to minor and major behaviours, follow-up procedures and reporting incidents</li> <li>• use an effective system of behaviour management that is published and embedded into practice across the school</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• improve social-emotional competence <ul style="list-style-type: none"> <li>- reduced minor incidents in the yard</li> <li>- reduced bullying</li> </ul> </li> <li>• develop an improved perception of safety</li> <li>• demonstrate increased academic performance</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional Development - SWPBS Training Day 3 and Day 4 Shared vision and values are visible in school community A Behaviour Management System is published and embedded across the school.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$8,000.00  <input checked="" type="checkbox"/> Equity funding will be used

# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$399,882.00	0.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$399,882.00</b>	<b>\$0.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Re-Introduction of PLC's Professional Learning Curriculum Day 29th Jan 2019	from: Term 1		\$2,000.00	
Employment of Leading Teacher - Education Innovations, HITS and Differentiation	from: Term 1 to: Term 4		\$120,000.00	
Employment of Literacy Consultant to support the ongoing literacy improvement strategy.	from: Term 1 to: Term 4		\$20,000.00	
Professional learning for High Quality pedagogy including literacy leader training and CRT cover and subsequent resourcing	from: Term 2 to: Term 4		\$10,000.00	
Purchase of trial Swivl Cam and subscription for teacher professional observations and peer feedback	from: Term 1		\$2,000.00	

	to: Term 1			
Provision of professional learning for PLC leaders including	from: Term 1 to: Term 4		\$10,000.00	
PLC Leaders professional support and responsibility payment	from: Term 1 to: Term 4		\$15,000.00	
Secure PLC consultant - Chris Egan for Coaching points	from: Term 1 to: Term 4		\$10,000.00	
Employment of a Learning Specialist, PLC Coach to coach PLC leaders	from: Term 1 to: Term 4		\$112,882.00	
Purchase of key resources and evidence-based core texts for PLC room and teams	from: Term 1 to: Term 4		\$30,000.00	
Coaching and induction of new staff with GVC and proficiency scales including CRT for coaching/mentoring	from: Term 1 to: Term 2		\$10,000.00	
Creation of GVC and proficiency scales in writing, professional learning and resourcing	from: Term 2 to: Term 4		\$10,000.00	

Development of new school vision, mission and values	from: Term 1 to: Term 3		\$15,000.00	
Professional learning for leaders and staff in Showbie and Accelerus	from: Term 1 to: Term 4		\$10,000.00	
Coaching of teachers in use of book creator and proficiency scales for reading journals	from: Term 2 to: Term 3		\$5,000.00	
Form The SWPB Team Day 1 and Day 2 of SWPBS Training	from: Term 1 to: Term 2		\$0.00	
SWPB PD (2018) Curriculum day	from: Term 1 to: Term 2		\$0.00	
Rebranding of School Values across the school community	from: Term 2 to: Term 4		\$10,000.00	
Professional Development - SWPBS Training Day 3 and Day 4 Shared vision and values are visible in school community A Behaviour Management System is published and embedded across the school.	from: Term 2 to: Term 4		\$8,000.00	
<b>Totals</b>			\$399,882.00	

## Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Re-Introduction of PLC's Professional Learning Curriculum Day 29th Jan 2019	<input checked="" type="checkbox"/> Principal	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Chris Egan <input checked="" type="checkbox"/> Departmental resources PLC - DET initiative	<input checked="" type="checkbox"/> On-site
Employment of Literacy Consultant to support the ongoing literacy improvement strategy.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources DET Literacy portal	<input checked="" type="checkbox"/> On-site
Professional learning for High Quality pedagogy including literacy leader training and CRT cover and subsequent resourcing	<input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site Literacy Leader Regional Training
Provision of professional learning for PLC leaders including	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site To be confirmed - PLC network

						meetings etc.
PLC Leaders professional support and responsibility payment	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Employment of a Learning Specialist, PLC Coach to coach PLC leaders	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Purchase of key resources and evidence-based core texts for PLC room and teams	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Form The SWPB Team Day 1 and Day 2 of SWPBS Training	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants SWPBS Coach Shaun Faulkhead <input checked="" type="checkbox"/> Departmental resources Guidelines	<input checked="" type="checkbox"/> Off-site SWPBS Training dates TBA

SWPB PD (2018) Curriculum day	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Shaun Faulkhead from SWPB	<input checked="" type="checkbox"/> On-site
Professional Development - SWPBS Training Day 3 and Day 4 Shared vision and values are visible in school community A Behaviour Management System is published and embedded across the school.	<input checked="" type="checkbox"/> Leadership Team <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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Shaun Faulkhead SWPBS Coach <input checked="" type="checkbox"/> Departmental resources SWPBS Self-Assessment Surveys and Tired Fidelity Inventory	<input checked="" type="checkbox"/> Off-site TBA