2023 Annual Implementation Plan

for improving student outcomes

Porepunkah Primary School (1144)

Submitted for review by Jill Gillies (School Principal) on 25 January, 2023 at 12:27 PM
Endorsed by Jody Grimmond (Senior Education Improvement Leader) on 16 February, 2023 at 12:18 PM
Endorsed by Elita Sams (School Council President) on 28 March, 2023 at 08:06 PM

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

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

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

Enter your reflective comments	In it's 150th year, Porepunkah Primary School remains a reflective, responsive and resilient school, ready to continue in the tradition of strong academic and wellbeing outcomes. A more thorough self evaluation of the self-evaluation against FiSO2 will be completed in early term one 2023. It must be noted that the Self-evaluation summary against FISO 2.0, will form part of the greater work that will begin as the school engages in a School Review in term three this year.

Considerations for 2023	Porepunkah is proud to implement: - The Tutor Initiative Program - Mental Health Fund Planning Tool programs - Full Implementation of the Respectful Relationships Program - Appointment of a Disability Inclusion Leader - Participation in School Wide Positive Behaviours training - Revision of core learning model - A Professional Learning Communities approach to teacher professional development - Stronger and authentic opportunities for student voice - Beginning the Reconciliation Action Plan
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student learning in Literacy - Writing
Target 2.1	Decrease the number of students in the bottom two bands on NAPLAN Years 3 and Year 5 in Writing: • In Year 3 from 17% in the bottom two bands in 2018 to 0% in 2022 • In Year 5 from 13% in the bottom two bands in 2018 to 0% in 2022
Target 2.2	Improve Teacher Judgements against the Victorian Curriculum in English-Writing: • Increase the percentage of students in Foundation -Year 6 assessed Above Level from 22% in 2018 to 30% in 2022.

Target 2.3	Improve NAPLAN Relative Growth in Writing from Year 3 to Year 5: • Reduce low growth from 27% in 2018 to 10% in 2022 • Increase high growth from 18% in 2108 to 30% in 2022
Key Improvement Strategy 2.a Curriculum planning and assessment	Build assessment literacy of staff in writing
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop rigorous evidence-based approaches to teaching of writing
Key Improvement Strategy 2.c Building practice excellence	Develop strategic professional learning to improve the teaching of Writing which is collaborative, involves reflection and uses student feedback and voice to improve teaching approaches
Goal 3	To improve student voice and agency in their learning
Target 3.1	Improved Student Attitude to School Survey (SATSS) data in the Social Engagement Domain in the Survey Factor of: • Student Voice and Agency from 68% positive endorsement in 2019 to 80% in 2022
Target 3.2	Improved Student Attitude to School Survey (SATSS) data in the Learner Characteristics and Disposition Domain in the Survey Factors of: • Learning Confidence from 72% positive endorsement in 2019 to 80% in 2022 • Motivation & Interest from 81% positive endorsement in 2019 to 90% in 2022 • Self Regulation & Goal Setting from 77% positive endorsement in 2019 to 85% in 2022

Target 3.3	Improved Parent Opinion Survey (POS) results in the areas of: • Student Motivation and Support from 83% positive response in 2018 to 88% in 2022 • Effective Teaching from 85% positive response in 2018 to 90% in 2022
Target 3.4	Improve Staff Opinion Survey (SOS) results in the areas of: • Trust in Students and Parents from 73% percentage endorsement in in 2018 to 85% in 2022 • Academic Emphasis from 66% percentage endorsement in 2018 to 85% in 2022
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Develop student skills in monitoring their own learning
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Develop processes for authentic learning partnerships between students, teachers and parents
Key Improvement Strategy 3.c Building practice excellence	Ensure professional learning is focused on developing staff skills in giving and receiving feedback and student voice and agency
Goal 4	To improve student engagement and wellbeing

Target 4.1	Drafting note: may wish to consider alternative (non AToSS) student data, e.g. attendance, wellbeing/behaviour data e.g. SWPBS, or other school level data.
	Improved Student Attitude to School Survey (SATSS) data in the Social Engagement Domain in the Survey Factor of:
	• Student Connectedness from 64% positive endorsement in 2019 to 80% in 2022
Target 4.2	Improved Student Attitude to School Survey (SATSS) data in the Effective Teaching Practice for Cognitive Engagement Domain in the Survey Factors of:
	• Stimulated Learning from 73% positive endorsement in 2019 to 85% in 2022 – for all students
	And in addition, for the results for boys to be improved as follows
	• Stimulated Learning from 50% positive endorsement in 2019 to 75% in 2022 - for boys
Target 4.3	Improved Parent Opinion Survey (POS) results in the area of General Satisfaction from 83% in 2018 to 88% in 2022
Key Improvement Strategy 4.a Vision, values and culture	Review the school's vision, values and culture to reflect the current parent, student and staff vision
Key Improvement Strategy 4.b Empowering students and building school pride	Implement evidence based processes for student recognition and feedback in relation to student learning, attitude and behaviour
Key Improvement Strategy 4.c	Build school processes to monitor and minimise the risk of student disengagement and build the capacity of students to self-regulate their attitudes to learning and behaviour

Empowering students and building school pride	

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	To increase the percentage of students achieving at or above level in Reading, Writing and Numeracy using Teacher Judgments against the Victorian Curriculum:- In Reading from 81% in 2020 to 95% in 2023- In Writing from 60% in 2020 to 95% in 2023- In Numeracy from 68% in 2020 to 95% in 2023Decrease the number of students in the bottom two bands on NAPLAN Years 3 and Year 5 in Writing:- In Year 3 from 17% in the bottom two bands in 2018 to 0% in 2023- In Year 5 from 13% in the bottom two bands in 2018 to 0% in 2023Improve Teacher Judgements against the Victorian Curriculum in English-Writing:- Increase the percentage of students in Foundation -Year 6 assessed Above Level from 22% in 2018 to 30% in 2023.Improve NAPLAN Relative Growth in Writing from Year 3 to Year 5:- Reduce low growth from 27% in 2018 to 10% in 2023- Increase high growth from 18% in 2108 to 30% in 2023Improved Student Attitude to School Survey (SATSS) data in the Social Engagement Domain in the Survey Factor of:- Student Voice and Agency from 68% positive endorsement in 2019 to 80% in 2023.Improved Student Attitude to School

			Survey (SATSS) data in the Learner Characteristics and Disposition Domain in the Survey Factors of:- Learning Confidence from 72% positive endorsement in 2019 to 90% in 2023- Motivation & Interest from 81% positive endorsement in 2019 to 80% in 2023- Self Regulation & Goal Setting from 77% positive endorsement in 2019 to 95% in 2023Improved Parent Opinion Survey (POS) results in the areas of:- Student Motivation and Support from 83% positive response in 2018 to 88% in 2023- Effective Teaching from 85% positive response in 2018 to 95% in 2023Improve Staff Opinion Survey (SOS) results in the areas of:- Trust in Students and Parents from 73% percentage endorsement in in 2018 to 85% in 2023- Academic Emphasis from 66% percentage endorsement in 2018 to 85% in 2023Improved Student Attitude to School Survey (SATSS) data in the Social Engagement Domain in the Survey Factor of:- Student Connectedness from 64% positive endorsement in 2019 to 85% in 2023Improved Student Attitude to School Survey (SATSS) data in the Effective Teaching Practice for Cognitive Engagement Domain in the Survey Factors of:- Stimulated Learning from 73% positive endorsement in 2019 to 85% in 2023 – for all studentsAnd in addition, for the results for boys to be improved as follows- Stimulated Learning from 50% positive endorsement in 2019 to 90% in 2023 - for boysImproved Parent Opinion Survey (POS) results in the area of General Satisfaction from 83% in 2018 to 95% in 2023

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		Improve Teacher Judgements against the Victorian Curriculum in English-Writing: • Increase the percentage of students in Foundation -Year 6 assessed Above Level from 22% in 2018 to 30% in 2022.	
		Improve NAPLAN Relative Growth in Writing from Year 3 to Year 5: • Reduce low growth from 27% in 2018 to 10% in 2022 • Increase high growth from 18% in 2108 to 30% in 2022	
To improve student voice and agency in their learning	No	Improved Student Attitude to School Survey (SATSS) data in the Social Engagement Domain in the Survey Factor of: • Student Voice and Agency from 68% positive endorsement in 2019 to 80% in 2022	
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To improve student engagement and wellbeing	No	<mark>Drafting note: may wish to consider alternative (non AToSS) student data, e.g. attendance, wellbeing/behaviour data e.g. SWPBS, or other school level data.</mark> Improved Student Attitude to School Survey (SATSS) data in the Social Engagement Domain in the Survey Factor of: • Student Connectedness from 64% positive endorsement in 2019 to 80% in 2022	
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Goal 1	**2023 Priorities Goal** **In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.**
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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.

Define Actions, Outcomes and Activities

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
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KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Action 1: Implement the Tutor Learning Initiative and opportunities for High Ability students through the identification of students Action 2: Review and refine assessment measures and utilise this data through a PLC cycle Action 3: Develop a whole school approach to modifying and adapting curriculum though Disability Inclusion Action 4: Review core learning instructional model in literacy and numeracy to maximize learning time
Outcomes	The practice will change in the following ways as a result of these actions: Leaders will be: - Structuring opportunities for support for teaching staff to reflect and moderate practice around the use of data - Monitor accuracy and use of data to ensure student learning is caught up and extended - Leading data driven PLC cycles in both writing and numeracy - Leading work on the review of the school's core learning instructional model - Supporting and providing professional learning with the Disability Inclusion Leader around disability inclusion Teachers will be: - Assessing students using identified summative and formative assessments - Able to routinely adjust teaching and learning in writing based on student need - Able to accurately establish learning sequences in numeracy - Implementing consistent assessment in writing and numeracy practice

	- Participating in PLC cycles around teaching and learning - Using whole school, cohort and individual data consistently during planning - Working collegiately with the nominated Tutor to plan for small group Literacy and Numeracy intervention - Working collegiately with Disability and Inclusion Leader to modify, adapt and review curriculum Students will be: - Able to articulate the success criteria for a sequence of work - Know where they are with their learning and what they need to do to achieve the next level - Confident to share their learning data with another person - Feel supported to thrive in their learning at their point of need.
Success Indicators	To measure the success of the Actions and Outcomes for this Goal and Key Improvement Strategy we will use the following indicators: - Self-assessment against updated FISO model - Updated assessment schedule - Evidence of implementation of PLC schedule, documented cycles and outcomes - School participation in high quality evidenced based collaborative inquiry based professional learning - Articulation of Writing and Numeracy Data - Student improvement as measured through teacher judgements against the Victorian Curriculum - Reversal of downward trend NAPLAN data

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Select students for TLI program and regularly monitor and evaluate the TLI program for student learning growth utilising updated Assessment Schedule	☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$41,524.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Identification of students for High Ability learning groups and implementation of timetabled sessions	☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$3,055.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review school processes for all staff to engage in data driven PLCs and engage in one full PLC cycle each term	☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Induct the Disability Inclusion coordinator to develop DI documentation including updated IEPs and processes throughout the year. Manage additional Education Support time throughout the school.	☑ Disability Inclusion Coordinator ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$62,377.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Engage staff in relevant professional learning such as Inclusive Classrooms courses and modules, Disability Standards for Education training, workforce training on diversity, or autism-specific courses.	☑ Disability Inclusion Coordinator ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$7,181.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Through professional learning, review the core learning Instruction Model and create an agreed document	☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used

	☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Action 1: Continue timetabled implementation of Respectful Relationships program across the school Action 2: Conduct regular Student Engagement and Wellbeing (SEW) Meetings to identify students requiring additional wellbeing and mental health support. Action 3: Establish School-wide Positive Behaviour Support team and engage in professional learning to support implementation of the essential features of Tier 1 Action 4: Timetable staff to provide social and emotional coaching through passive yard duty
Outcomes	Our practice will change in the following ways as a result of these actions: Leaders will be: - Engaging in dialogue with teachers around student mental health and wellbeing - Referring to policy and process of support available - Supporting the implementation of Respectful Relationships - Utilising the Schools Mental Health Fund Menu and Planning Tool - Ensuring School Wide Positive Behaviours (SWPBs) model is implemented Teachers will be: - Engaging in dialogue around student mental health and wellbeing - Supported in supporting students - Explicitly teaching the Respectful Relationships curriculum - Promoting SWPBs in all interactions with students Students will be: - Engaging in mental health support if needed

	- Able to articulate elements of the Respectful Relationships program - Demonstrating the school values and participate in SWPBs implementation
Success Indicators	To measure the success of the Actions and Outcomes for this Goal and Key Improvement Strategy we will use the following indicators: - Self-assessment against the new FISO model - Evidence of the process to review and revise policy around student mental health and wellbeing - High levels of participation in all aspects of supporting student mental health and wellbeing - Evidence of School Wide Positive Behaviour support throughout the school environment and language

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Planned professional learning in Respectful Relationships and implementation of program through timetable	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Add Student Engagement and Wellbeing (SEW) team meeting time to staff planner, utilise a case study approach and engage professional advice where required	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$5,647.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Participate in School Wide Positive Behaviour Support professional learning	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Employ social and emotional coaching in the school yard and classrooms to improve student wellbeing, utilise additional education support staff and teachers	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$23,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which

				may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$15,441.70	$15,441.70	$0.00
Disability Inclusion Tier 2 Funding	$69,558.51	$69,558.51	$0.00
Schools Mental Health Fund and Menu	$30,647.38	$30,647.38	$0.00
Total	$115,647.59	$115,647.59	$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Select students for TLI program and regularly monitor and evaluate the TLI program for student learning growth utilising updated Assessment Schedule	$41,524.00
Induct the Disability Inclusion coordinator to develop DI documentation including updated IEPs and processes throughout the year. Manage additional Education Support time throughout the school.	$62,377.00
Engage staff in relevant professional learning such as Inclusive Classrooms courses and modules, Disability Standards for Education training, workforce training on diversity, or autism-specific courses.	$7,181.00
Add Student Engagement and Wellbeing (SEW) team meeting time to staff planner, utilise a case study approach and engage professional advice where required	$5,647.00
Participate in School Wide Positive Behaviour Support professional learning	$2,000.00

Employ social and emotional coaching in the school yard and classrooms to improve student wellbeing, utilise additional education support staff and teachers	$23,000.00
Totals	$141,729.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Select students for TLI program and regularly monitor and evaluate the TLI program for student learning growth utilising updated Assessment Schedule	from: Term 1 to: Term 4	$15,441.70	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Totals		$15,441.70	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Induct the Disability Inclusion coordinator to develop DI documentation including updated IEPs and processes throughout the year. Manage additional Education Support time throughout the school.	from: Term 1 to: Term 4	$62,377.51	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education Support Staff
Engage staff in relevant professional learning such as Inclusive Classrooms courses and modules, Disability Standards for	from: Term 1	$7,181.00	☑ Professional learning for school-based staff •

| Education training, workforce training on diversity, or autism-specific courses. | to:
Term 4 | | ☑ Equipment, adaptive technology, devices, or materials to support learning

•

☑ CRT

• |
| **Totals** | | $69,558.51 | |

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Add Student Engagement and Wellbeing (SEW) team meeting time to staff planner, utilise a case study approach and engage professional advice where required	from: Term 1 to: Term 4	$5,647.38	☑ Employ staff to support Tier 1 activities **This activity will use Mental Health Menu staffing** o Engage Mental Health Staff ad-hoc via telehealth (eduPay or non-teaching staff)

Participate in School Wide Positive Behaviour Support professional learning	from:
	Term 1
	to:
	Term 4
		$2,000.00	☑ Schoolwide Positive Behaviour Support - Tier 1 focus (free)
			
			This activity will use Mental Health Menu staffing
			  o Build staff capacity (conference, course, seminar)
			  o Employ CRT to release staff member

Employ social and emotional coaching in the school yard and classrooms to improve student wellbeing, utilise additional education support staff and teachers	from: Term 1 to: Term 4	$23,000.00	☑ Employ staff to support Tier 1 activities **This activity will use Mental Health Menu staffing** o Assign existing staff member to initiative (eduPay)
Totals		$30,647.38	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Select students for TLI program and regularly monitor and evaluate the TLI program for student learning growth utilising updated Assessment Schedule	☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Engage staff in relevant professional learning such as Inclusive Classrooms courses and modules, Disability Standards for Education training, workforce training on diversity, or autism-specific courses.	☑ Disability Inclusion Coordinator ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Departmental resources Inclusive Classrooms ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Participate in School Wide Positive Behaviour Support professional learning	☑ All Staff	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs ☑ Student voice, including input and feedback	☑ Network Professional Learning ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Departmental resources School Wide Positive Support coach	☑ Off-site Organised by SWPBS Coach