

2020 Annual Implementation Plan

for improving student outcomes

Mandama Primary School (5185)



Submitted for review by Marina Keegan (School Principal) on 17 December, 2019 at 01:54 PM
Endorsed by Alan Davis (Senior Education Improvement Leader) on 23 December, 2019 at 08:54 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

	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	Embedding moving towards Excelling
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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 moving towards Embedding

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

Enter your reflective comments	<p>Our self evaluation tells us that:</p> <ul style="list-style-type: none"> *Continue to work on building the capacity of staff to deliver the curriculum effectively with student voice . *Our focus on Writing has been successful and we need to continue our new Conferring processes to give robust feedback to students. *We need to investigate the drop in Reading results for our top two bands. *Peer Observations has been highlighted as an area to develop. *The work we have begun in SWPBS is to be continued and developed further.
Considerations for 2020	<ul style="list-style-type: none"> *Peer Observations has been highlighted as an area to develop. *Extend our work on MSL (Synthetic phonics) across the school.

	Provide Berry St training for all staff to work in conjunction with SWPBS and RRRR. *Continue to focus on the 6+1 traits, Conferencing, and Sentence structure to improve Writing across the school.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Improve student learning growth in Literacy, with a focus on Writing.
Target 1.1	By 2022, decrease the percentage of students making low learning growth from Year 3–5 in NAPLAN Reading and Writing to 20 per cent.
Target 1.2	By 2022, increase the percentage of students making high learning growth from Year 3–5 in NAPLAN Reading and Writing to 25 per cent.
Target 1.3	By 2022, increase the percentage of students in the top 2 NAPLAN bands in Year 5 to: <ul style="list-style-type: none"> • Reading - 40 per cent • Writing - 20 per cent
Key Improvement Strategy 1.a Curriculum planning and assessment	Strengthen the capacity of teachers and teams to analyse and use literacy data to plan for the learning needs of all students. (CPA)
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Build teacher capacity to differentiate teaching to ensure challenge, progress and high expectations for every student. (EHITS)
Goal 2	Improve student engagement and motivation to learn.
Target 2.1	By 2022, increase the percentage of positive endorsement for the following AToSS factors to:

	<ul style="list-style-type: none"> • Student voice & agency—80 per cent • Sense of confidence—90 per cent
Target 2.2	<p>By 2022, increase the percentage of positive endorsement for the following POS factor to:</p> <ul style="list-style-type: none"> • Student voice & agency—90 per cent
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Develop student learning opportunities that are challenging, engaging and promote curiosity. (IESA)
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Develop and implement opportunities for students to be reflective, questioning and self-monitoring learners. (IESA)
Goal 3	Build a culture of high expectations that supports a positive climate for student learning.
Target 3.1	<p>By 2022, increase the percentage of positive endorsement for the following POS factor to:</p> <ul style="list-style-type: none"> • Promoting positive behavior—90 per cent
Target 3.2	<p>By 2022, increase the percentage of positive endorsement for the following AToSS factors to:</p> <ul style="list-style-type: none"> • Sense of connectedness—85 per cent

	<ul style="list-style-type: none"> • Effective classroom behavior—90 per cent • Resilience—85 per cent
Target 3.3	<p>By 2022, increase the percentage of positive endorsement for the following SSS factor to:</p> <ul style="list-style-type: none"> • Build resilience and a resilience supportive environment—70 per cent
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Strengthen the whole school approach for the management of students' behaviour in consultation with students, teachers and parents. (SEPI)
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Develop a culture of high expectations for all members of the school community. (SEPI)

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Improve student learning growth in Literacy, with a focus on Writing.	Yes	By 2022, decrease the percentage of students making low learning growth from Year 3–5 in NAPLAN Reading and Writing to 20 per cent.	Decrease the percentage of students making low learning growth from Year 3-5 in NAPLAN Reading to 16% and in writing to 20%.
		By 2022, increase the percentage of students making high learning growth from Year 3–5 in NAPLAN Reading and Writing to 25 per cent.	Increase the percentage of students making high learning growth from Years 3-5 in NAPLAN Reading to 15% and in Writing to 35%.
		By 2022, increase the percentage of students in the top 2 NAPLAN bands in Year 5 to: <ul style="list-style-type: none"> • Reading - 40 per cent • Writing - 20 per cent 	Increase the percentage of students in the top 2 bands Year 5 NAPLAN Reading to 38% and in Writing to 25%.
Improve student engagement and motivation to learn.	Yes	By 2022, increase the percentage of positive endorsement for the following AToSS factors to: <ul style="list-style-type: none"> • Student voice & agency—80 per cent 	Increase the percentage of positive endorsement in Student Voice and Agency to 70%.

		<ul style="list-style-type: none"> • Sense of confidence—90 per cent 	
		<p>By 2022, increase the percentage of positive endorsement for the following POS factor to:</p> <ul style="list-style-type: none"> • Student voice & agency—90 per cent 	Increase the percentage of positive endorsement in Student Voice and Agency to 85%.
Build a culture of high expectations that supports a positive climate for student learning.	Yes	<p>By 2022, increase the percentage of positive endorsement for the following POS factor to:</p> <ul style="list-style-type: none"> • Promoting positive behavior—90 per cent 	Increase the percentage of positive endorsement in Promoting Positive Behaviour to 80%.
		<p>By 2022, increase the percentage of positive endorsement for the following AToSS factors to:</p> <ul style="list-style-type: none"> • Sense of connectedness—85 per cent • Effective classroom behavior—90 per cent • Resilience—85 per cent 	Increase the percentage of positive endorsement in Sense of connectedness—80% Effective classroom behaviour—80% Resilience—80%
		<p>By 2022, increase the percentage of positive endorsement for the following SSS factor to:</p>	Increase the percentage of positive endorsement in Trust in students and parents—70%

		<ul style="list-style-type: none"> • Build resilience and a resilience supportive environment—70 per cent 	
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Goal 1	Improve student learning growth in Literacy, with a focus on Writing.	
12 Month Target 1.1	Increase the percentage of students making high learning growth from Years 3-5 in NAPLAN Reading to 15% and in Writing to 35%.	
12 Month Target 1.2	Decrease the percentage of students making low learning growth from Year 3-5 in NAPLAN Reading to 16% and in writing to 20%.	
12 Month Target 1.3	Increase the percentage of students in the top 2 bands Year 5 NAPLAN Reading to 38% and in Writing to 25%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Strengthen the capacity of teachers and teams to analyse and use literacy data to plan for the learning needs of all students. (CPA)	Yes
KIS 2 Evidence-based high-impact teaching strategies	Build teacher capacity to differentiate teaching to ensure challenge, progress and high expectations for every student. (EHITS)	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.	Analysis of the school's NAPLAN data indicates that the we have made significant gains in Writing in 2019, however, our Reading results have declined. We continue to need to work on our ability to analysis cohort data, moderate work samples and plan accordingly.	

Goal 2	Improve student engagement and motivation to learn.	
12 Month Target 2.1	Increase the percentage of positive endorsement in Student Voice and Agency to 70%.	
12 Month Target 2.2	Increase the percentage of positive endorsement in Student Voice and Agency to 85%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Intellectual engagement and self-awareness	Develop student learning opportunities that are challenging, engaging and promote curiosity. (IESA)	Yes
KIS 2 Intellectual engagement and self-awareness	Develop and implement opportunities for students to be reflective, questioning and self-monitoring learners. (IESA)	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.	This is a Network focus for 2020. we hope to build our skills in providing opportunities for Student voice across our curriculum.	
Goal 3	Build a culture of high expectations that supports a positive climate for student learning.	
12 Month Target 3.1	Increase the percentage of positive endorsement in Promoting Positive Behaviour to 80%.	
12 Month Target 3.2	Increase the percentage of positive endorsement in Sense of connectedness—80% Effective classroom behaviour—80% Resilience—80%	
12 Month Target 3.3	Increase the percentage of positive endorsement in Trust in students and parents—70%	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Strengthen the whole school approach for the management of students' behaviour in consultation with students, teachers and parents. (SEPI)	Yes
KIS 2 Setting expectations and promoting inclusion	Develop a culture of high expectations for all members of the school community. (SEPI)	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.	We have begun our SWPBS journey this year. the team has created new documentation and we have provide PD for all staff. Our focus for 2020 is on the collection of data which will inform our practice and the establishment of a positive recognition process. Evidence collected anecdotally continues to show that behaviour management practices are not aligned across the school and staff need to build their capacity in strategies available to them.	

Define Actions, Outcomes and Activities

Goal 1	Improve student learning growth in Literacy, with a focus on Writing.
12 Month Target 1.1	Decrease the percentage of students making low learning growth from Year 3-5 in NAPLAN Reading to 16% and in writing to 20%.
12 Month Target 1.2	Increase the percentage of students making high learning growth from Years 3-5 in NAPLAN Reading to 15% and in Writing to 35%.
12 Month Target 1.3	Increase the percentage of students in the top 2 bands Year 5 NAPLAN Reading to 38% and in Writing to 25%.
KIS 1 Curriculum planning and assessment	Strengthen the capacity of teachers and teams to analyse and use literacy data to plan for the learning needs of all students. (CPA)
Actions	<p>Focus on our Conference process refined from the Bastow Literacy Data, Assessment and Practice course.</p> <p>Continue to refine the use of 6+! traits and moderation of Writing.</p> <p>Investigate the use of proficiency scales in Mathematics.</p> <p>Expand our use of MSL across the school using the expertise of our Learning specialist, and train 4 additional people in March 23-27th.</p>
Outcomes	<p>Whole school conferencing process using an admiring lens across the school. Improved efficiency of teaching and feedback to students.</p> <p>Improved outcomes in Writing through the explicit teaching of the 6+1 traits, and by increasing opportunities for moderation across the school.</p> <p>Improve staff ability to pin point the achievement of students in Mathematics and have a strategy for accurately setting improvement goals and teaching plans.</p> <p>Increase the number of staff trained in MSL strategies to build the capacity of all staff to implement the program with fidelity.</p>
Success Indicators	<p>Whole school conferencing process in place.</p> <p>Documents refined to include 6+1 traits in explicit teaching situations.</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Continue to meet as PLC leaders to refine the learning from the Bastow Literacy Data, Assessment and Practice course.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
MSL training for 4 staff members over 5 days - one in each team	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$15,500.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Evidence-based high-impact teaching strategies	Build teacher capacity to differentiate teaching to ensure challenge, progress and high expectations for every student. (EHITS)			
Actions	Continue Whole School Book study - The Writing Revolution by Judith Hochman and Natalie Wexler - to build teacher capacity and consistency across the school - focus on paragraphing. Learning Specialist to extend work across P-4 in MSL and it's links to Writing. Investigate the decline in Reading achievement and develop a plan to address this. Further embed consistent practices in using the HITS strategies in planning documents and teacher practices. Focus on our Conference process refined from the Bastow Literacy Data, Assessment and Practice course.			
Outcomes	Greater understanding of the conference approach. Improved skills used by students in their writing pieces with a focus on paragraphing. Participation of all teaching staff in regular in house professional development focused in the writing process. Continual refinement of the Essential Learning - Writing document.			
Success Indicators	Planning documents show more explicit teaching of MSL, 6+1 traits, and conference skills. Student writing demonstrates improvements in the quality of sentence structures, vocabulary and spelling. Conferencing process is evident across the school.			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
PLCs continue to focus on the Whole School text with an emphasis on paragraphing. Moderation of student writing is occurring across teams.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Conferencing process will be embedded into teacher practice and evident in planning documents. Writing documents will also show the explicit teaching of MSL and 6+1 traits.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Improve student engagement and motivation to learn.			
12 Month Target 2.1	Increase the percentage of positive endorsement in Student Voice and Agency to 70%.			
12 Month Target 2.2	Increase the percentage of positive endorsement in Student Voice and Agency to 85%.			
KIS 1 Intellectual engagement and self-awareness	Develop student learning opportunities that are challenging, engaging and promote curiosity. (IESA)			
Actions	Participate in the Network program featuring Russell Quaglia program - Friday 31st January, Thursday 23rd April , Thursday 6th August, Thursday 8th October Work with our Netowrk CoP to establish professional learning from staff following the Russell Quaglia sessions. Work with staff to establish a Student Voice whole school approach.			
Outcomes	The Principal and Assistant Principal will increase their knowledge of Student Voice through the Russell Quaglia sessions. The Principal and Assistant Principal will work with our CoP schools - Roslyn and Whittington to establish professional learning from staff following the Russell Quaglia sessions. Mandama PS will establish a school wide approach to how we will improve oppourtunities for Student Voice across the school.			

Success Indicators	Evidence of Student Voice opportunities being provided for students across the school. Staff attending PD on Student voice following the Russell Quaglia sessions.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Principal and Assistant Principal to attend the Russell Quaglia sessions. Work with our Network CoP to establish professional learning from staff following the Russell Quaglia sessions. Work with staff to establish a Student Voice whole school approach.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Intellectual engagement and self-awareness	Develop and implement opportunities for students to be reflective, questioning and self-monitoring learners. (IESA)			
Actions	Participate in the Network program featuring Russell Quaglia program - Friday 31st January, Thursday 23rd April , Thursday 6th August, Thursday 8th October Work with our Network CoP to establish professional learning from staff following the Russell Quaglia sessions. Work with staff to establish a Student Voice whole school approach.			
Outcomes	The Principal and Assistant Principal will increase their knowledge of Student Voice through the Russell Quaglia sessions. The Principal and Assistant Principal will work with our CoP schools - Roslyn and Whittington to establish professional learning from staff following the Russell Quaglia sessions. Mandama PS will establish a school wide approach to how we will improve opportunities for Student Voice across the school			
Success Indicators	Evidence of Student Voice opportunities being provided for students across the school. Staff attending PD on Student voice following the Russell Quaglia sessions			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff to plan for Student voice opportunities as part of their every day curriculum.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

Increase the opportunities for students to self-reflect and peer assess.			to: Term 4	<input type="checkbox"/> Equity funding will be used
Goal 3	Build a culture of high expectations that supports a positive climate for student learning.			
12 Month Target 3.1	Increase the percentage of positive endorsement in Promoting Positive Behaviour to 80%.			
12 Month Target 3.2	Increase the percentage of positive endorsement in Sense of connectedness—80% Effective classroom behaviour—80% Resilience—80%			
12 Month Target 3.3	Increase the percentage of positive endorsement in Trust in students and parents—70%			
KIS 1 Setting expectations and promoting inclusion	Strengthen the whole school approach for the management of students' behaviour in consultation with students, teachers and parents. (SEPI)			
Actions	SWPBS to monitor the effectiveness of the new Matrix and positive recognition process - Mandama rocks. Begin to collect data in line with SWPBS principles. Promote SWPBS to the school community via the newsletter, Facebook page and school website. Alignment of SWPBS and RRRR. Working as a lead school to promote these programs.			
Outcomes	Whole school consistent approach to positive behaviour management. Monitoring of effectiveness of the program by the SWPBS team. A reduction in the number of incidents of inappropriate behaviour referred to the office. Working as a RRRR lead school to promote RRRR and SWPBS programs.			
Success Indicators	Data shows a decline in inappropriate behaviour across the school. Positive feedback from the parent community. Organisation of meetings as an RRRR lead school. Working with participating schools to develop the program across the Network.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

<p>Organisation of meetings as an RRRR lead school. Working with participating schools to develop the program across the Network.</p>	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
<p>Production and refinement of documentation, expendable items required to promote and establish the SWPBS program across the school.</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
<p>KIS 2 Setting expectations and promoting inclusion</p>	Develop a culture of high expectations for all members of the school community. (SEPI)			
<p>Actions</p>	<p>All staff to complete Berry Street training - this will provide the strategies which go with the RRRR and SWPBS programs. Training will be on June 3rd and Sept 11th 2020. Jodie Christian -Visiting teacher ASD - to conduct staff training on Jan 29th 2020. RRRR training has been organised for all staff on Jan 29th, 2020. Cyber Safety presentations by Robbie Noggler Leading Senior Constable Youth Resource Officer Western region - Cyber Safety Unit. Develop a community expectation document that is aligned to SWPBS.</p>			
<p>Outcomes</p>	<p>All staff to attend Berry Street training. All staff to attend ASD training with Jodie Christian. All staff to attend RRRR training. Students and parents to attend Cyber Safety training session with Robbie Noggler. Development of a community expectation document.</p>			
<p>Success Indicators</p>	<p>Staff to use the PD opportunities - Berry Street, ASD training, RRRR training - to challenge their thinking and improve the way they respond to student incidents. An improvement in the relationships staff feel they have with students and parents. Positive feedback from parents regarding the information they are receiving regularly regarding student behaviour. Decrease in the number of inappropriate incidents between students.</p>			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Completion of the Berry Street training by all staff. Completion of ASD training by all staff with Jodie Christian. Completion of RRRR training by all staff.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Evening session for parents and day time sessions for students in years 3-6 organised as soon as possible.	<input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00 <input 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	\$10,000.00	\$7,166.00
Additional Equity funding	\$66,091.00	\$66,091.00
Grand Total	\$76,091.00	\$73,257.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Completion of the Berry Street training by all staff. Completion of ASD training by all staff with Jodie Christian. Completion of RRRR training by all staff.	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$10,000.00	\$7,166.00
Totals			\$10,000.00	\$7,166.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Employment of School Welfare Officer	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$66,091.00	\$66,091.00
Totals			\$66,091.00	\$66,091.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Continue to meet as PLC leaders to refine the learning from the Bastow Literacy Data, Assessment and Practice course.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School 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"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
MSL training for 4 staff members over 5 days - one in each team	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants Institute for Multisensory Structured Language Education	<input checked="" type="checkbox"/> On-site
PLCs continue to focus on the Whole School text with an emphasis on paragraphing. Moderation of student writing is occurring across teams.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

<p>Conferencing process will be embedded into teacher practice and evident in planning documents. Writing documents will also show the explicit teaching of MSL and 6+1 traits.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Principal and Assistant Principal to attend the Russell Quaglia sessions. Work with our Network CoP to establish professional learning from staff following the Russell Quaglia sessions. Work with staff to establish a Student Voice whole school approach.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Network Professional Learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> External consultants Russell Quaglia Institute 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site Network meetings
<p>Staff to plan for Student voice opportunities as part of their every day curriculum. Increase the opportunities for students to self-reflect and peer assess.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Organisation of meetings as an RRRR lead school. Working with participating schools to develop the program across the Network.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Wellbeing Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> External consultants Regional RRRR leader 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

Production and refinement of documentation, expendable items required to promote and establish the SWPBS program across the school.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <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"/> Departmental resources SWPBS leader - Sam Wayth	<input checked="" type="checkbox"/> On-site
Completion of the Berry Street training by all staff. Completion of ASD training by all staff with Jodie Christian. Completion of RRRR training by all staff.	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Berry Street trainers. Visiting teacher - Jodie Christian. RRRR - Regional leaders	<input checked="" type="checkbox"/> On-site
Evening session for parents and day time sessions for students in years 3-6 organised as soon as possible.	<input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Robbie Noggler - Cyber Safety unit	<input checked="" type="checkbox"/> On-site