**2021 Annual Implementation Plan**

Submitted for review by Fiona Lindsay (School Principal) on 19 April, 2021 at 01:19 PM  
Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 19 April, 2021 at 01:35 PM  
Awaiting endorsement by School Council President

**for improving student outcomes**

Eaglehawk Primary School (0210)



**Self-evaluation Summary - 2021**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 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 | Emerging moving towards Evolving |
|  | Curriculum planning and assessment | Emerging moving towards Evolving |
|  | Evidence-based high-impact teaching strategies | Emerging |
|  | Evaluating impact on learning | Emerging moving towards Evolving |

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

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

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

|  |  |
| --- | --- |
| **Enter your reflective comments** | Although the school works closely with services and agencies to support student engagement and learning, further work is required to address student absence. Developing opportunities for students to provide feedback about their learning, and contribute to the school through leadership opportunities will provide further insight in how we can improve student engagement. |
| **Considerations for 2021** | The school has a young staffing profile so it will continue to build staff curriculum knowledge, and skills by engaging in a math consultant. The school has been successful in receiving funding for a chaplain that will work closely with the school wellbeing teacher to continue to develop.family relationships to support student attendance. |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

|  |  |
| --- | --- |
| Goal 1 | 2021 Priorities Goal |
| Target 1.1 | Support for the 2021 Priorities |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Learning, catch-up and extension priority |
| Key Improvement Strategy 1.b Health and wellbeing | Happy, active and healthy kids priority |
| Key Improvement Strategy 1.c Building communities | Connected schools priority |
| Goal 2 | To maximise the learning growth of every student in Literacy and Numeracy |
| Target 2.1 | By 2024, the proportion of students achieving above-expected NAPLAN Benchmark Growth in Reading, Spelling and Numeracy to be at or above the level shown below.  2019 - Students achieving above-expected growth (School)   * Reading 17% * Spelling 20% * Numeracy 8%   2019 - Students achieving above-expected growth (Similar School)   * Reading 20% * Spelling 25% * Numeracy 15%   2024 - Students achieving above-expected growth (Target)   * Reading 20%+ * Spelling 25%+ * Numeracy 15%+ |
| Target 2.2 | By 2024, the proportion of students achieving in the Top 2 Bands in NAPLAN Numeracy (Years 3 and 5) to be at or above 20 percent, from zero percent in Year 3 and eight percent in Year 5 (2019) |
| Target 2.3 | By 2024, increase the positive endorsement levels in the following survey variables:   * Attitudes to School Survey: Stimulated Learning Challenge (51 percent in 2020) and Differentiated Learning (71 percent in 2020) to at least 80 percent * Staff Survey: Academic Emphasis (35 percent in 2020) and Collective Efficacy (44 percent in 2020) to at least 75 percent. |
| Key Improvement Strategy 2.a Building practice excellence | Build all teachers’ collective capability and effectiveness in using assessment data to plan for differentiation of teaching and challenge in learning |
| Key Improvement Strategy 2.b Curriculum planning and assessment | Develop a whole school curriculum plan that supports authentic connections between Literacy learning and other learning areas |
| Key Improvement Strategy 2.c Curriculum planning and assessment | Build all teachers’ understanding of conceptual frameworks in Numeracy, and their capability in scaffolding students’ learning in this area |
| Key Improvement Strategy 2.d Evidence-based high-impact teaching strategies | Develop and embed high impact teaching strategies within the school’s instructional models for Literacy and Numeracy |
| Goal 3 | Maximise the engagement and agency of every student in their learning |
| Target 3.1 | By 2024, increase the positive endorsement levels in the following AToSS variables to at least 80 percent:   * Sense of Confidence (from 55 percent in 2020) * Student Voice and Agency (from 56 percent in 2020) * Motivation and Interest (from 73 percent in 2020) * Teacher Concern (from 68 percent in 2020) * School Connectedness (from 62 percent in 2020) |
| Target 3.2 | By 2024, increase the positive endorsement levels in the following SSS variable to at least 60 percent:   * Trust in students and parents (from 34 percent in 2020) |
| Key Improvement Strategy 3.a Empowering students and building school pride | Build all staff capability to activate and embed student voice and agency in learning |
| Key Improvement Strategy 3.b Vision, values and culture | Embed structures and processes that support effective communication and collaboration between leaders, teachers, students and families |
| Key Improvement Strategy 3.c Intellectual engagement and self-awareness | Develop and implement an inquiry-based and discipline-rich curriculum approach that is responsive, challenging and engaging for students |
| Key Improvement Strategy 3.d Setting expectations and promoting inclusion | Build all staff capability to respond to the learning needs of individual groups, especially those at risk of disengaging, or those with special needs. |

**Select Annual Goals and KIS**

|  |  |  |  |
| --- | --- | --- | --- |
| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| 2021 Priorities Goal | Yes | Support for the 2021 Priorities | 1a.  By the end of 2021- Students achieving above-expected growth (Target) Reading 19% Spelling 22% Numeracy 10%  By 2021, the % of students achieving in the Top 2 Bands in NAPLAN Numeracy in Year 3 -5% and Year 5 - 10%  1b.  By 2021, increase the positive endorsement levels in the following survey variables: Attitudes to School Survey:  Stimulated Learning Challenge 60% Differentiated Learning 75% Staff Survey:  Academic Emphasis 45%  Collective Efficacy 50%  1c.  By 2021, increase the positive endorsement levels in the following AToSS variables to: Sense of Confidence 60% Student Voice and Agency 60% Motivation and Interest 75%  Teacher Concern 70% School Connectedness 65%   By 2021, increase the positive endorsement levels in the following SSS variable: •Trust in students and parents 40% |
| To maximise the learning growth of every student in Literacy and Numeracy | No | By 2024, the proportion of students achieving above-expected NAPLAN Benchmark Growth in Reading, Spelling and Numeracy to be at or above the level shown below.  2019 - Students achieving above-expected growth (School)   * Reading 17% * Spelling 20% * Numeracy 8%   2019 - Students achieving above-expected growth (Similar School)   * Reading 20% * Spelling 25% * Numeracy 15%   2024 - Students achieving above-expected growth (Target)   * Reading 20%+ * Spelling 25%+ * Numeracy 15%+ |  |
| By 2024, the proportion of students achieving in the Top 2 Bands in NAPLAN Numeracy (Years 3 and 5) to be at or above 20 percent, from zero percent in Year 3 and eight percent in Year 5 (2019) |  |
| By 2024, increase the positive endorsement levels in the following survey variables:   * Attitudes to School Survey: Stimulated Learning Challenge (51 percent in 2020) and Differentiated Learning (71 percent in 2020) to at least 80 percent * Staff Survey: Academic Emphasis (35 percent in 2020) and Collective Efficacy (44 percent in 2020) to at least 75 percent. |  |
| Maximise the engagement and agency of every student in their learning | No | By 2024, increase the positive endorsement levels in the following AToSS variables to at least 80 percent:   * Sense of Confidence (from 55 percent in 2020) * Student Voice and Agency (from 56 percent in 2020) * Motivation and Interest (from 73 percent in 2020) * Teacher Concern (from 68 percent in 2020) * School Connectedness (from 62 percent in 2020) |  |
| By 2024, increase the positive endorsement levels in the following SSS variable to at least 60 percent:   * Trust in students and parents (from 34 percent in 2020) |  |

|  |  |  |
| --- | --- | --- |
| Goal 1 | 2021 Priorities Goal | |
| 12 Month Target 1.1 | 1a.  By the end of 2021- Students achieving above-expected growth (Target) Reading 19% Spelling 22% Numeracy 10%  By 2021, the % of students achieving in the Top 2 Bands in NAPLAN Numeracy in Year 3 -5% and Year 5 - 10%  1b.  By 2021, increase the positive endorsement levels in the following survey variables: Attitudes to School Survey:  Stimulated Learning Challenge 60% Differentiated Learning 75% Staff Survey:  Academic Emphasis 45%  Collective Efficacy 50%  1c.  By 2021, increase the positive endorsement levels in the following AToSS variables to: Sense of Confidence 60% Student Voice and Agency 60% Motivation and Interest 75%  Teacher Concern 70% School Connectedness 65%   By 2021, increase the positive endorsement levels in the following SSS variable: •Trust in students and parents 40% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Curriculum planning and assessment | Learning, catch-up and extension priority | Yes |
| **KIS 2**  Health and wellbeing | Happy, active and healthy kids priority | Yes |
| **KIS 3**  Building communities | Connected schools priority | 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 2021. | |

**Define Actions, Outcomes and Activities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 1 | 2021 Priorities Goal | | | | |
| 12 Month Target 1.1 | 1a.  By the end of 2021- Students achieving above-expected growth (Target) Reading 19% Spelling 22% Numeracy 10%  By 2021, the % of students achieving in the Top 2 Bands in NAPLAN Numeracy in Year 3 -5% and Year 5 - 10%  1b.  By 2021, increase the positive endorsement levels in the following survey variables: Attitudes to School Survey:  Stimulated Learning Challenge 60% Differentiated Learning 75% Staff Survey:  Academic Emphasis 45%  Collective Efficacy 50%  1c.  By 2021, increase the positive endorsement levels in the following AToSS variables to: Sense of Confidence 60% Student Voice and Agency 60% Motivation and Interest 75%  Teacher Concern 70% School Connectedness 65%   By 2021, increase the positive endorsement levels in the following SSS variable: •Trust in students and parents 40% | | | | |
| KIS 1 Curriculum planning and assessment | Learning, catch-up and extension priority | | | | |
| **Actions** | Establish small group tutoring programs Build staff use of data to collaboratively plan for student learning at point of need Build staff knowledge of the mathematics curriculum and effective teaching of mathematics | | | | |
| **Outcomes** | Staff will:  • will provide regular feedback and monitor student progress using data   Students will: • know what their next steps are to progress their learning  Leadership will: • identify students in need of targeted academic support or intervention   Parents will: • be aware of how they can support their students learning at home through progress update meetings every 5 weeks | | | | |
| **Success Indicators** | Teachers will assess students at the beginning of the year using the same assessment at mid and end of year (Assessments: - Observation survey, MAI, EMU assessment, Fountas & Pinnel, Writing samples). Tutors will record observations of student progress and share with classroom teachers IEP goals will be developed with the student, class teacher and the tutor. IEP meetings will be held every 5 weeks to review tutor student progress | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Appoint staff to tutor programs Principal will schedule times for individual and tailored support to occur. Tutors will develop and review IEP for each student Tutor meetings will be held early each term to discuss student progress with tutor team. Tutors will plan with teams to share data and plan 2x Reading Recovery training $12 000 2x EMU training $10 000 3x Bastow Leading Literacy $8 400 6+1 traits of writing - $3500 English Online release - $2400 | | 🗹 Assistant Principal  🗹 Literacy Leader  🗹 Numeracy Leader  🗹 Principal  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $36,300.00  🗹 Equity funding will be used |
| The school will work with math consultant Peter Sullivan to build staff capacity and knowledge of the curriculum and differentiation. The school will allocate 2 curriculum days - one early Term 1 to look at the math instructional model and open ended tasks: and one early term 3 to review instructional model and collecting and using data.  Teachers will be released in term 1 and term 3 to complete MAI assessment for all students. this data will be shared with Peter Sullivan to inform term 1 curriculum day Term 1 - Peter will send a day planning term 2 lesson sequences with teams Terms 2 & 3 Peter will work in the school for 9 days in term 2 and 5 days in term 3 co teaching with each team, debriefing and planning with teachers. 8 staff meetings will be allocated to professional learning following the teaching in classrooms. Teachers will work with Peter to implement learning sequences shared by Peter in terms 1 & 2. In terms 3 & 4 Peter will work with teachers to develop learning sequences Coaches will work with their team to collect & analyse data to inform weekly planning. Peter Sullivan 26 days x $2 500 = $65 000 CRT release to plan, observing Peter Sullivan & debrief $6000 MAI release - $6 000 x2 (February & September) $12 000 Teacher Salaries $160 000 | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $243,000.00  🞎 Equity funding will be used |
| KIS 2 Health and wellbeing | Happy, active and healthy kids priority | | | | |
| **Actions** | Build staff capacity to embed routines and SWPBS expectations throughout the school day Embed the school’s agreed approach to monitoring, and responding to student attendance | | | | |
| **Outcomes** | Build staff capacity to embed routines and SWPBS expectations throughout the school day   Staff will: • model and implement agreed routines with fidelity   Students will: • know and action the expectations of the SWPBS matrix   Leadership will: • allocate 2 staff meetings per term to SWPBS to provide professional development   Parents will: • understand the roll of ‘Gotcha cards’ play in reinforcing the behaviours the school wants to see in all students  • be familiar with the SWPBS matrix through weekly updates e.g. facebook, newsletter, information nights      Embed the school’s agreed approach to monitoring, and responding to student attendance  Staff will: • follow the attendance flow chart providing regular communication and support to families of at-risk students   Students will: • increase attendance and experience more success in the classroom. • receive acknowledgement of attendance.  Leadership will: • ensure new staff are familiar with the attendance flow chart. • liaise with external agencies as required.  Parents will: • receive regular communication to support their child’s attendance (as per attendance flow chart). | | | | |
| **Success Indicators** | SWPBS  • Self Assessment Survey survey  Attendance  • Data used to identify students in need of targeted support (SENTRAL) • Reduce the number of students in the middle two bands (10-30 days) to below 30% | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Learning Specialist & middle leader will be timetabled to meet weekly to map out and lead SWPBS Team will work with Respectful Relationships regional project leader Paula Wood and SWPBS regional coach Michelle Stone to align RRRR & SWPBS in wellbeing teaching 2 meetings a term will be allocated to SWPBS Professional Learning 'Gotcha Cards' will acknowledge individual students following behaviour expectation as stated on our SWBS matrix. Individual 'Gotcha Cards' will be collated to earn a whole school term reward as decided by students The school SWPBS team will participate in next steps of training in term 3 | | 🗹 Student Wellbeing Co-ordinator  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🞎 Equity funding will be used |
| Learning Specialist will provide professional learning to all staff around the school's attendance processes and procedures Learning Specialist will work with staff and families to identify supports for individual students and work with class teachers to develop attendance plans The school will employ a school chaplain to build relationships with families to support them with attendance. School chaplain will contact families with 'at risk' attendance when the student is absent. | | 🗹 Student Wellbeing Co-ordinator  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $50,000.00  🗹 Equity funding will be used |
| The school will join with 'Dogs Connect' to include a school wellbeing dog as part of the staff in term 1, 2021. Classes will be introduced to the dog gradually to support current wellbeing programs.  Updates of the dog will be included in the school newsletter. | | 🗹 Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $25,000.00  🗹 Equity funding will be used |
| KIS 3 Building communities | Connected schools priority | | | | |
| **Actions** | Develop and strengthen a school-wide approach to communication around student learning with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning | | | | |
| **Outcomes** | Staff will: • provide families with a classroom newsletter within the first two weeks of each term • create videos outlining the focus for reading, writing and maths and upload onto the website and facebook.  Students will: • contribute to and share their learning goals with their family at the beginning of each term • reflect on their learning goals and share this with their family   Leadership will: • prioritise time for staff to communicate and build relationships with parents/carers/kin  Parents will: • be given strategies on how to support their students' learning. | | | | |
| **Success Indicators** | • School Staff Survey  • Parent Opinion Survey | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Teachers will post weekly photos of what students have learnt for the week on each team's private Facebook page. Teachers will provide team updates in the school newsletter weekly Families will attend 'Get to Know You ' 3 way interviews (student, parent/carer and teacher) twice a year. (Students in the tutor program will meet every 5 weeks). The school will hold a free community bbq in term 1 to welcome families at school. The school will continue to work with Eaglehawk Baptist Church to engage helpers within the school including reading, Friday lunches, fundraising, special events. Assistant Principal will run 2 x reading information sessions (Partners in Print) in term 1 to support reading helpers in the classrooms. Teachers will upload videos on Facebook to show families what students are learning in class and how to help at home. | | 🗹 Assistant Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $120,000.00  🗹 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

|  |  |  |
| --- | --- | --- |
| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $231,300.00 | $474,300.00 |
| Additional Equity funding | $26,440.00 | $26,440.00 |
| **Grand Total** | $257,740.00 | $500,740.00 |

Activities and Milestones

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Appoint staff to tutor programs Principal will schedule times for individual and tailored support to occur. Tutors will develop and review IEP for each student Tutor meetings will be held early each term to discuss student progress with tutor team. Tutors will plan with teams to share data and plan 2x Reading Recovery training $12 000 2x EMU training $10 000 3x Bastow Leading Literacy $8 400 6+1 traits of writing - $3500 English Online release - $2400 | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT | $36,300.00 | $279,300.00 |
| Learning Specialist will provide professional learning to all staff around the school's attendance processes and procedures Learning Specialist will work with staff and families to identify supports for individual students and work with class teachers to develop attendance plans The school will employ a school chaplain to build relationships with families to support them with attendance. School chaplain will contact families with 'at risk' attendance when the student is absent. | from: Term 1  to: Term 4 | 🗹 School-based staffing | $50,000.00 | $50,000.00 |
| The school will join with 'Dogs Connect' to include a school wellbeing dog as part of the staff in term 1, 2021. Classes will be introduced to the dog gradually to support current wellbeing programs.  Updates of the dog will be included in the school newsletter. | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources | $25,000.00 | $25,000.00 |
| Teachers will post weekly photos of what students have learnt for the week on each team's private Facebook page. Teachers will provide team updates in the school newsletter weekly Families will attend 'Get to Know You ' 3 way interviews (student, parent/carer and teacher) twice a year. (Students in the tutor program will meet every 5 weeks). The school will hold a free community bbq in term 1 to welcome families at school. The school will continue to work with Eaglehawk Baptist Church to engage helpers within the school including reading, Friday lunches, fundraising, special events. Assistant Principal will run 2 x reading information sessions (Partners in Print) in term 1 to support reading helpers in the classrooms. Teachers will upload videos on Facebook to show families what students are learning in class and how to help at home. | from: Term 1  to: Term 4 | 🗹 School-based staffing | $120,000.00 | $120,000.00 |
| **Totals** | | | $231,300.00 | $474,300.00 |

Additional Equity spend

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outline here any additional Equity spend for 2021** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| 4x Epson document visualisers | from: Term 2  to: Term 2 | 🗹 Assets | $2,200.00 | $2,200.00 |
| Teaching tables | from: Term 1 | 🗹 Teaching and learning programs and resources | $4,240.00 | $4,240.00 |
| Resources for EMU & Reading Recovery $20 000 | from: Term 2  to: Term 3 | 🗹 Teaching and learning programs and resources | $20,000.00 | $20,000.00 |
| **Totals** | | | $26,440.00 | $26,440.00 |

**Professional Learning and Development Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Appoint staff to tutor programs Principal will schedule times for individual and tailored support to occur. Tutors will develop and review IEP for each student Tutor meetings will be held early each term to discuss student progress with tutor team. Tutors will plan with teams to share data and plan 2x Reading Recovery training $12 000 2x EMU training $10 000 3x Bastow Leading Literacy $8 400 6+1 traits of writing - $3500 English Online release - $2400 | 🗹 Assistant Principal  🗹 Literacy Leader  🗹 Numeracy Leader  🗹 Principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Moderated assessment of student learning  🗹 Peer observation including feedback and reflection  🗹 Formalised PLC/PLTs | 🗹 Whole School Pupil Free Day  🗹 PLC/PLT Meeting | 🗹 Literacy expertise  🗹 PLC Initiative  🗹 Bastow program/course  🗹 External consultants  Reading Recovery - Helen Betts (Catholic Education) 6+1 traits - Angela Ehmer (Literacy Solutions) Bastow Leading Literacy | 🗹 On-site |
| The school will work with math consultant Peter Sullivan to build staff capacity and knowledge of the curriculum and differentiation. The school will allocate 2 curriculum days - one early Term 1 to look at the math instructional model and open ended tasks: and one early term 3 to review instructional model and collecting and using data.  Teachers will be released in term 1 and term 3 to complete MAI assessment for all students. this data will be shared with Peter Sullivan to inform term 1 curriculum day Term 1 - Peter will send a day planning term 2 lesson sequences with teams Terms 2 & 3 Peter will work in the school for 9 days in term 2 and 5 days in term 3 co teaching with each team, debriefing and planning with teachers. 8 staff meetings will be allocated to professional learning following the teaching in classrooms. Teachers will work with Peter to implement learning sequences shared by Peter in terms 1 & 2. In terms 3 & 4 Peter will work with teachers to develop learning sequences Coaches will work with their team to collect & analyse data to inform weekly planning. Peter Sullivan 26 days x $2 500 = $65 000 CRT release to plan, observing Peter Sullivan & debrief $6000 MAI release - $6 000 x2 (February & September) $12 000 Teacher Salaries $160 000 | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Peer observation including feedback and reflection  🗹 Demonstration lessons | 🗹 Whole School Pupil Free Day  🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 External consultants  Math - Peter Sullivan | 🗹 On-site |
| Learning Specialist & middle leader will be timetabled to meet weekly to map out and lead SWPBS Team will work with Respectful Relationships regional project leader Paula Wood and SWPBS regional coach Michelle Stone to align RRRR & SWPBS in wellbeing teaching 2 meetings a term will be allocated to SWPBS Professional Learning 'Gotcha Cards' will acknowledge individual students following behaviour expectation as stated on our SWBS matrix. Individual 'Gotcha Cards' will be collated to earn a whole school term reward as decided by students The school SWPBS team will participate in next steps of training in term 3 | 🗹 Student Wellbeing Co-ordinator  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Departmental resources  SWPBS coach - Michelle Stone RRRR lead - Paula Wood | 🗹 On-site |
| Learning Specialist will provide professional learning to all staff around the school's attendance processes and procedures Learning Specialist will work with staff and families to identify supports for individual students and work with class teachers to develop attendance plans The school will employ a school chaplain to build relationships with families to support them with attendance. School chaplain will contact families with 'at risk' attendance when the student is absent. | 🗹 Student Wellbeing Co-ordinator  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Learning Specialist  🗹 Departmental resources  Absence policies, procedures and processes Chaplain grant | 🗹 On-site |