

2023 Annual Implementation Plan

for improving student outcomes

Carlton North Primary School (1252)



Carlton North
PRIMARY SCHOOL

Submitted for review by Rachel Corben (School Principal) on 23 February, 2023 at 05:13 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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	Excelling
	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	Excelling
	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	Excelling
	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	The School Improvement Team assessed the school against the FISO Continua. The Team used the recent School Review assessment against the FISO Continua in conjunction with the 2022 NAPLAN results and data from the Student Attitudes to School Survey, Staff Opinion Survey and Parent, Carers and Guardian Opinion Survey. SIT also met with Data Coach, Sue North, who had analysed the school's data and discussed further areas for growth and focus in 2023. SIT determined that we will continue to improve the student learning data in 2023 with a strong focus on differentiation in Numeracy. The school also needs to focus on a few specific areas and continuous learning to sustain excellence and equity in performance and practice. Future work in the area of Assessment includes improving staff data literacy and tracking student learning growth over the years.
Considerations for 2023	Considerations for 2023 include: - continued support through the TLI - MiniLit and MacqLit.

	<ul style="list-style-type: none"> - continuing the Student Excellence Program - Education Support Staff supporting approximately eight students funded under PSD. - continued support for students from disadvantaged backgrounds. - Mental Health Fund - Equity Funding
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	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 maximise learning growth in Literacy and Numeracy for all students.
Target 2.1	By 2025 the percentage of students at or above benchmark growth in NAPLAN Reading to increase from 86% (2021) to 90%.
Target 2.2	By 2025 the percentage of students at or above benchmark growth in NAPLAN Numeracy to increase from 64% (2021) to 90%.
Target 2.3	By 2025 the percentage of students in the top two bands of NAPLAN Year 3 Writing will increase from 54% (2021) to 70%.
Target 2.4	By 2025 the percentage of students in the top two bands of NAPLAN Year 5 Numeracy will increase from 40% (2021) to 50%.
Target 2.5	By 2025 to increase the percentage of positive endorsement for the Academic emphasis factor on the Staff Opinion Survey from 69% (2021) to 80%.

Target 2.6	By 2025 increase the percentage of positive endorsement of the Teacher Collaboration factor on the Staff Opinion Survey from 76% (2021) to 85%.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Utilise Professional Learning Communities to further develop teacher knowledge and instructional practice to differentiate student learning to their point of need.
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	To improve teacher data literacy and rigorous collaborative practices to plan, measure and evaluate the impact of teaching and learning.
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	To build teacher capacity to provide appropriate challenge and support for all students.
Goal 3	To empower students to have agency in their learning.
Target 3.1	By 2025 to increase the percentage of positive endorsement for the Student Agency and Voice factor on the Parent Opinion Survey from 79% (2021) to 90%.
Target 3.2	By 2025 to increase the percentage of positive endorsement for the Student Voice and Agency factor on the Student Attitudes to School Survey from 83% (2021) to 90%.
Target 3.3	By 2025 to increase the percentage of positive endorsement for the Use Student Feedback to Improve Practice factor in the Teaching and Learning Evaluation module on the Staff Opinion Survey from 77% (2021) to 90%

Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	To develop and implement a common language, understanding and practice of student learner agency.
Key Improvement Strategy 3.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	To implement High Impact Teaching strategies that foster student agency.
Key Improvement Strategy 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	To provide opportunities for authentic student leadership.
Goal 4	To enhance student wellbeing.
Target 4.1	By 2025 to increase the percentage of positive endorsement for Teacher Concern factor in the Teacher Student Relations domain on the Student Attitudes to School Survey from 75% (2021) to 90%.
Target 4.2	By 2025 to increase the percentage of students with Normal to High Resilience in the Individual Social and Emotional Wellbeing domain in the Student Attitudes to School Survey from 76% (2021) to 90%.
Key Improvement Strategy 4.a Responsive, tiered and contextualised approaches and strong relationships to	Consolidate the implementation of school-wide wellbeing programs.

support student learning, wellbeing and inclusion	
Key Improvement Strategy 4.b 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	Contribute to system leadership in wellbeing.
Key Improvement Strategy 4.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Investigate appropriate tools and data to evaluate and further improve wellbeing practices.

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.
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	<p>Increase the percentage of students at or above benchmark growth in NAPLAN Reading to 87%.</p> <p>Increase the percentage of students at or above benchmark growth in NAPLAN Numeracy to 70%.</p> <p>Increase the percentage of students in the top two bands of NAPLAN Year 3 Writing to 57%.</p> <p>Increase the percentage of students in the top two bands of NAPLAN Year 5 Numeracy to 40%.</p> <p>Increase the percentage of positive endorsement for the Academic Emphasis factor on the Staff Opinion Survey to 75%.</p> <p>Increase the percentage of positive endorsement of the Teacher Collaboration factor on the Staff Opinion Survey to 76%.</p>
To maximise learning growth in Literacy and Numeracy for all students.	No	By 2025 the percentage of students at or above benchmark growth in NAPLAN Reading to increase from 86% (2021) to 90%.	
		By 2025 the percentage of students at or above benchmark	

		growth in NAPLAN Numeracy to increase from 64% (2021) to 90%.	
		By 2025 the percentage of students in the top two bands of NAPLAN Year 3 Writing will increase from 54% (2021) to 70%.	
		By 2025 the percentage of students in the top two bands of NAPLAN Year 5 Numeracy will increase from 40% (2021) to 50%.	
		By 2025 to increase the percentage of positive endorsement for the Academic emphasis factor on the School Staff Survey from 69% (2021) to 80%.	
		By 2025 increase the percentage of positive endorsement of the Teacher Collaboration factor on the Staff Opinion Survey from 76% (2021) to 85%.	
To empower students to have agency in their learning.	Yes	By 2025 to increase the percentage of positive endorsement for the Student Agency and Voice factor on the Parent Opinion Survey from 79% (2021) to 90%.	Increase the percentage of positive endorsement for the Student Agency and Voice factor on the Parent Opinion Survey to 85%.

		By 2025 to increase the percentage of positive endorsement for the Student Voice and Agency factor on the Student Attitudes to School Survey from 83% (2021) to 90%.	Increase the percentage of positive endorsement for the Student Agency and Voice factor on the Student Attitudes to 90%.
		By 2025 to increase the percentage of positive endorsement for the Use Student Feedback to Improve Practice factor in the Teaching and Learning Evaluation module on the Staff Opinion Survey from 77% (2021) to 90%	Increase the percentage of positive endorsement for the Use Student Feedback to Improve Practice factor in the Teaching and Learning Evaluation module on the Staff Opinion Survey to 85%.
To enhance student wellbeing.	Yes	By 2025 to increase the percentage of positive endorsement for Teacher Concern factor in the Teacher Student Relations domain on the Student Attitudes to School Survey from 75% (2021) to 90%.	Increase the percentage of positive endorsement for Teacher Concern factor in the Teacher Student Relations domain on the Student Attitudes to School Survey to 85%.
		By 2025 to increase the percentage of students with Normal to High Resilience in the Individual Social and Emotional Wellbeing domain in the Student Attitudes to School Survey from 76% (2021) to 90%.	Increase the percentage of students with Normal to High Resilience in the Individual Social and Emotional Wellbeing domain in the Student Attitudes to School Survey to 80%.

Goal 1	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.	
12 Month Target 1.1	<p>Increase the percentage of students at or above benchmark growth in NAPLAN Reading to 87%.</p> <p>Increase the percentage of students at or above benchmark growth in NAPLAN Numeracy to 70%.</p> <p>Increase the percentage of students in the top two bands of NAPLAN Year 3 Writing to 57%.</p> <p>Increase the percentage of students in the top two bands of NAPLAN Year 5 Numeracy to 40%.</p> <p>Increase the percentage of positive endorsement for the Academic Emphasis factor on the Staff Opinion Survey to 75%.</p> <p>Increase the percentage of positive endorsement of the Teacher Collaboration factor on the Staff Opinion Survey to 76%.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 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 2 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.	
Goal 2	To empower students to have agency in their learning.	
12 Month Target 2.1	Increase the percentage of positive endorsement for the Student Agency and Voice factor on the Parent Opinion Survey to 85%.	

12 Month Target 2.2	Increase the percentage of positive endorsement for the Student Agency and Voice factor on the Student Attitudes to 90%.	
12 Month Target 2.3	Increase the percentage of positive endorsement for the Use Student Feedback to Improve Practice factor in the Teaching and Learning Evaluation module on the Staff Opinion Survey to 85%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	To develop and implement a common language, understanding and practice of student learner agency.	Yes
KIS 2 Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	To implement High Impact Teaching strategies that foster student agency.	Yes
KIS 3 Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	To provide opportunities for authentic student leadership.	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.	Carlton North Primary School underwent the School Review Process at the start of 2022. The School Strategic Plan for 2022-2026 has recently been finalised. Therefore, these Key Improvement Strategies are current and reflect the areas of improvement for Carlton North Primary school in 2023.	

Goal 3	To enhance student wellbeing.	
12 Month Target 3.1	Increase the percentage of positive endorsement for Teacher Concern factor in the Teacher Student Relations domain on the Student Attitudes to School Survey to 85%.	
12 Month Target 3.2	Increase the percentage of students with Normal to High Resilience in the Individual Social and Emotional Wellbeing domain in the Student Attitudes to School Survey to 80%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Consolidate the implementation of school-wide wellbeing programs.	Yes
KIS 2 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	Contribute to system leadership in wellbeing.	Yes
KIS 3 Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Investigate appropriate tools and data to evaluate and further improve wellbeing practices.	No

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

Carlton North Primary School underwent the School Review Process at the start of 2022. The School Strategic Plan for 2022-2026 has recently been finalised. Therefore, these Key Improvement Strategies are current and reflect the areas of improvement for Carlton North Primary school in 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.
12 Month Target 1.1	Increase the percentage of students at or above benchmark growth in NAPLAN Reading to 87%. Increase the percentage of students at or above benchmark growth in NAPLAN Numeracy to 70%. Increase the percentage of students in the top two bands of NAPLAN Year 3 Writing to 57%. Increase the percentage of students in the top two bands of NAPLAN Year 5 Numeracy to 40%. Increase the percentage of positive endorsement for the Academic Emphasis factor on the Staff Opinion Survey to 75%. Increase the percentage of positive endorsement of the Teacher Collaboration factor on the Staff Opinion Survey to 76%.
KIS 1 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	To maximise learning growth in Literacy and Numeracy for all students. Utilise Professional Learning Communities to further develop teacher knowledge and instructional practice to differentiate student learning to their point of need. Build staff capacity in assessment and differentiation in Numeracy in order to identify and meet students' individual learning needs, with a focus on the PLC cycle. Improve staff data literacy in the use of the SPA Platform to monitor student learning growth from year to year and across their primary school years at CNPS.
Outcomes	Professional Learning Teams utilise the Professional Learning Community (PLC) cycle to further differentiate to cater for individual student learning needs.

	Improved student learning outcomes as identified in 12 month targets.			
Success Indicators	<p>NAPLAN Data: Increase the percentage of students at or above benchmark growth in NAPLAN Reading to increase from 86% (2021) to 87%. Increase the percentage of students at or above benchmark growth in NAPLAN Numeracy to increase from 64% (2021) to 70%. Increase the percentage of students in the top two bands of NAPLAN Year 3 Writing will increase from 51% (2022) to 57%. Increase the percentage of students in the top two bands of NAPLAN Year 5 Numeracy will increase from 35% (2022) to 40%.</p> <p>Staff Opinion Survey Data: Increase the percentage of positive endorsement for the Academic Emphasis factor on the Staff Opinion Survey from 64% (2022) to 75%. Increase the percentage of positive endorsement of the Teacher Collaboration factor on the Staff Opinion Survey from 69% (2022) to 76%.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Continue to embed the CNPS Teaching and Learning Models.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement the PLC cycle within PLTs to monitor student learning growth in Reading, Writing, Mathematics and Wellbeing.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

	<input checked="" type="checkbox"/> School Improvement Team			<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule first PLC inquiry cycle to begin at the start of Term 1 with a focus on Place Value.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule first PLC showcase in Term 2 and incorporate learnings into plans for school improvement.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Revise peer observation process with a focus on differentiation in Numeracy lessons.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,239.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

	<input checked="" type="checkbox"/> School Improvement Team			
Organise Learning Walks to observe staff practice and collect data on student experiences of Numeracy assessment and differentiation.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,239.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Leadership to attend SPA Professional Learning and conduct PL for staff.	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,855.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PLCs use SPA to track student learning growth and inform PLC cycles.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

			to: Term 4	<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Engage Ryan Dunn to conduct Mathematics PL for staff on Day 1 Curriculum Day.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Engage Michael Minas to conduct PL for staff throughout the year to work with staff on differentiation in Numeracy.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,400.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,690.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Review the assessment schedule and embed time for moderation of Numeracy assessment in the professional learning calendar.	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue the implementation of MiniLit and MacqLit to provide intervention for Literacy across the school.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,725.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue the implementation of the Student Excellence Program to support high-ability students across the school.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,725.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Consolidate the implementation of schoolwide wellbeing programs.</p> <p>Develop a succession plan for the School Therapy Dog Program.</p> <p>Address the perspective of bullying within the school and clearly articulate the school's stance and sequential response to any reported bullying.</p>			
Outcomes	<p>Improved schoolwide practice of wellbeing programs.</p> <p>Improved and clearly communicated processes for managing bullying.</p> <p>Improved student connectedness to school.</p>			
Success Indicators	<p>Attitude to School Survey Data:</p> <p>Increase the percentage of positive endorsement for Advocate at School to 92%.</p> <p>Increase the percentage of positive endorsement for Managing Bullying to 88%.</p> <p>Increase the percentage of positive endorsement for Respect for Diversity to 90%.</p> <p>Increase the percentage of positive endorsement for Teacher Concern to 82%.</p> <p>Increase the percentage of positive endorsement for Attitudes to Attendance to 93%.</p> <p>Increase the percentage of positive endorsement for Sense of Connectedness to 88%.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop succession and sustainability plan for School Therapy Dogs program.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Identify Staff and their dogs to undergo Lead the Way Animal Assisted Therapy Course/Training.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$8,066.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a Therapy Dogs Attendance Schedule.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide Professional Learning for all Staff on the positive impact of Therapy Dogs in Schools	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Employ an ES to implement Animal Assisted Therapy with School Therapy Dog when required.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$21,310.90 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement Respectful Relationships Curriculum to address perceptions of bullying at the school.	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Document the processes for addressing incidents of bullying and communicate schoolwide.	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Participate in the MoRE Pilot Program - Modelling Respect and Equality.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

	<input checked="" type="checkbox"/> SWPBS Leader/Team			<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Engage DET Staff from Region to conduct professional learning for all staff in personal wellbeing and self care.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Adapt and integrate Expect Respect materials to reduce bullying behaviour consistent with SWPBS logic.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Staff to undertake professional learning through the Butterfly Foundation. Self-nominated staff to complete the Body Bright Training and deliver lessons from the Body Bright Curriculum.	<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 <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Adapt and integrate Expect Respect materials to reduce bullying behaviour consistent with SWPBS logic.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Engage Evolve - Bec Martin and Steve Villani to conduct 2 CyberSafety sessions during the school year to educate students in Years 3 to 6 on online safety at home and at school. Engage Evolve - Bec Martin and Steve Villani to conduct 1 Parent Information Session in Term 2	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,375.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	To empower students to have agency in their learning.			
12 Month Target 2.1	Increase the percentage of positive endorsement for the Student Agency and Voice factor on the Parent Opinion Survey to 85%.			
12 Month Target 2.2	Increase the percentage of positive endorsement for the Student Agency and Voice factor on the Student Attitudes to 90%.			
12 Month Target 2.3	Increase the percentage of positive endorsement for the Use Student Feedback to Improve Practice factor in the Teaching and Learning Evaluation module on the Staff Opinion Survey to 85%.			
KIS 1 Activation of student voice and agency, including in leadership and learning, to strengthen	To develop and implement a common language, understanding and practice of student learner agency.			

students' participation and engagement in school				
Actions	Review existing processes to capture school and community views and understandings of student voice, agency and leadership.			
Outcomes	Develop staff, students and parent/carers understanding of student voice, agency and leadership.			
Success Indicators	<p>Increase the percentage of positive endorsement for the Student Agency and Voice factor on the Parent Opinion Survey to 85%.</p> <p>Increase the percentage of positive endorsement for the Student Voice and Agency factor on the Student Attitudes to School Survey to 83%.</p> <p>Increase the percentage of positive endorsement for the Use Student Feedback to Improve Practice factor in the Teaching and Learning Evaluation module on the Staff Opinion Survey to 85%.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Identify trends and correlations between different data sets to identify persisting or emerging issues in student engagement and the use of student voice, agency and leadership.</p> <p>This analysis could include:</p> <ul style="list-style-type: none"> - using data from the Attitudes to School Survey and the Staff Opinion Survey to understand current levels of engagement and confidence - drawing on the FISO Dimension, Empowering Students and Building School Pride, to develop a school self-evaluation and identify potential areas for improvement. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	To implement High Impact Teaching strategies that foster student agency.			
Actions	To continue to develop agreed processes and practice in developing student learning goals in Reading, Writing and Mathematics.			
Outcomes	Students are able to articulate their Learning Goals for Reading, Writing and Mathematics. Student Learning Goals shared on Seesaw to parents. Students/Teachers conferencing regularly to review and develop Learning Goals in Reading, Writing and Mathematics.			
Success Indicators	Increase the percentage of positive endorsement for the Student Agency and Voice factor on the Parent Opinion Survey to 85%. Increase the percentage of positive endorsement for the Student Voice and Agency factor on the Student Attitudes to School Survey to 83%.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Teachers will actively seek student feedback about their teaching practice using PIVOT Surveys.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,244.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

School Improvement Team will review current practices across the school in conferencing and the development of Learning Goals.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Teachers will work in collaboration with students to identify Learning Goals in Reading, Writing and Mathematics.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to implement the FISO improvement cycle to embed conferencing with students to identify Learning Goals in collaboration to improve student agency in learning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 3 Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	To provide opportunities for authentic student leadership.
Actions	To provide opportunities for students to engage and contribute to schoolwide improvement teams.
Outcomes	<p>School Improvement Leaders and Student Representative Council to continue to contribute to School improvement.</p> <p>Opportunities provided for student membership in the following working parties:</p> <ul style="list-style-type: none"> o RAP o Buildings and Grounds Subcommittee o SWPB/RR Team o Friends and Sport o Friends of The Arts o Inclusion Working Party o Building Refurbishment Grant Working Party o Relevant Fundraising Events <p>Students provided with opportunities to contribute to school policy development and review.</p>
Success Indicators	<p>Increase the percentage of positive endorsement for the Student Agency and Voice factor on the Parent Opinion Survey to 85%.</p> <p>Increase the percentage of positive endorsement for the Student Agency and Voice factor on the Student Attitudes to School Survey to 88%.</p> <p>Increase the percentage of positive endorsement for the Student Voice and Agency factor on the Student Attitudes to School Survey to 83%.</p> <p>Students attend and actively participate in the following working parties:</p> <ul style="list-style-type: none"> o RAP

	<ul style="list-style-type: none"> o Buildings and Grounds Subcommittee o SWPB/RR Team o Friends and Sport o Friends of The Arts o Inclusion Working Party o Building Refurbishment Grant Working Party o Relevant Fundraising Events 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Continue the School Improvement Leaders and Student Representative Council.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide opportunities for membership in the following working parties: - RAP - Buildings and Grounds Subcommittee - SWPB/RR Team - Friends and Sport - Friends of The Arts - Inclusion Working Party - Building Refurbishment Grant Working Party - Relevant Fundraising Events	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide opportunities for students to contribute to school policy development and review.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal 	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Student(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Co-designing opportunities for students to initiate school events, and to engage in planning and facilitating them.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	To enhance student wellbeing.			
12 Month Target 3.1	Increase the percentage of positive endorsement for Teacher Concern factor in the Teacher Student Relations domain on the Student Attitudes to School Survey to 85%.			
12 Month Target 3.2	Increase the percentage of students with Normal to High Resilience in the Individual Social and Emotional Wellbeing domain in the Student Attitudes to School Survey to 80%.			
KIS 1 Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Consolidate the implementation of school-wide wellbeing programs.			
Actions	Strengthen implementation of the whole school approach to Respectful Relationships and Schoolwide Positive Behaviour Supports through data analysis, feedback and surveys.			

	Implement Schoolwide Positive Behaviours Supports (SWPBS), Universal Positive Behaviours (UPB) and Classroom Strategies (CS) with fidelity.
Outcomes	<p>Respectful Relationships:</p> <p>Students understand and practice respectful relationships.</p> <p>Students know where to seek help and are able to use their help-seeking skills when required.</p> <p>Students use a range of positive coping strategies.</p> <p>Teachers' interactions with students, colleagues and others demonstrate respectful, gender-equitable and inclusive behaviours and language.</p> <p>Teachers and students challenge disrespectful attitudes and behaviours, inequality and limiting and harmful gender stereotypes.</p> <p>Teachers explicitly teach and assess social and emotional learning, respectful relationships and consent education Respectful RR/SWPBS Team driving and promoting the initiative across the school community.</p> <p>All staff understand the importance of promoting gender equality and respectful relationships in the prevention of family and gender-based violence.</p> <p>Students and school staff show an increase in positive behaviours and attitudes towards gender equality.</p> <p>Respectful Relationships is embedded in curriculum documentation across all year levels.</p> <p>Leaders actively promote, advocate for and support a whole school approach to Respectful Relationships.</p> <p>Leaders model respectful behaviours and gender-equitable treatment of students, staff and the broader school community.</p> <p>Schoolwide Positive Behaviour Support:</p> <p>Improved attendance/lateness.</p> <p>Improved teacher-student relationships (AttoSS). Increase the percentage of positive endorsement for Teacher Concern to 85%.</p> <p>Staff use a higher rate and wider range of opportunities to respond.</p> <p>Increased willingness of staff to provide peer observation, access feedback, and access coaching.</p> <p>Review the strength of Tier 1 instructional program and develop responses to develop it further.</p> <p>Support all staff to look for areas of improvement in Tier 1 instructional program.</p>
Success Indicators	<p>Respectful Relationships:</p> <p>Documented Respectful Relationships Action Plan.</p> <p>100% of staff have engaged in professional learning about Respectful Relationships.</p> <p>Curriculum documentation and timetable shows plans for explicit teaching of the Respectful Relationships curriculum across all year levels, including consent education.</p> <p>School policies model Respectful Relationships and gender equality practices across the school.</p> <p>Staff and students understand where they can seek help and support on any issue related to family violence, and age-appropriate</p>

<p>information about specialist family violence and sexual assault services is visible on posters around the school. Data sources indicate a sustained improvement in positive attitudes, behaviours and gender equality across the school community. For example, Student Attitudes Towards School Survey (School Safety, Social Engagement, Teacher-Student relations and Not Experiencing Bullying factors); Attendance data.</p> <p>Schoolwide Positive Behaviour Support: Increase the percentage of positive endorsement of Classroom Behaviour to 92%. Archives of systems to support practices (artefacts) SWPBS Annual Evaluation Report (looking at fidelity assessment and evaluating the impact on student outcomes) Improve behaviour data. Triangle Tool visual available for Term 3 and Term 4. Staff professional voice and ongoing commitment to SWPBS implementation by building trust, respect, and shared responsibility. SWPBS Team supports the school leadership team to integrate analysis of academic and behaviour data. SWPBS Team uses data with confidence to evaluate the effectiveness of the Action plan and of implementation outcomes (Triangle Tool, Big 5). Develop, monitor and report on the implementation of the 2023 CNPS SWPBS Action Plan. Systems developed to ensure practices can be implemented and monitored as outlined in the SWPBS Action Plan. Monitoring practices' implementation and move towards adult consistency and collective efficacy across the school. Work with School Leadership to create a visual representation of tiers (putting faces on the data) for academics and behaviour.</p> <p>We will use the following data/evidence to measure the success of the Outcomes relating to implementing the SWPBS framework. Archives of systems to support practices (artefacts) 2023 UPP Action Plan + 80% completed Externally facilitated TFI SWPBS Annual Evaluation Report (looking at fidelity assessment and evaluating the impact on student outcomes) Increase student engagement area of 'Effective Classroom Behaviour' to 90%. Triangle Tool graph available for Academics and Behaviour - each showing growth in the proportion of students successful with Tier 1 instructional and behavioural programs. Improve behaviour data. Increase the amount of instructional time all students can access.</p>				
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
RR/SWPBS Team to include parent and student membership, and embed opportunity for student voice in team processes.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,560.00 <input type="checkbox"/> Equity funding will be used

	Implementation Team <input checked="" type="checkbox"/> SWPBS Leader/Team			<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Conduct a school baseline assessment to explore how gender equality and respectful relationships are currently promoted.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
RR/SWPBS Team to review the Respectful Relationships Action Plan that maps the school's priorities over the 6 elements of the whole school approach.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Update school meeting schedule to ensure the RR/SWPBS Team has time to meet, plan/work together and work with SWPBS and RR Coaches regularly.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

	<input checked="" type="checkbox"/> SWPBS Leader/Team			
Review staff professional learning needs in Respectful Relationships and Schoolwide Positive Behaviour Support and develop strategies to address any gaps.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Include time for Respectful Relationships Education planning as a standing item on curriculum planning meeting agendas.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule and plan engagement in key national events including the 16 Days of Activism Against Gender Based Violence.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to develop the systems and practices to implement the 7 SWPBS Tier 1 Essential Features with fidelity.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Build staff capacity to implement core SWPBS practices consistently across the school and understand basic behaviour principles including the foundations of SWPBS (Applied Behaviour Analysis). Team to lead PL sessions using Vic SWPBS resources, find a way to reach all staff including ES.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review the Schoolwide Matrix and setting-specific signage to support staff in non-classroom settings, the whole-school acknowledgement system and a behaviour-response flowchart.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

	<input checked="" type="checkbox"/> SWPBS Leader/Team			
Enhance existing tiered supports for children who are identified as requiring additional academic, behavioural, and wellbeing assistance to reduce the frequency of problem behaviours that impact on social and learning outcomes.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
SWPBS Implementation Team will use the SUBSIST Checklist to identify top 3 priorities for SWPBS implementation sustainability.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Complete UPB action plan and meet readiness indicators for Classroom Systems by Term 4 Week 4.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Complete Vic SWPBS Classroom Systems training and RR/SWPBS Team to trial the	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

different classroom practices and provide action research feedback to staff.	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> SWPBS Leader/Team		to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Identify tools for collecting data to assess and monitor progress and create mechanisms for ongoing feedback on experiences of gender equality across the school community.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Support the RR/SWPBS to facilitate termly student focus groups to gain feedback about the effectiveness of implementation and to guide future planning and actions.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review the way information is gathered to ensure data is captured regarding student use of coping strategies and help-seeking skills.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

	<input checked="" type="checkbox"/> SWPBS Leader/Team			<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review data collected regarding student incidents to ensure it is able to enable disaggregation by gender, year level and location, and also by the type of inter-personal violence (if any).	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review and update documented behaviour expectations and consequences to ensure actions to address drivers of violence are included.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Refine data collection and analysis systems to support problem-solving and long-term SWPBS implementation.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2	Contribute to system leadership in wellbeing.			

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					
Actions		Work in collaboration with Cluster Schools and support other schools within NEMA implementing RR across NEMA.			
Outcomes		Supported cluster schools with the implementation of Respectful Relationships (RR) within their schools. Connect with cluster schools to engage with cross-school support in Respectful Relationships (RR).			
Success Indicators		Carlton North Primary School identified as a Lead School for respectful Relationships. Evidence of collaboration with cluster schools. Evidence of regularly scheduled meetings with cluster schools.			
Activities and Milestones		People Responsible	Is this a PL Priority	When	Funding Streams
To work within a community of Practice with Cluster Schools and support other schools within NEMA implementing RR across NEMA.		<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,652.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> 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	\$0.00	\$15,725.00	-\$15,725.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$31,436.90	-\$31,436.90
Total	\$0.00	\$47,161.90	-\$47,161.90

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Continue the implementation of MiniLit and MacqLit to provide intervention for Literacy across the school.	\$15,725.00
Identify Staff and their dogs to undergo Lead the Way Animal Assisted Therapy Course/Training.	\$8,066.00
Provide Professional Learning for all Staff on the positive impact of Therapy Dogs in Schools	\$0.00
Employ an ES to implement Animal Assisted Therapy with School Therapy Dog when required.	\$21,310.90
RR/SWPBS Team to include parent and student membership, and embed opportunity for student voice in team processes.	\$1,560.00
Totals	\$46,661.90

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Continue the implementation of MiniLit and MacqLit to provide intervention for Literacy across the school.	from: Term 1 to: Term 4	\$15,725.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$15,725.00	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Identify Staff and their dogs to undergo Lead the Way Animal Assisted Therapy Course/Training.	from: Term 1 to: Term 1	\$8,066.00	<input checked="" type="checkbox"/> Lead the Way Therapy Dogs This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)
Provide Professional Learning for all Staff on the positive impact of Therapy Dogs in Schools	from: Term 3 to: Term 4	\$500.00	<input checked="" type="checkbox"/> Lead the Way Therapy Dogs This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)

Employ an ES to implement Animal Assisted Therapy with School Therapy Dog when required.	from: Term 1 to: Term 4	\$21,310.90	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (eduPay)
RR/SWPBS Team to include parent and student membership, and embed opportunity for student voice in team processes.	from: Term 1 to: Term 4	\$1,560.00	<input checked="" type="checkbox"/> Respectful Relationships (free) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Employ CRT to release staff member
Totals		\$31,436.90	

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
Implement the PLC cycle within PLTs to monitor student learning growth in Reading, Writing, Mathematics and Wellbeing.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Schedule first PLC inquiry cycle to begin at the start of Term 1 with a focus on Place Value.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Schedule first PLC showcase in Term 2 and incorporate	<input checked="" type="checkbox"/> Assistant Principal	from: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

learnings into plans for school improvement.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	to: Term 2				
Leadership to attend SPA Professional Learning and conduct PL for staff.	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants SPA	<input checked="" type="checkbox"/> On-site
PLCs use SPA to track student learning growth and inform PLC cycles.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

Engage Ryan Dunn to conduct Mathematics PL for staff on Day 1 Curriculum Day.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Ryan Dunn	<input checked="" type="checkbox"/> On-site
Engage Michael Minas to conduct PL for staff throughout the year to work with staff on differentiation in Numeracy.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Michael Minas	<input checked="" type="checkbox"/> On-site
Identify Staff and their dogs to undergo Lead the Way Animal Assisted Therapy Course/Training.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> External consultants Lead the Way Institute	<input checked="" type="checkbox"/> Off-site Lead the Way Institute
Provide Professional Learning for all Staff on the positive impact of Therapy Dogs in Schools	<input checked="" type="checkbox"/> Principal	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Lead the Way Institute	<input checked="" type="checkbox"/> On-site
Participate in the MoRE Pilot Program - Modelling Respect and Equality.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Departmental resources Respectful Relationships	<input checked="" type="checkbox"/> On-site

Engage DET Staff from Region to conduct professional learning for all staff in personal wellbeing and self care.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Departmental resources Career Starter Pilot Staff	<input checked="" type="checkbox"/> On-site
Staff to undertake professional learning through the Butterfly Foundation. Self-nominated staff to complete the Body Bright Training and deliver lessons from the Body Bright Curriculum.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants Butterfly Bright Foundation	<input checked="" type="checkbox"/> On-site
Adapt and integrate Expect Respect materials to reduce bullying behaviour consistent with SWPBS logic.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources SWPBS	<input checked="" type="checkbox"/> On-site
Teachers will actively seek student feedback about their teaching practice using PIVOT Surveys.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(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 PIVOT Survey	<input checked="" type="checkbox"/> On-site

Build staff capacity to implement core SWPBS practices consistently across the school and understand basic behaviour principles including the foundations of SWPBS (Applied Behaviour Analysis). Team to lead PL sessions using Vic SWPBS resources, find a way to reach all staff including ES.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources SWPBS Coach	<input checked="" type="checkbox"/> On-site