

2023 Annual Implementation Plan

for improving student outcomes

Wayi School (5608)



Submitted for review by Leanne Sinnadurai (School Principal) on 06 April, 2023 at 07:18 AM
Endorsed by Vivienne Tellefson (Senior Education Improvement Leader) on 06 April, 2023 at 07:01 PM
Endorsed by Riva Sauer (School Council President) on 19 April, 2023 at 02:30 PM

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Emerging
	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.	Emerging
	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	Emerging
	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	Emerging
	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	Emerging
	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	For a new school, the first AIP articulates the school community's broad goals and targets and identifies Key Improvement Strategies that will guide the first 12 months of operation. Our shared vision is to give every student the the best learning and development experience. Our schools has and plans to continue to collaborate through the HUMA network and Communities of Practice to share expertise, challenges and learn from one another. Our school's vision makes clear to the whole school community that we aim to empower and inspire every member of our learning community. We plan to routinely build our vision, values and culture through communication with students, staff and parents/carers, and through forging these strong partnerships with community organisations and other service providers.
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	<p>As successful school leaders we plan to lead our school community through a future-focused vision, common purpose and shared values of Voice, Choice and Independence. We plan to lead school improvement, including the development of the capabilities of staff in leadership teams to implement and sustain change. Wayi school leaders has commenced the development of structures that support evidence-informed learning.</p>
<p>Considerations for 2023</p>	<p>Our school will focus on establishing the fundamental tenets that provide a foundation for teaching and learning, including:</p> <ul style="list-style-type: none"> • Vision and values that underpin school culture • Effective strategic resource management • Shared instructional leadership • High-performing learning culture amongst teaching staff • Whole-school curriculum plan.
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. By the end of 2023, provide evidence of growth for every student in English, Maths, and Personal & Social Capability. By the end of 2023, all students will have a comprehensive Learner Profile that includes individualised communication and regulation focused reasonable adjustments and strategies to support increased engagement and wellbeing.

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	By the end of 2023, provide evidence of growth for every student in English, Maths, and Personal & Social Capability. By the end of 2023, all students will have a comprehensive Learner Profile that includes individualised communication and regulation focused reasonable adjustments and strategies to support increased engagement and wellbeing.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes

<p>KIS 1.b Priority 2023 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>	<p>Yes</p>
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.</p>	

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	By the end of 2023, provide evidence of growth for every student in English, Maths, and Personal & Social Capability. By the end of 2023, all students will have a comprehensive Learner Profile that includes individualised communication and regulation focused reasonable adjustments and strategies to support increased engagement and wellbeing.
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build teacher capability to develop IEPs that are strengths-based with a focus on the student's potential to achieve positive educational outcomes. Develop Individual Education Plan (IEP) and Learner Profile that document the adjustments, goals and strategies to meet the student's individual educational needs so they can reach their full potential.
Outcomes	Students are highly engaged and achieve learning goals. Students are provided with appropriate reasonable adjustments to increase engagement and comprehension of concepts. Teachers understand, document and explicitly implement reasonable adjustments to improve engagement and learning Learning Specialists build staff capacity to identify and write appropriate goals for students Therapists provide professional learning and modelling specific to goal and reasonable adjustment selection Leaders support staff to develop their knowledge and capability to plan, documents and provide differentiated teaching practices
Success Indicators	Early Indicators Staff complete professional learning specific to implementing reasonable adjustments and therapeutic practices. Work Programs reflect individualised and strength based approach Timetabling reflects coaching as a priority, with time allowed for Learning Specialists to support teachers Professional Practice sessions demonstrate a focus on implementing reasonable adjustments and therapeutic practice and teacher collaboration Planning demonstrates consideration of student learning at point of need and reasonable adjustments for students Late Indicators

	<p>IEPs developed for all students Observation notes from learning walks reflect individualised programs Teacher Judgements / summative assessments reflect improved growth in students engagement and goal achievement Staff Survey positive increase in responses for factors Discuss problems of practice; Timetabled meetings to support collaboration.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Review and document Learning Specialist and Leading Teacher role statements to clearly outline roles and responsibilities.</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<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> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Create the Wayi School IEP template.</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<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> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which</p>

				may include DET funded or free items
Update the professional learning calendar and schedule opportunities for professional learning and coaching creating IEPs and Learner Profiles.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" 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
Create the Wayi School Learner Profile template.	<input checked="" type="checkbox"/> Assistant Principal	<input 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
Staff undertake PL in creating IEPs that are targetted to the specific needs of the students.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 3	<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 timetable to provide opportunity for all staff to be supported and coached by the Learning Specialists and Leading Teacher	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <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
Communicate and share with parents and carers the Wayi School IEP document. Seek and review feedback.	<input checked="" type="checkbox"/> Assistant Principal	<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
Develop supporting documents to improve teacher implementation and quality of IEPs, including process and procedure timeline, worked examples, Frequently asked questions.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,500.00 <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
Prioritise time for teachers, specialist staff and support staff to engage in shared planning to review and adapt IEPs	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 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

Establish SIT to lead and review the implementation of IEP and Learner Profiles.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,500.00 <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
Schedule opportunity for Improvement Teachers and staff to review and update student IEPs	<input checked="" type="checkbox"/> Assistant Principal	<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 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Develop leaders' and teachers' understanding of SWPBS Universal Prevention Action Plan through ongoing professional learning Develop a shared vision for SWBPS and the behaviours that are consistent with the SWPBS philosophy			

Outcomes	<p>Students demonstrate positive behaviours outlined in the SWPBS framework</p> <p>Students identify appropriate behaviours in different settings</p> <p>Teachers understand the SWPBS philosophy and articulate the desired behaviours, and major and minor behaviours</p> <p>Teachers use consistent language to discuss positive behaviours, and major and minor behaviours</p> <p>Leaders ensure that the whole school community has been consulted to develop the SWPBS mission statement and shared vision</p> <p>Leaders frequently monitor SWPBS behaviour data using the learning management system</p> <p>Parents/carers understand the desired school behaviours</p> <p>Parents/carers recognise student positive behaviours through learning management system</p>			
Success Indicators	<p>Early Indicators</p> <p>Expected behaviours are displayed prominently throughout the school</p> <p>Behaviour records in learning management system</p> <p>Use of SWPBS language evident in peer observations</p> <p>Focus groups responses reflect improved relationships between staff and students, students and students</p> <p>Late Indicators</p> <p>Successful completion of the SWPBS Universal Prevention A implementation checklist, the SWPBS Self-assessment Survey, SWPBS Tiered Fidelity Inventory</p> <p>Increased expected behaviours recorded in learning management system</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish a SWPBS team comprising relevant leaders, wellbeing staff and other school staff	<input checked="" type="checkbox"/> Leadership Team	<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> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which</p>

				may include DET funded or free items
Leadership team and SWPBS team to complete the Universal Prevention Part A blended learning course	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$1,000.00 <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
Organise and schedule whole school professional learning to develop the knowledge and skills to implement SWPBS	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <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 run whole school consultation to inform the design of the Expectations Matrix and expected behaviours in each school setting and appropriate reinforcements and consequences	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$1,000.00

			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
Implement a school-wide system to encourage expected behaviour and discourage inappropriate behaviour	<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 existing LMS to determine whether it is suitable for collecting and monitoring SWPBS data	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$1,000.00 <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
Establish processes and procedures for recording SWPBS data in the LMS	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <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
Display the SWPBS expected behaviours and shared vision prominently in all classrooms and learning areas	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <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 opportunities for the SWPBS team leader to access scheduled coaching from the Area SWPBS coach	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$2,000.00 <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
Present information sessions to parents/carers	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input 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 type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Enable learning management system notifications for parents/carers	<input checked="" type="checkbox"/> Assistant Principal	<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
Organise Learning Walks to observe staff practice and collect data on student experiences of SWPBS	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$5,000.00 <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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$5,000.00	\$53,000.00	-\$48,000.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$5,000.00	\$53,000.00	-\$48,000.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Review the timetable to provide opportunity for all staff to be supported and coached by the Learning Specialists and Leading Teacher	\$40,000.00
Develop supporting documents to improve teacher implementation and quality of IEPs, including process and procedure timeline, worked examples, Frequently asked questions.	\$2,500.00
Establish SIT to lead and review the implementation of IEP and Learner Profiles.	\$2,500.00
Leadership team and SWPBS team to complete the Universal Prevention Part A blended learning course	\$1,000.00
Schedule opportunities for the SWPBS team leader to access scheduled coaching from the Area SWPBS coach	\$2,000.00
Organise Learning Walks to observe staff practice and collect data on student experiences of SWPBS	\$5,000.00

Totals	\$53,000.00
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Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Review the timetable to provide opportunity for all staff to be supported and coached by the Learning Specialists and Leading Teacher	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Develop supporting documents to improve teacher implementation and quality of IEPs, including process and procedure timeline, worked examples, Frequently asked questions.	from: Term 2 to: Term 4	\$2,500.00	<input checked="" type="checkbox"/> CRT
Establish SIT to lead and review the implementation of IEP and Learner Profiles.	from: Term 2 to: Term 4	\$2,500.00	<input checked="" type="checkbox"/> CRT
Leadership team and SWPBS team to complete the Universal Prevention Part A blended learning course	from: Term 2 to: Term 3	\$1,000.00	<input checked="" type="checkbox"/> CRT
Schedule opportunities for the SWPBS team leader to access scheduled coaching from the Area SWPBS coach	from: Term 2 to: Term 3	\$2,000.00	<input checked="" type="checkbox"/> CRT
Organise Learning Walks to observe staff practice and collect	from: Term 3	\$5,000.00	<input checked="" type="checkbox"/> CRT

data on student experiences of SWPBS	to: Term 4		
Totals		\$53,000.00	

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
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Totals		\$0.00	
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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
Update the professional learning calendar and schedule opportunities for professional learning and coaching creating IEPs and Learner Profiles.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Staff undertake PL in creating IEPs that are targetted to the specific needs of the students.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 3	<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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Review the timetable to provide opportunity for all staff to be supported and coached by the Learning Specialists and Leading Teacher	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Prioritise time for teachers, specialist staff and support staff to engage in shared planning to review and adapt IEPs	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Leadership team and SWPBS team to complete the Universal Prevention Part A blended learning course	<input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Departmental resources SWPBS	<input checked="" type="checkbox"/> On-site

Organise and schedule whole school professional learning to develop the knowledge and skills to implement SWPBS	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources SWPBS	<input checked="" type="checkbox"/> On-site
Schedule and run whole school consultation to inform the design of the Expectations Matrix and expected behaviours in each school setting and appropriate reinforcements and consequences	<input checked="" type="checkbox"/> All Staff	from: Term 2 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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS	<input checked="" type="checkbox"/> On-site
Schedule opportunities for the SWPBS team leader to access scheduled coaching from the Area SWPBS coach	<input checked="" type="checkbox"/> Assistant Principal	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants SWPBS	<input checked="" type="checkbox"/> On-site
Organise Learning Walks to observe staff practice and collect data on student experiences of SWPBS	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS	<input checked="" type="checkbox"/> On-site