

2019 Annual Implementation Plan

for improving student outcomes

Strathfieldsaye Primary School (1211)



Submitted for review by Cindi Bruechert (School Principal) on 23 November, 2018 at 01:42 PM
Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 02 April, 2019 at 05:18 PM
Endorsed by Darren Flett (School Council President) on 02 April, 2019 at 06:00 PM

Self-evaluation Summary - 2019

Strathfieldsaye Primary School (1211)

	FISO Improvement Model Dimensions	Self-evaluation Level	Evidence and Analysis
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding	<ul style="list-style-type: none"> • We implemented a common spelling program (Words Their Way) throughout the school and the testing inventories have shown significant improvements in students spelling abilities. • Trialling the Literacy planner enabled teachers to practice the gradual release of responsibility explicit teaching model. • Learning walks provided an insight into how literacy is taught throughout the school. • The whole school Writing Professional Learning session reinforced the importance of modelled writing and elevated teacher confidence in the teaching of writing. • Our student writing outcomes increased, and students were more engaged in their writing activities and had an increased desire to share their work. • Writing moderation sessions ensured that all staff have a common understanding of assessment expectations, enabling teachers to confidently report on student progress. <p>* Through the inclusion of PLC, teachers now have opportunity to have focused and purposeful conversations and are more aware of our AIP priorities.</p> <p>* Professional development in Maths and best practice has improved teacher capacity in teaching of maths.</p>
	Curriculum planning and assessment	Evolving moving towards Embedding	<ul style="list-style-type: none"> • We analysed whole school writing data including NAPLAN and teacher judgement data. We have researched, introduced and implemented writing strategies and programs across the school. • We have reflected on our current moderation practices and refined this practice to increase consistency and accuracy. Our learning specialist has implemented observational walks, as well as individual coaching to improve our instructional practice. • We developed teacher capacity in the implementation of Words Their Way program. Many teachers have reported high student growth as a result of the effective implementation of this program. • We embedded the Learner Profile in our planning, and reported on student progress against the profile twice throughout the year.
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding	
	Evaluating impact on learning	Evolving moving towards Embedding	

Professional leadership		Building leadership teams	Embedding moving towards Excelling	<ul style="list-style-type: none"> • We participated in the Bastow Coaching for Leadership Teams program which enabled us to successfully support our school improvement team in attaining our building leadership goals. • We provided the opportunity for staff to hold roles and responsibility positions to support school programs and to ensure distributive leadership throughout the school. * Middle school leaders participated in PLC training.
		Instructional and shared leadership	Embedding moving towards Excelling	<ul style="list-style-type: none"> * The Literacy Learning Specialist attended professional development through Bastow. * All staff contributed to AIP reflections. * Eleven coordinators worked within five School Improvement Teams focused on the school priorities and included even
		Strategic resource management	Excelling	
		Vision, values and culture	Embedding moving towards Excelling	

Positive climate for learning		Empowering students and building school pride	Evolving moving towards Embedding	<ul style="list-style-type: none"> • We used the NWVR Inclusion Tool to audit our inclusion practices. The results of which demonstrate that inclusion has been embedded across the school • The Kids Matter Action Team helped to promote inclusion and connection amongst students in the yard through targeted initiatives • Closer ties with indigenous children and their families were built via the Connection to Country Proposal and implementation of the Marrung Education Plan. • We witnessed a positive increase in the leadership capabilities of our Grade 5/6 students due to their leadership of GAP and other initiatives. • We increased our ability to cater for the needs of our OOHC children has through participation in the Lookout Training and through our partnering agreement.. • We reviewed our IEP processes and refined our protocols around the implementation of these plans * Koorie leaders have been appointed and have worked towards developing a more inclusive environment.
		Setting expectations and promoting inclusion	Embedding moving towards Excelling	<ul style="list-style-type: none"> • We used the NWVR Inclusion Tool to audit our inclusion practices. The results of which demonstrate that inclusion has been embedded across the school • The Kids Matter Action Team helped to promote inclusion and connection amongst students in the yard through targeted initiatives • Closer ties with indigenous children and their families were built via the Connection to Country Proposal and implementation of the Marrung Education Plan. • We witnessed a positive increase in the leadership capabilities of our Grade 5/6 students due to their leadership of GAP and other initiatives. • We increased our ability to cater for the needs of our OOHC children has through participation in the Lookout Training and through our partnering agreement.. • We reviewed our IEP processes and refined our protocols around the implementation of these plans * Initiated the implementation of School Wide Positive Behaviour Support * All staff have attended professional development in the Berry Street Educational Model as well as strategies to minimise aggressive behaviours.
		Health and wellbeing	Embedding moving towards Excelling	
		Intellectual engagement and self-awareness	Evolving moving towards Embedding	

Community engagement in learning	Building communities	Embedding moving towards Excelling	<ul style="list-style-type: none"> • We ensured the effectively running of the GAP program. Lessons were well organised and planned in advance to ensure success. • The Kids Matter open day was very successful and enable high levels of parent engagement. • Junior sports day students were grouped in their GAP groups for activities and this was very successful, especially with the older students running the events. There was a good parent turn out and a positive vibe amongst parents. • Kids Matter Component 2, session 1 and 2 has been completed by staff. Departments are organising how to incorporate their SEL learning into their 2018 planners. • We have made closer links to our Indigenous community through professional development, our visits to Mandurang South, and the implementation of Marrung policy
	Global citizenship	Evolving moving towards Embedding	
	Networks with schools, services and agencies	Embedding moving towards Excelling	
	Parents and carers as partners	Embedding	<ul style="list-style-type: none"> • We ensured the effectively running of the GAP program. Lessons were well organised and planned in advance to ensure success. • The Kids Matter open day was very successful and enable high levels of parent engagement. • Junior sports day students were grouped in their GAP groups for activities and this was very successful, especially with the older students running the events. There was a good parent turn out and a positive vibe amongst parents. • Kids Matter Component 2, session 1 and 2 has been completed by staff. Departments are organising how to incorporate their SEL learning into their 2018 planners. • We have made closer links to our Indigenous community through professional development, our visits to Mandurang South, and the implementation of Marrung policy

Enter your reflective comments	We believe that all the actions we have taken toward achieving our 2018 Annual Implementation Plan goals and targets have had positive influence on our teaching practice, the way we respond to data, leadership practices, our culture and climate and our community engagement levels. We are so pleased to see growth in most areas of FISO Improvement Model dimensions and have informed areas for improvement in each area in the continua. We have moved from a Renew status of performance to Stretch.
Considerations	<ul style="list-style-type: none"> - Developing student agency and voice as an avenue for positive climate for learning and building teacher excellence through our Proficiency Scales - Adopting the Inquiry Cycle during PLC conversations will increase our practice of evaluating our impact on learning. - building explicit systems for peer observation and , the modelling of effective practice and feedback. Teaching teams regularly observe and provide feedback on teaching, with support and input from leaders and input from students. -programs will be regularly monitored and evaluated by professional learning teams to ensure that the curriculum plan, teaching and learning and assessment strategies are consistent across all areas. <p>Areas for 2020:</p> <ul style="list-style-type: none"> - Working with the community as partners in learning. - Intellectual Engagement: Looking at feedback, design of authentic tasks that develop students' critical and creative thinking, teamwork, negotiation, decision-making, synthesis and problem solving skills.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To support each student to optimise and consistently demonstrate learning growth																																																																						
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Key Improvement Strategy 1.a Building practice excellence	Elevate practice associated with school wide use of data to inform planning, and to support personalised learning across all curriculum areas, with a particular focus on Mathematics and the Writing language mode.																																																					
Key Improvement Strategy 1.b Building practice excellence	Elevate the contribution of authentic student voice as a key element in personalised learning.																																																					
Goal 2	To assist all students to be personally and socially responsible community members.																																																					
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<p>Key Improvement Strategy 2.a Setting expectations and promoting inclusion</p>	<p>Review the school's behaviour management policy and processes and build staff understanding of the School Wide Positive Behaviour Support (SWPBS) initiative.</p>																																																																		
<p>Goal 3</p>	<p>To develop students who are able to make ethical, and age appropriate, decisions for the physical, emotional and social wellbeing of themselves and others.</p>																																																																		
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<p>Key Improvement Strategy 3.a Empowering students and building school pride</p>	<p>Continue to improve student connectedness through the elevation of student voice.</p>																																																																		

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																																																																																																																																		
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Inclusion Self-Assessment Tool Raw Score of Components						
Component	2016			2019		
	↓	at	↑	↓	at	↑
Sch Wide Cult	0	10	1	0	0	11
Id Stud Needs...	1	13	1	0	0	15
Links with Fam	1	7	0	0	0	8

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KIS 1 Empowering students and building school pride	Continue to improve student connectedness through the elevation of student voice.	Yes																				

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Currently we have self evaluated Strathfieldsaye Primary School at Evolving moving towards Embedding level. We see areas of work which will put us in the Embedding stage of this priority. This was also identified as an area in our ATS and Pivot surveys. In 2018, we used the Practice Principles Self reflection to lead disucssision about existing practice, areas for improvement and future steps. Although we have began many bodies of work towards improvement in this area we see a connection to our GOAL 1 and a year of focus will see us embed our strategies fully.

Define Actions, Outcomes and Activities

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KIS 1 Building practice excellence	Elevate practice associated with school wide use of data to inform planning, and to support personalised learning across all curriculum areas, with a particular focus on Mathematics and the Writing language mode.																																																		
Actions	To elevate teaching practice associated with school wide use of data to inform planning through the creation and implementation of a Guaranteed and Viable Curriculum.																																																		
Outcomes	Teacher capacity to support personalised learning in Mathematics and the Writing language mode will be elevated. Teachers will demonstrate confidence and consistency in their instructional approaches																																																		
Success Indicators	<p>We will know this through greater consistency between teacher judgements and formal assessments as well as student learning outcomes increasing, evidence of peer observations and curriculum planning documents.</p> <p>Currently our higher end are consistent in writing and maths (levels A and B) however we will aim to have greater consistency is levels (C, D, E) with our teacher judgement and NAPLAN comparison.</p>																																																		

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Leading Teachers and external specialists to provide professional development around High Impact Teaching Strategies (HITS) assessment strategies, and best practice for the teaching of Mathematics and Literacy including the VCOP training.	<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	\$6,500.00 <input type="checkbox"/> Equity funding will be used
Continue to unpack each essential learning for Mathematics, through the development of Learning Maps, so there is clarity and shared input around what students are required to 'know, understand and do' and so the document is understood by staff, students and parents.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Document essential learnings for all elements of Writing at each year level.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Adopt the Inquiry Improvement Cycle during PLC and SIT meetings.	<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
Establish explicit systems for peer observation. Teaching teams regularly observe and provide feedback on teaching, with support and input from leaders and students.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$14,800.00 <input type="checkbox"/> Equity funding will be used
Establish and implement a whole school writing assessment schedule and instructional model.	<input checked="" type="checkbox"/> Learning Specialist(s) <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
Provide interventions and supports to enable all students to effectively engage in all areas of the curriculum.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$38,400.00 <input checked="" type="checkbox"/> Equity funding will be used

KIS 2 Building practice excellence	Elevate the contribution of authentic student voice as a key element in personalised learning.			
Actions	To elevate teaching practice to employ practices and develop behaviours, attitudes and learning environments encouraging student voice.			
Outcomes	Teachers will have strategies to encourage student voice and students will feel empowered in their learning through the ability to have an authentic voice in their learning.			
Success Indicators	We will know this through monitoring data using the HITS surveys, Pivot and ATS and evidence of HITS documented in peer observations and curriculum planning documents.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Administer range of surveys as consistent use of student feedback in all classrooms including Pivot, ATS and HITS survey.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input type="checkbox"/> Equity funding will be used
Develop Learning Maps in conjunction with students, assisting students to negotiate future learning goals and track personalised learning.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s) <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
Provide professional development to teachers around the effective use of resources, such as the Amplify document and HITS (Setting goals, Collaborative Learning, Questioning, Feedback, Metacognitive Strategies, Differentiated teaching), and around the implementation of effective teaching strategies that allow for student voice.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,800.00 <input type="checkbox"/> Equity funding will be used

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KIS 1 Setting expectations and promoting inclusion	Review the school's behaviour management policy and processes and build staff understanding of the School Wide Positive Behaviour Support (SWPBS) initiative.				
Actions	To implement School-Wide Positive Behaviour Support (SWPBS) as a whole-school framework with which to provide a consistent approach to the teaching of expected behaviours.				
Outcomes	The school community will promote wellbeing at school to improve social and emotional outcomes of our students by teaching expected behaviours and having clearly defined expected behaviours.				
Success Indicators	We will know this by improvement in behaviour incidents/chronicles and ATS results for student wellbeing.				
Activities and Milestones	Who	Is this a PL Priority	When	Budget	
Develop and implement strategies around the SWPBS Seven Essential Features of Universal Prevention Tier 1.	<input checked="" type="checkbox"/> Leadership Team <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	\$7,400.00 <input checked="" type="checkbox"/> Equity funding will be used	

Establish procedures for teaching and practising expected SWPBS behaviours.	<input checked="" type="checkbox"/> Leadership Team <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																				
Establish a SWPBS SIT team to monitor and collect data for decision making impacting our SWPBS strategies and our review of our Behaviour Management Policy.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used																				
Goal 3	To develop students who are able to make ethical, and age appropriate, decisions for the physical, emotional and social wellbeing of themselves and others.																							
12 Month Target 3.1	By the end of 2019, the mean factor scores for the Attitude to School and Parent Opinion Surveys will be:																							
	<table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th colspan="2">Att to school</th> <th colspan="2">PO</th> </tr> <tr> <th></th> <th>2108</th> <th>2019</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Classroom behav</td> <td>80</td> <td>67</td> <td>89</td> <td>61</td> </tr> <tr> <td>Student Safety</td> <td>87</td> <td>88</td> <td>79</td> <td>76</td> </tr> </tbody> </table>					Att to school		PO			2108	2019	2018	2019	Classroom behav	80	67	89	61	Student Safety	87	88	79	76
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Classroom behav	80	67	89	61																				
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KIS 1 Empowering students and building school pride	Continue to improve student connectedness through the elevation of student voice.																							
Actions	Increase opportunities for student voice to improve student connectedness throughout the school.																							
Outcomes	Opportunities for student voice will have increased student wellbeing outcomes in relation to student connectedness, student safety and school wide culture.																							
Success Indicators	We will know this by improved data of student connectedness/evidence of student voice shown in data from HITS surveys, Pivot and ATS.																							

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Opportunities will have been provided for the Kids Matter Student Action Team to contribute their voice to wellbeing strategies implemented through the Kids Matter initiative.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input type="checkbox"/> Equity funding will be used
Students will have contributed to decision making processes related to the learning and wellbeing of themselves and others.	<input checked="" type="checkbox"/> Student(s) <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
Student discussion forums will be conducted where students will have a voice in their school.	<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

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$45,800.00	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$45,800.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Provide interventions and supports to enable all students to effectively engage in all areas of the curriculum.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$38,400.00	
Develop and implement strategies around the SWPBS Seven Essential Features of Universal Prevention Tier 1.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$7,400.00	
Totals			\$45,800.00	

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Leading Teachers and external specialists to provide professional development around High Impact Teaching Strategies (HITS) assessment strategies, and best practice for the teaching of Mathematics and Literacy including the VCOP training.	<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"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources HITS document	<input checked="" type="checkbox"/> On-site
Continue to unpack each essential learning for Mathematics, through the development of Learning Maps, so there is clarity and shared input around what students are required to 'know, understand and do' and so the document is understood by staff, students and parents.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Document essential learnings for all elements of Writing at each year level.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

Establish explicit systems for peer observation. Teaching teams regularly observe and provide feedback on teaching, with support and input from leaders and students.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide professional development to teachers around the effective use of resources, such as the Amplify document and HITS (Setting goals, Collaborative Learning, Questioning, Feedback, Metacognitive Strategies, Differentiated teaching), and around the implementation of effective teaching strategies that allow for student voice.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Amplify HITS document	<input checked="" type="checkbox"/> On-site
Develop and implement strategies around the SWPBS Seven Essential Features of Universal Prevention Tier 1.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Establish a SWPBS SIT team to monitor and collect data for decision making impacting our SWPBS strategies and our review of our Behaviour Management Policy.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site