

2021 Annual Implementation Plan

for improving student outcomes

Toolangi Primary School (3237)



Submitted for review by Sally Herbert (School Principal) on 01 February, 2021 at 11:51 AM
Endorsed by Mary Azer (Senior Education Improvement Leader) on 01 February, 2021 at 02:38 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.		Self-evaluation Level
Excellence in teaching and learning		Building practice excellence	Evolving moving towards Embedding
		Curriculum planning and assessment	Evolving
		Evidence-based high-impact teaching strategies	Evolving
		Evaluating impact on learning	Evolving
Professional leadership		Building leadership teams	Evolving
		Instructional and shared leadership	Evolving moving towards Embedding
		Strategic resource management	Evolving moving towards Embedding
		Vision, values and culture	Evolving moving towards Embedding

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

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

Enter your reflective comments	<p>As a result of reflection and evaluation of the 2020 AIP with current staff the following areas were noted:</p> <p>As a result of reflection and evaluation of the 2020 AIP with current staff the following areas were noted:</p> <ul style="list-style-type: none"> * Inquiry learning (particularly in the Senior school) was utilised as a key instructional strategy for teaching and learning * Learning needs of all students were prioritised through individual and differentiated learning tasks, particularly during remote learning * Connection with families and individual students increased due to the implementation of remote learning platform providing staff with a 'window into their student's lives' as well as communicating more frequently with parents/carers * Learning packs and support for families during remote learning was a high priority to support a positive sense of connection to school * Priority was given to developing Individual Education plans for all students to meet academic, social and emotional student needs both during remote and onsite learning * Social connections between students and families was a concern during remote learning as students at this school value
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	and thrive within the friendships and social groups developed from a small community
Considerations for 2021	<p>The following considerations are guided by our current AIP priorities:</p> <ul style="list-style-type: none"> * Whole school commitment to Project 21 aligned with the Network to build teacher capability to deliver targeted student support in literacy * Development of a whole school assessment plan to ensure high level teaching and learning and consistency regarding curriculum planning and delivery * Boosting connectedness to school through the implementation of specialist programs including Physical Education, Art, Music and performance to engage students in their learning * Priority on community engagement within the school through an increase in community events, parent information sessions and parent participation with both school infrastructure and learning programs * Continuation of our Kitchen garden project with a focus on sustainability, to enhance student engagement and provide a strengthened inquiry approach to learning * Commitment to the Tutor Learning Initiative to boost academic outcomes of vulnerable and 'at risk' students and to ensure extension of high cohort students * Development of a shared understanding of the school's vision, mission and values by inviting key stakeholders to identify what makes our school a 'school of choice' in a positive effort to drive future direction, boost student outcomes and increase enrolments
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To improve students individual growth in all curriculum areas.
Target 2.1	<ul style="list-style-type: none"> - 1. Decrease the low Relative Growth of all students from Year 3 to Year 5 in NAPLAN in all areas, based on 2017 results to - <ul style="list-style-type: none"> 1. Grammar and Punctuation – 0 per cent 2. Numeracy – 25 per cent 3. Reading – 0 per cent 4. Spelling – 20 per cent 5. Writing – 40 per cent 2. Increase the percentage of students in the top two bands of NAPLAN in Year 3 and Year 5 in all areas, based on 2017 results - <ul style="list-style-type: none"> Year 3 <ul style="list-style-type: none"> 1. Grammar and Punctuation – 100 per cent 2. Numeracy – 100 per cent 3. Reading - 100 per cent 4. Spelling - 66.7 per cent 5. Writing – 75 per cent

	<p>Year 5</p> <ol style="list-style-type: none"> 1. Grammar and Punctuation – 100 per cent 2. Numeracy – 75 per cent 3. Reading - 100 per cent 4. Spelling - 80 per cent 5. Writing – 20 per cent <p>3. Increase the percentage of students achieving above the expected level as per teacher judgements on a five point scale, based on Semester 2, 2017 results.</p>
Key Improvement Strategy 2.a Curriculum planning and assessment	Implement a whole school tracking system to support teachers in their planning to support teaching to point-of-need.
Key Improvement Strategy 2.b Building practice excellence	Teachers will implement the High Impact Teaching Strategies.
Goal 3	To foster a learning community which supports and nurtures the development of the whole child.
Target 3.1	<p>Maintain at or above the positive reinforcement for the following variables in the Parent Opinion Survey, based on 2017 results to -</p> <ol style="list-style-type: none"> 1. Parent participation and involvement – 92 per cent 2. School support – 96 per cent 3. High expectations for success – 100 per cent 4. Stimulating learning environment – 88 per cent.
Key Improvement Strategy 3.a Building communities	Develop initiatives and opportunities to build parent confidence to support their child's learning and wellbeing.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. As per the three DET targets. Learning catch up and extension. Happy, healthy and active kids. Connected great schools.
To improve students individual growth in all curriculum areas.	No	<ul style="list-style-type: none"> - 1. Decrease the low Relative Growth of all students from Year 3 to Year 5 in NAPLAN in all areas, based on 2017 results to - <ul style="list-style-type: none"> 1. Grammar and Punctuation – 0 per cent 2. Numeracy – 25 per cent 3. Reading – 0 per cent 4. Spelling – 20 per cent 5. Writing – 40 per cent 2. Increase the percentage of students in the top two bands of NAPLAN in Year 3 and Year 5 in all areas, based on 2017 results - <ul style="list-style-type: none"> Year 3 <ul style="list-style-type: none"> 1. Grammar and Punctuation – 100 per cent 2. Numeracy – 100 per cent 3. Reading - 100 per cent 4. Spelling - 66.7 per cent 5. Writing – 75 per cent Year 5 <ul style="list-style-type: none"> 1. Grammar and Punctuation – 100 per cent 2. Numeracy – 75 per cent 3. Reading - 100 per cent 4. Spelling - 80 per cent 	

		<p>5. Writing – 20 per cent</p> <p>3. Increase the percentage of students achieving above the expected level as per teacher judgements on a five point scale, based on Semester 2, 2017 results.</p>	
To foster a learning community which supports and nurtures the development of the whole child.	No	<p>Maintain at or above the positive reinforcement for the following variables in the Parent Opinion Survey, based on 2017 results to -</p> <ol style="list-style-type: none"> 1. Parent participation and involvement – 92 per cent 2. School support – 96 per cent 3. High expectations for success – 100 per cent 4. Stimulating learning environment – 88 per cent. 	

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	As per the three DET targets. Learning catch up and extension. Happy, healthy and active kids. Connected great schools.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	Yes

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

Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	As per the three DET targets. Learning catch up and extension. Happy, healthy and active kids. Connected great schools.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Strengthen the capacity of individual teachers and teams to analyse and use assessment data to plan a differentiated teaching and learning program that targets the learning needs of all students (COP)(EIL)
Outcomes	<p>Principal will:</p> <ul style="list-style-type: none"> - provide opportunities for continued leadership development in Literacy and Mathematics - Analysis of whole school data through SPA - engage in learning walks, lesson observations and provide feedback - continue to develop whole school assessment practices and schedules - make links to the whole school instructional model and HITS with new and existing approaches - work with other leaders in small schools to engage teachers across the community of practice in professional learning opportunities including moderation - facilitate PLC (improvement cycle) in the area of English and Mathematics - provide professional development and resources to support the learning - continue to develop their own professional knowledge <p>Teachers will:</p> <ul style="list-style-type: none"> - Fully engage in school based PLC (improvement cycle) - analyse and track student achievement data using school assessment schedules at class level, school level, state level - provide regular feedback to students on their learning and progress - Each child to have their own IEP identifying areas of need in English and Mathematics <p>Students will:</p> <ul style="list-style-type: none"> - Be able to take ownership of and reflect on their learning - Articulate personal learning goals and how they are working to achieve them

Success Indicators	<p>Principal:</p> <ul style="list-style-type: none"> • Will have coordinated PD for all staff on HITS and support strategies • Will be able to articulate student growth achieved through tutoring program • Will present a concise and explicit assessment schedule for monitoring and tracking all students <p>Teachers will:</p> <ul style="list-style-type: none"> • have documentation of all student growth recorded in Running Records, M100 words, PAT Reading and Maths, SAST, Essential Assessment • Use SPA to identify student achievement • Present planners with teaching strategies implemented in instructional model (HITS) and Victorian Curriculum <p>Tutor will:</p> <ul style="list-style-type: none"> • work with all students during the year • Parents will be informed of activities and follow up requirements after tutoring sessions <p>Students:</p> <ul style="list-style-type: none"> • Will have an IEP • ATOSS – Improve stimulated learning • ATOSS – Improve student voice • Will have term by term goals on display in the classroom • 100% of Year Prep will achieve M100 word target of 16 words by the end of the year • 100% of students will be at or above expected F and P reading level in each year level. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Teachers will use the whole school yearly assessment schedule to conduct assessments on students, and upload data onto SPA (Student Performance Analyzer).</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$500.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

<p>All students will have IEPs in reading, writing, spelling and maths each term, that will be issued to parents. IEPs will be supported by the tutor. Parents will be provided with feedback on progress via formal communication, 3-way parent-teacher-student conferences, and reports. Students will be advised of their IEP goals, and areas for improvement.</p>	<input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Staff will develop a bank of term by term targets in Reading and Maths to assess student progress - targeted phonograms, M100 words, MOLI key understandings. These will be used in PLCs at a team level and by the tutor. Percentage of students achieving targets will be recorded via Student Performance Analyser.</p>	<input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> Principal <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
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Maintain a safe, supportive and inclusive learning environment, where students are motivated, collaborative and productive (theory of action). We will implement 'The Resilience Project', and 'Respectful Relationships'.			
Outcomes	<p>Principal Will:</p> <ul style="list-style-type: none"> - lead professional learning and celebrate opportunities as leadership is shared with students through a variety of leadership roles, and students' voice leads to innovations in the school. <p>Teachers Will:</p> <ul style="list-style-type: none"> - share leadership with students through a variety of leadership roles, and student voice leads to innovations in the school. (Small school leadership day) - empower students to have a democratic voice in the running of the community in which they learn - co- design opportunities for students to exercise authentic agency in their own learning - co design leadership opportunities - build a sense of school pride and connectedness 			

	<ul style="list-style-type: none"> - incorporate the 'Respectful Relationships' and 'The Resilience Projects' program in classes, and in planning units of work <p>Students Will:</p> <ul style="list-style-type: none"> - hold and carry out a variety of leadership roles, and use their student voice to lead to innovations in the school (Small school leadership day, running assembly each Friday, Junior school council) - have a democratic voice in the running of the community in which they learn - co- design opportunities to exercise authentic agency in their own learning - co design leadership opportunities - build a sense of school pride and connectedness - be able to discuss the importance of being respectful in their relationships with others - complete gratitude journals that reflect their learning around The Resilience Project 			
Success Indicators	<p>Principal:</p> <ul style="list-style-type: none"> - Developed Scope and sequence of 'The Resilience Project', and 'Respectful Relationships'. - Whole school positive behaviour program operating - Presenting Leadership Day project with other small schools <p>Teachers:</p> <ul style="list-style-type: none"> - Documented implementation of wellbeing programs including Leadership day -Yarra Range Council projects, Buddy activities - Teacher/staff feedback on the wellbeing program - Whole school positive behaviour program operating - Developed Scope and sequence of 'The Resilience Project', and 'Respectful Relationships'. <p>Students:</p> <ul style="list-style-type: none"> - ATOSS- An increase in Learning Confidence - ATOSS- An increase for 'Enjoy being at school' - Can articulate support mechanisms available to them eg...kids help line 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Allocate funding and time for the implementation of 'The Resilience Project'. Incorporate this program into weekly planners.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$250.00 <input checked="" type="checkbox"/> Equity funding will be used
Allocate funding and time for the implementation of 'Respectful Relationships'. Incorporate this programs into weekly planners.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$250.00 <input checked="" type="checkbox"/> Equity funding will be used
Introduce the 'School Wide Positive Behaviour Program' focus on positive acknowledgements	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	Strengthen and embed the school-wide approach to communication with parents/carers, incorporating the use of webex, Google Classroom and other forms of regular communication. Strengthen engagement with local Kinders, Secondary Colleges and Universities (Teacher Placements)			
Outcomes	Leaders will: - leaders will prioritise time for staff to communicate and build relationships with parents and carers - hold a curriculum information evening/class newsletters each term for parents, fortnightly newsletters to communicate and share ideas - encourage Parent Helpers into classrooms - support staff to improve their communication with parents on a variety of platforms (Sentral / Portfolios / communication book / 3-way conference, reports) - connect with local Kinders, Secondary Colleges, Universities and build community engagement Teachers will: - have improved communication with parents on student learning			

	<ul style="list-style-type: none"> - build capacity to work with the wider community - ensure students are connected to educational resources and digital learning opportunities <p>Students will:</p> <ul style="list-style-type: none"> - celebrate their successes at assemblies - be involved in our wider community through connections with our local schools and kinders - have stronger digital literacy
Success Indicators	<p>Principal will:</p> <ul style="list-style-type: none"> - Provide parent training for the 'Parent Helpers' program and induction into school activities - Provide regular information via Sentral and newsletters to parents on how to assist your child and your school - Inform the community of school goals and expectations - Provide the resources of a continuation of digital technology in the classrooms and to support online interviews <p>Teachers will:</p> <ul style="list-style-type: none"> - Plan for technology to be part of the weekly program - Develop student skills and confidence in using Google Classroom, Sentral, Webex - Regularly use Sentral and other communication platforms to communicate with families - class notices, updates, conferences, continuous assessment, incursion/excursion information - Hold parent teacher interviews on site or via WebEx - Regularly contribute to the school newsletter on class learning and activities. <p>Parents will:</p> <ul style="list-style-type: none"> - Participate in the Parent Helper Information program - Participate in school events including return to school day, parent teacher interviews, parent helper programs - Be able to articulate their child's learning goals - Understand the homework expectations of the school and support their child - Support the school in extra-curricular activities including fundraising, camps and sports carnivals <p>Students will:</p> <ul style="list-style-type: none"> * Articulate their learning goals * will continue to use technology as part of the weekly program * Contribute to the newsletter with student articles

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Organise a parent helper information session - to provide parents a framework for more regular parent involvement in the school. eg..classroom program, extra curricular activities, lunchtime clubs, school council, school productions.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
'Meet the Teacher' conferences - Parents will be issued with their child's IEP.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Calendar of parent/community events:- -Welcome BBQ - Family Maths Night -Education Week - 'Return to School Day' for parents and Grandparents	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" 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	\$2,500.00	\$2,500.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$2,500.00	\$2,500.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Teachers will use the whole school yearly assessment schedule to conduct assessments on students, and upload data onto SPA (Student Performance Analyzer).	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$500.00	\$500.00
All students will have IEPs in reading, writing, spelling and maths each term, that will be issued to parents. IEPs will be supported by the tutor. Parents will be provided with feedback on progress via formal communication, 3-way parent-teacher-student conferences, and reports. Students will be advised of their IEP goals, and areas for improvement.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets	\$500.00	\$500.00
Allocate funding and time for the implementation of 'The Resilience Project'. Incorporate this program into weekly planners.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Assets	\$250.00	\$250.00

Allocate funding and time for the implementation of 'Respectful Relationships'. Incorporate this programs into weekly planners.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Assets	\$250.00	\$250.00
Introduce the 'School Wide Positive Behaviour Program' focus on positive acknowledgements	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets	\$500.00	\$500.00
Calendar of parent/community events:- -Welcome BBQ - Family Maths Night -Education Week - 'Return to School Day' for parents and Grandparents	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Other Catering	\$500.00	\$500.00
Totals			\$2,500.00	\$2,500.00

Additional Equity spend

Outline here any additional Equity spend for 2021	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
Teachers will use the whole school yearly assessment schedule to conduct assessments on students, and upload data onto SPA (Student Performance Analyzer).	<input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
All students will have IEPs in reading, writing, spelling and maths each term, that will be issued to parents. IEPs will be supported by the tutor. Parents will be provided with feedback on progress via formal communication, 3-way parent-teacher-student conferences, and reports. Students will be advised of their IEP goals, and areas for improvement.	<input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Student Achievement Manager <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Allocate funding and time for the implementation of 'The Resilience Project'. Incorporate this program into weekly planners.	<input checked="" type="checkbox"/> Principal <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"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> External consultants The Resilience Project PD - Via Webex if possible.	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> Student Achievement Manager	
Allocate funding and time for the implementation of 'Respectful Relationships'. Incorporate this programs into weekly planners.	<input checked="" type="checkbox"/> Principal <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"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources Respectful Relationships	<input checked="" type="checkbox"/> On-site
Introduce the 'School Wide Positive Behaviour Program' focus on positive acknowledgements	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources 'School Wide Positive Behaviour Program'	<input checked="" type="checkbox"/> On-site
Organise a parent helper information session - to provide parents a framework for more regular parent involvement in the school. eg..classroom program, extra curricular activities, lunchtime clubs, school council, school productions.	<input checked="" type="checkbox"/> Principal	from: Term 2 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"/> Student Achievement Manager	<input checked="" type="checkbox"/> On-site