

2020 Annual Implementation Plan

for improving student outcomes

Edenhope College (5432)



Submitted for review by Jon Neall (School Principal) on 06 February, 2020 at 04:06 PM
Endorsed by Joanna Day (Senior Education Improvement Leader) on 07 February, 2020 at 09:06 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

Edenhope College (5432)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level	Evidence and Analysis
Excellence in teaching and learning	Building practice excellence	Evolving	
	Building practice excellence	Evolving	
	Building practice excellence	Evolving	
	Building practice excellence	Evolving	
Professional leadership	Building leadership teams	Embedding	
	Building leadership teams	Evolving	
	Building leadership teams	Evolving	
	Instructional and shared leadership	Evolving	

Positive climate for learning	Empowering students and building school pride	Evolving	
	Empowering students and building school pride	Emerging	
	Empowering students and building school pride	Evolving	
	Empowering students and building school pride	Evolving	

Community engagement in learning	Building communities	Evolving	
	Building communities	Embedding	
	Building communities	Embedding	
	Global citizenship	Evolving	

Enter your reflective comments	<p>Peer Observation practices are still a challenge, due to the staffing issues in 2019, but need to return to build a reflective staff culture. Difficulties with staff moral has improved. This is evident within the staff room. This needs to transfer to data,- Atoss - Staff Survey.</p> <p>Curriculum development and documentation using UbD templates for each unit of work is becoming more consistent, but with a high turnover of staffing in 2019, needs to be monitored carefully.</p> <p>There is a whole staff consensus on developing and utilising consistent approaches to integrating reading and comprehension learning into lesson planning.</p> <p>Having said that, there is some evidence of positive outcomes in reading throughout the College.</p>
---------------------------------------	--

	<p>A SWPBS implementation team was developed early in the year, including both parent and student membership, in addition to staff.</p>
<p>Considerations for 2020</p>	<p>ATOSS 2019 will be unpacked with students/staff, so there is transparency with understanding what questions are asking within the survey. Looking for significant improvement in 2020. MultiLit program is being rolled out in 2020, a coordinator has been nominated & is already trained. Classroom observations are in progress but need to be further embedded (reading strategy observations). An basic instructional model is in place for our reading comprehension program and that is to be expanded to be our whole school instructional model in 2020. Pat M & R are being used as diagnostic assessment tools. PLC training for PLC leaders has been flagged for 2020, as well VIT Mentor & graduate teacher program involvement. MYLNS coordinators are in place and enthusiastic!</p> <p>A Numeracy Learning Specialist is in place for six months to roll out the Numeracy Tool Kit to all mathematics teachers. Part of that program will be to embed one activity per week (per class), from the tool kit into curriculum.</p> <p>With the above in place we would be looking for positive outcomes especially in the student domain in 2020.</p> <ul style="list-style-type: none"> -SWPBS -Whole school reading (literacy)
<p>Documents that support this plan</p>	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Build active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students.	Yes	By 2020, consistently equal or exceed state benchmarks through NAPLAN Year 9 (Writing, Reading and Numeracy) and Victorian Curriculum (English and Mathematics) intake adjusted data over the life of the Strategic Plan.	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. To meet or exceed state benchmarks in Reading (medium to high growth) from years 3-5, 5-7, and 7-9.
		By 2020, all VCE class study scores are at or above GAT predictions.	All VCE class study scores are at or above GAT predictions
		VCE study scores to be at or above 30 by the end of 2020 in all subject areas.	Target to record at least an improvement in VCE class study score mean.
		School Staff Survey - by 2020 principal and teacher endorsement to be at or above the state benchmarks.	To meet the following % of approval in the following components of the School Staff Survey:-Collective efficacy 45%-Instructional leadership 35%-Professional learning through peer observation 50%-Collaboration to plan curriculum 35%
		Student growth as measured through: NAPLAN relative growth, PAT testing suite and evidence based Teacher Judgements (Victorian Curriculum) show at least one year's growth for one year's learning over the life of the Strategic Plan.	Student growth (as measured through: Teacher judgement and PAT testing results) show at least one years' growth for one year's learning.
To foster a safe and supportive environment and a culture that promotes	Yes	Average days absent per student does not exceed 16 days by 2020. Baseline data: Three year averages: Years 7-12, 2013-2016 = 20.09, Years P-6, 2013-2016 = 16.53	Average absence <16 days per student over the four year SSP.

respectful relationships, resilience, values diversity and is inclusive.		Attitude to School Survey variables to be in at least the third quartile of schools, Years 5–12 by 2020.	AToss to be moving in a positive direction towards projected goal.
--	--	--	--

Goal 2	Build active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students.		
12-month target 2.1-month target	To meet or exceed state benchmarks in Reading (medium to high growth) from years 3-5, 5-7, and 7-9.		
12-month target 2.2-month target	All VCE class study scores are at or above GAT predictions		
12-month target 2.3-month target	Target to record at least an improvement in VCE class study score mean.		
12-month target 2.4-month target	To meet the following % of approval in the following components of the School Staff Survey: -Collective efficacy 45% -Instructional leadership 35% -Professional learning through peer observation 50% -Collaboration to plan curriculum 35%		
12-month target 2.5-month target	Student growth (as measured through: Teacher judgement and PAT testing results) show at least one years' growth for one year's learning.		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 2.dj Evidence-based high-impact teaching strategies	Build teacher capacity to effectively teach reading across all areas and levels of the College.		Yes

<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>In consultation with school community, staff, leadership and SEIL, our school will continue implementing the whole school reading strategy in 2020.</p>	
<p>Goal 3</p>	<p>To foster a safe and supportive environment and a culture that promotes respectful relationships, resilience, values diversity and is inclusive.</p>	
<p>12-month target 3.1-month target</p>	<p>Average absence <16 days per student over the four year SSP.</p>	
<p>12-month target 3.2-month target</p>	<p>AToss to be moving in a positive direction towards projected goal.</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 3.hm Empowering students and building school pride</p>	<p>Improve the capacity of teachers to contribute to student wellbeing through the implementation of the School Wide Positive Behaviour Support framework.</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>The school is moving towards the second tier within SWPBS. This is a 3 - 5 year plan that the school has put in place to support/engage students. After a rocky 2019 with staffing and AToss data (student/staff data moved negatively, - parent AToss data was positive), it is paramount that we keep building the focus on SWPBS with staff and the learning environment. Staffing is settled for 2020 (so far), and this will be the platform to settle and engage students/staff. The culture/moral within staffing at Edenhope College appears positive after a turbulent year. Our principal returns in 2020, another positive outcome.</p>	

Define Actions, Outcomes and Activities

Goal 1	Build active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students.
12-month target 1.1	To meet or exceed state benchmarks in Reading (medium to high growth) from years 3-5, 5-7, and 7-9.
12-month target 1.2	All VCE class study scores are at or above GAT predictions
12-month target 1.3	Target to record at least an improvement in VCE class study score mean.
12-month target 1.4	To meet the following % of approval in the following components of the School Staff Survey: -Collective efficacy 45% -Instructional leadership 35% -Professional learning through peer observation 50% -Collaboration to plan curriculum 35%
12-month target 1.5	Student growth (as measured through: Teacher judgement and PAT testing results) show at least one years' growth for one year's learning.
KIS 1 Evidence-based high-impact teaching strategies	Build teacher capacity to effectively teach reading across all areas and levels of the College.
Actions	Develop an instructional model for teaching across the college. Introduce Multi Lit intervention program to Edenhope College. Budget for Literacy Leaders PD (MYLNS), SSG/PSD administration as necessary – including backfilling classes.

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> -experience more reading success and will be able to articulate why they are successful. -learn and explain strategies used to make meaning from texts. <p>Teachers will:</p> <ul style="list-style-type: none"> -implement and review consistent approaches to integrating reading comprehension strategies into their lesson planning. -engage in peer observations based around implementation of reading comprehension strategies, and then reflect and evaluate strategies. <p>Leaders will:</p> <ul style="list-style-type: none"> -facilitate PLC meetings in working collaboratively to improve teacher capacity to teach reading comprehension. -Support and facilitate the development of a consistent approach to the teaching of reading with staff. -facilitate professional learning to build teacher capacity to teach reading comprehension in all learning areas. -document an agreed approach to the teaching of reading. -monitor the effect of intervention programs on student learning. 			
Success Indicators	<p>Staff Survey results to improve by 10% over 2019 results in the following components:</p> <ul style="list-style-type: none"> -Collective efficacy -Instructional leadership -Professional learning through peer observation -Collaboration to plan curriculum 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Strategic Resource Management</p> <p>Allocation of meeting time for all staff to work together to continue building an Edenhope College instructional model.</p> <p>Key Meeting Points</p> <ul style="list-style-type: none"> - Unpack FISO with staff. - Benchmark off other school instructional models. - Use AToss and other relative data. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Professional Learning</p> <p>Staff to incorporate instructional model into all curriculum planning and Leadership to support with learning walks through classes</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 3 to: Term 4</p>	<p>\$0.00</p>

				<input type="checkbox"/> Equity funding will be used
Staff to continue observations,-collaborating together with the instructional model being the focus	<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
Strategic Resource Management Budget available for Literacy Leaders PD (MYLNS), SSG/PSD administration as necessary – including backfilling	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Strategic Resource Management -Introduce Multi Lit to Edenhope College.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy network teacher <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To foster a safe and supportive environment and a culture that promotes respectful relationships, resilience, values diversity and is inclusive.			
12-month target 2.1	Average absence <16 days per student over the four year SSP.			
12-month target 2.2	AToss to be moving in a positive direction towards projected goal.			
KIS 1 Empowering students and building school pride	Improve the capacity of teachers to contribute to student wellbeing through the implementation of the School Wide Positive Behaviour Support framework.			
Actions	Complete the implementation of Tier 1 of School Wide Positive Behaviour Support			

	Establish positive learning spaces for all students			
Outcomes	<p>-Potential positive movement in student/teacher/parent AToss data.</p> <p>Students will:</p> <ul style="list-style-type: none"> -feel safer and more connected to their school, their teachers and peers, and their learning. -be able to contribute to PBS planning through defined student voice opportunities. <p>Teachers will:</p> <ul style="list-style-type: none"> -be able to consistently manage classroom behaviour issues in a supportive rather than a punitive manner. -be able to confidently teach behaviour expectations, and will be able to use an evidence based approach when identifying behaviour concerns and remedies. <p>Leaders will:</p> <ul style="list-style-type: none"> -continue to facilitate SWPBS implementation team meetings and will develop basic foundations of the SWPBS process. - continue to facilitate procedures for the development of effective behaviour expectations and the process for teaching behaviour expectations in the classroom. 			
Success Indicators	<p>Attitude to School Survey variables to be in at least the second quartile of schools:</p> <ul style="list-style-type: none"> -sense of confidence -sense of connectedness-student voice and agency -advocate at school -respect for diversity -resilience <p>Attitude to School Survey variables to be in at least the second quartile of schools:</p> <ul style="list-style-type: none"> -teacher concern <p>Staff Survey results to meet or exceed state mean in the following components:</p> <ul style="list-style-type: none"> -Collective efficacy -Instructional leadership -Professional learning through peer observation -Collaboration to plan curriculum 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Workforce Planning -Development of PBS information in staff handbook and induction materials.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Team leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Workforce Planning • Schedule meeting time for whole school SWPBS meetings and Implementation team.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Strategic Resource Management • Allocate budget/funds for promotion of SWPBS in 2020	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Strategic Resource Management •Allocate budget/funds for relocation of library/VCE space	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Workforce Planning Facilitate SWPBS implementation completion of Tier 1	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Team leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Strategic Resource Management •Allocate budget/funds for relocation of library/VCE space	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used

Professional Learning <ul style="list-style-type: none"> SWPBS Coordinators/Team-leader training 	<input checked="" type="checkbox"/> Team leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Monitoring Analyse data from the following sources <ul style="list-style-type: none"> AtoSS Student voice SAS - TFI XUNO data 	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Team leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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	\$14,000.00	\$17,000.00
Additional Equity funding	\$158,600.00	\$108,600.00
Grand Total	\$172,600.00	\$125,600.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Strategic Resource Management Budget available for Literacy Leaders PD (MYLNS), SSG/PSD administration as necessary – including backfilling	from: Term 1 to: Term 1		\$2,000.00	\$5,000.00
Strategic Resource Management -Introduce Multi Lit to Edenhope College.	from: Term 1 to: Term 4		\$5,000.00	\$5,000.00
Workforce Planning -Development of PBS information in staff handbook and induction materials.	from: Term 1 to: Term 4		\$1,000.00	\$1,000.00
Strategic Resource Management • Allocate budget/funds for promotion of SWPBS in 2020	from: Term 1 to: Term 4		\$1,000.00	\$1,000.00

Strategic Resource Management •Allocate budget/funds for relocation of library/VCE space	from: Term 1 to: Term 4		\$5,000.00	\$5,000.00
Totals			\$14,000.00	\$17,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Education Support Staff - Student Support/Integration (exclusive of PSD funding) = \$55,000	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$55,000.00	\$55,000.00
Leading Teacher - Student Support and Engagement - 0.2 FTE = \$25,000	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$25,000.00	\$25,000.00
Multi Lit staffing (0.2 FTE) = \$24,000 (From Equity funding 2019).	from: Term 1 to: Term 4		\$24,000.00	\$24,000.00
CRT coverage = \$50000	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$50,000.00	\$0.00
Educator Impact program (staff professional development) = \$4600	from: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$4,600.00	\$4,600.00

	to: Term 4			
Totals			\$158,600.00	\$108,600.00

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
<p>Strategic Resource Management</p> <p>Allocation of meeting time for all staff to work together to continue building an Edenhope College instructional model.</p> <p>Key Meeting Points</p> <ul style="list-style-type: none"> - Unpack FISO with staff. - Benchmark off other school instructional models. - Use AToss and other relative data. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1</p> <p>to: Term 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Professional Learning</p> <p>Staff to incorporate instructional model into all curriculum planning and Leadership to support with learning walks through classes</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 3</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Staff to continue observations,-collaborating together with the instructional model being the focus</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional practice day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> MYLNS initiative professional learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site MYLNS

Strategic Resource Management Budget available for Literacy Leaders PD (MYLNS), SSG/PSD administration as necessary – including backfilling	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Strategic Resource Management -Introduce Multi Lit to Edenhope College.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy network teacher <input checked="" type="checkbox"/> Principal	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"/> Literacy leaders	<input checked="" type="checkbox"/> On-site
Workforce Planning -Development of PBS information in staff handbook and induction materials.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Team leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional practice day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Workforce Planning • Schedule meeting time for whole school SWPBS meetings and Implementation team.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Professional practice day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> Off-site DET Literacy/Numeracy MYLNS Support and external provider, PD where available.

					<input checked="" type="checkbox"/> MYLYNS Network teacher	
Strategic Resource Management <ul style="list-style-type: none"> Allocate budget/funds for promotion of SWPBS in 2020 	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Workforce Planning Facilitate SWPBS implementation completion of Tier 1	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Team leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional Learning <ul style="list-style-type: none"> SWPBS Coordinators/Team-leader training 	<input checked="" type="checkbox"/> Team leader(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Departmental resources DET SWPBS initiative	<input checked="" type="checkbox"/> Off-site Horsham, through SWPBS Area coaching.
Monitoring Analyse data from the following sources <ul style="list-style-type: none"> AtoSS Student voice SAS - TFI XUNO data 	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Team leader(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site