**Annual Implementation Plan - 2020**

**Define Actions, Outcomes and Activities**

Kurunjang Primary School (5256)



Submitted for review by Jennifer Robinson (School Principal) on 20 December, 2019 at 12:43 PM  
Endorsed by Charles Branciforte (Senior Education Improvement Leader) on 23 December, 2019 at 01:08 PM  
Endorsed by Elizabeth Bajada (School Council President) on 18 May, 2021 at 12:42 PM

**Define Actions, Outcomes and Activities**

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| Goal 1 | To improve student growth in Reading and Writing | | | | |
| 12 Month Target 1.1 | Decrease the percentage of year 5 students in the bottom 2 bands of writing from 53% (2019) to 47% (2020). Increase the percentage of the students achieving high relative growth in writing from 11% (2019) to 14% (2020). Decrease the percentage of students achieving below the the expected level in writing from 53% (2019) to 47% (2020). | | | | |
| 12 Month Target 1.2 | Decrease the percentage of Year 5 students in the bottom 2 bands in reading from 28% (2019) to 26% (2020). Decrease the percentage of Year 5 students achieving below the expected level in reading from 41% (2019) to 36% (2020). | | | | |
| 12 Month Target 1.3 | Increase the percentage of positive endorsement for academic emphasis from 45% (2019) to 51% (2020). Increase the percentage of positive endorsement for teacher collaboration from 49% (2019) to 51% (2020). Increase the percentage of positive endorsement for collective efficacy from 49%(2019) to 54% (2020). | | | | |
| KIS 1 Evidence-based high-impact teaching strategies | Embed the agreed instructional model in Reading and Writing across the school | | | | |
| **Actions** | Kurunjang Primary School has selected the embedding of the agreed instructional model in Reading and Writing following its introduction in the 2016-2019 Strategic Plan. In 2020 there will be an emphasis on Reading in conjunction with the deepening of the 6 + 1 traits of Writing introduced in 2019. The 2019 school review identified that the instructional model in Reading and Writing is understood by all staff, however inconsistencies are still evident in the implementation. Transparency of the model with the students is beginning with variation in classrooms of students being able to articulate the learning intentions and success criteria; and their individual goals in reading requiring consistency in implementation and the introduction of writing goals in addition to reading.  In 2020 Kurunjang will undertake the following actions to embed consistency of instructional practice: Develop a whole school understanding of the instructional model; Further embed consistent implementation of the reading and writing workshops. | | | | |
| **Outcomes** | Changes in knowledge, skills and behaviors:  Leaders will:  Develop and implement a peer and consultant coaching model to support consistent implementation of the Reading and Writing workshops; Use multiple sources of evidence to track peer coaching/pedagogical model implementation using Goals, Reality, Obstacles and What steps next (GROW).  Teachers will: Understand and adhere to the structure of the instructional model;  Use the instructional model for consistent planning and delivery of lessons; Establish/improve peer coaching skills and the giving/receiving of feedback.  Students will:  Articulate Learning Intention and Success Criteria for lessons and be able to identify the individual goals for progression in reading and writing. | | | | |
| **Success Indicators** | Leaders success indicators will include: Minutes from Leadership/Teaching and Learning, S.I.T., and Year level PLC meetings; Lesson Plans and observation notes; Google forms from Learning walks for individual and cohort data; Regular Learning Walks completed, observation feedback provided on the agreed instructional model.  Teachers success indicators will include:  Collaborative planning documents and individual differentiated planners and lesson plans; Individual Google form observations; Peer observation notes.  Students' success Indicators will include:  Use of individual goal book for reading and writing; Presented evidence of achievement of individual reading and writing goals. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Define the Teaching and Learning leadership roles/responsibilities to include coaching, mentoring and delivery of professional learning. | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Appoint one Coach/Leading Teacher of Literacy. | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $112,000.00  🞎 Equity funding will be used |
| Appoint one Acting Learning Specialist (family leave vacancy) to support the capacity of staff in delivering the instructional model. | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $1,120,000.00  🞎 Equity funding will be used |
| Employ external literacy consultant (Brenda Leonard) for 2 semesters, two days per week to embed professional learning and coaching in Reading and Writing. | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $79,000.00  🗹 Equity funding will be used |
| Lead School Improvement Team in the practices and high impact teaching strategies related to teaching reading and writing. | | 🗹 Literacy Leader | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Support staff to incorporate a school wide literacy goal and strategies in their PDP documentation and facilitate regular meetings with teams and individuals to discuss progress against the literacy goal. | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Develop student understanding of the instructional model for reading and writing. Include in the Switched On to Learning program. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Develop student goal book to include writing goals in addition to reading goals. | | 🗹 Learning Specialist(s)  🗹 Literacy Leader  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Develop a structure and schedule for learning walks to occur each week and collate instructional practice data on Google forms for analysis and planning. | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Deliver and mentor professional learning on the GROW model of coaching. | | 🗹 Assistant Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Conduct professional learning and incorporate WICOR components of AVID with the DET literacy initiative. | | 🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $6,000.00  🗹 Equity funding will be used |
| Develop a structure and schedule for peer observation and coaching to occur once a term. | | 🗹 Leading Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $16,000.00  🗹 Equity funding will be used |
| Attend and /or schedule regional/BASTOW PL relevant in supporting the development of effective teaching practices across the school. | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $3,000.00  🞎 Equity funding will be used |
| KIS 2 Evaluating impact on learning | Build teacher capacity to use data to inform planning and differentiation | | | | |
| **Actions** | Kurunjang Primary School has selected the building of teacher capacity to use data following the findings of the 2019 school review. Literacy consultant and Leading Teacher of Teaching and Learning have used data to identify the foci for necessary professional learning, such as running records, Fountas and Pinnell and 6 + 1 traits of writing, however it has been considered that this has received a greater emphasis than the consistent analysis of data for planning differentiated lessons. Teachers are confident in using data collected from their own students but the discussion of whole cohort data is not a consistent practice in all planning sessions across all levels. In 2020 an emphasis on a more structured and rigorous approach to analyzing data will be conducted for planning accurate differentiation to meet the needs of all students across all year levels.   In 2020 Kurunjang will undertake the following actions to build teacher capacity to use data: Embed ongoing and consistent assessment, moderation, teacher judgement and point of need teaching; Develop gradual release of responsibility to PLC leaders and classroom teachers in using data. | | | | |
| **Outcomes** | Changes in knowledge, skills and behaviors:  Leaders will:  Develop and implement the PLC inquiry model to support consistent planning; Use multiple sources of assessment data (EOI, F & P, Running Record, PAT, Writing Moderation) to build teacher capacity in using data; Ensure regular and systematic update of data wall.  Teachers will: Understand and adhere to the structure of the PLC Inquiry model;  Use the PLC Inquiry model for consistent and accurate whole cohort planning and differentiated individual class planner according to student need; Tri-angulate different sources of data to ensure accurate differentiation.  Students will:  Know and can articulate their progression of learning in reading and writing using proficiency scales; Know and can provide evidence of achieving their individual goals in reading and writing. | | | | |
| **Success Indicators** | Leaders success indicators will include: Documented PLC Inquiry cycle; Assessment schedule and supporting documentation including conference notes and tracking sheets; Regular updating and changing data on data wall.  Teachers success indicators will include:  Collaborative planning documents and individual differentiated planners and lesson plans; Assessment records including F&P, PAT, Conferencing folders.  Students' success Indicators will include:  Use of individual goal book for reading and writing; Presented evidence of achievement of individual reading and writing goals including proficiency scales and rubrics. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Refine and embed scheduled regular meetings for the Teaching and Learning PLC to include Learning Specialists and consultants. | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Undertake data coaching with DET coach / EIL for data analysis. | | 🗹 Leadership Team  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Leading teachers to plan and co facilitate data meetings with team leaders to share focus of literacy and numeracy data. | | 🗹 Leading Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Refine data wall- sections for reading (F&P progression) and writing (teacher judgment). | | 🗹 Literacy Leader | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Develop process for visual representation of tracking reading and writing progress/growth on data wall. | | 🗹 Literacy Leader | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Demonstrate use of reading and writing data for selection of guided reading groups and planning rich and consistent learning tasks. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Teachers and students use proficiency scales and rubrics to track individual progress and growth. | | 🗹 Student(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Conduct 2 reading conferences and 1 guided reading session each day (every student every 3 weeks and 2/3 times per term). | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Goal 2 | To improve student growth in Numeracy | | | | |
| 12 Month Target 2.1 | Increase the percentage of Year 5 students in the top 2 bands of numeracy from 6% (2019) to 8% (2020). Decrease the percentage of Year 5 students achieving low relative growth in numeracy from 35% (2019) to 33% (2020). | | | | |
| 12 Month Target 2.2 | Increase the percentage of Year 5 students achieving above the expected level in Number and Algebra from 5% (2019) to 7% (2020). | | | | |
| KIS 1 Evidence-based high-impact teaching strategies | Embed the agreed instructional model in Numeracy across the school | | | | |
| **Actions** | Kurunjang Primary School has selected the embedding of the agreed instructional model in Numeracy following its introduction in the 2016-2019 Strategic Plan. In 2020 there will be a greater emphasis on Numeracy in conjunction with Reading and Writing. The 2019 school review identified that the instructional model in numeracy is understood by all staff with a shift in capacity to ensure purposeful lessons and the development of engaging tasks, rather than previous reliance on worksheets and closed ended tasks. Individual goals in numeracy will be introduced in conjunction with reading and writing goals.  In 2020 Kurunjang will undertake the following actions to embed consistency of instructional practice in numeracy:  Develop a whole school understanding of the instructional model; Further embed consistent implementation of the maths workshop. | | | | |
| **Outcomes** | Changes in knowledge, skills and behaviors:  Leaders will:  Develop and implement a peer and consultant coaching model to support consistent implementation of the Numeracy workshop; Use multiple sources of evidence to track peer coaching/pedagogical model implementation using Goals, Reality, Obstacles and What steps next (GROW).  Teachers will: Teachers implement consistent instructional practice with a reduction in variance; Use the instructional model for consistent planning and delivery of lessons; Establish/improve peer coaching skills and the giving/receiving of feedback.  Students will:  Articulate Learning Intention and Success Criteria for lessons; Be able to identify the individual goals for progression in Numeracy. | | | | |
| **Success Indicators** | Leaders success indicators will include: Minutes from Leadership/Teaching and Learning, S.I.T., and Year level PLC meetings; Lesson Plans and observation notes; Google forms from Learning walks for individual and cohort data; Regular Learning walks completed, observation feedback provided on the agreed instructional model.  Teachers success indicators will include:  Collaborative planning documents and individual differentiated planners and lesson plans; Individual Google form observations; Peer observation notes.  Students' success Indicators will include:  Use of individual goal book for numeracy; Presented evidence of achievement of individual numeracy goals including proficiency scales and rubrics. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Define the Teaching and Learning leadership roles/responsibilities to include coaching, mentoring and delivery of professional learning. | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Divide the Leading Teacher for Teaching and learning (literacy and numeracy) role to support 2 Leading teacher positions- one Coach/Leading Teacher of Literacy and one Coach/Leading Teacher of Numeracy. | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Appoint one Acting Learning Specialist (family leave vacancy) to support the capacity of staff in delivering the instructional model. | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $112,000.00  🞎 Equity funding will be used |
| Employ external numeracy consultant (Rob Vingerhoets) for 1 semester, one day per week to embed professional learning and coaching in Mathematics. | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 2 | $60,600.00  🗹 Equity funding will be used |
| Lead School Improvement Team in the practices and high impact teaching strategies related to teaching mathematics. | | 🗹 Numeracy Leader | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Support staff to incorporate a school wide numeracy goal and strategies in their PDP documentation and facilitate regular meetings with teams and individuals to discuss progress against the numeracy goal. | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Develop student understanding of the instructional model for numeracy.Include in the Switched On to Learning program. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Develop student goal books to include numeracy goals in addition to reading and writing goals. | | 🗹 Learning Specialist(s)  🗹 Numeracy Leader  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Develop a structure and schedule for learning walks to occur each week and collate instructional practice data on Google forms for analysis and planning. | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Deliver and mentor professional learning on the GROW model of coaching. | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Conduct professional learning and incorporate WICOR components of AVID with the DET numeracy initiative. | | 🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $6,000.00  🗹 Equity funding will be used |
| Develop a structure and schedule for peer observation and coaching to occur once a term. | | 🗹 Leading Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Attend and /or schedule regional/BASTOW PL relevant in supporting the development of effective teaching practices across the school. | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $3,000.00  🞎 Equity funding will be used |
| KIS 2 Evaluating impact on learning | Build teacher capacity to use Numeracy data to inform planning and differentiation | | | | |
| **Actions** | Kurunjang Primary School has selected the building of teacher capacity to use Numeracy data following the findings of the 2019 school review. Numeracy consultant and Leading Teacher of Teaching and Learning have used data to identify the foci for necessary professional learning including point of need teaching, open ended tasks and AVID strategies, however it has been considered that this has received a greater emphasis than the consistent analysis of data for planning differentiated lessons. Teachers are confident in using data collected from their own students but the discussion of whole cohort data is not a consistent practice in all planning sessions across all levels. in 2020 an emphasis on a more structured and rigorous approach to analyzing data will be conducted for planning accurate differentiation to meet the needs of all students across all year levels.   In 2020 Kurunjang will undertake the following actions to build teacher capacity to use numeracy and AVID strategies:   Increase data literacy through regional data coaching support and collaboration; Incorporate data analysis within the PLC Inquiry cycle and weekly planning; Ensure ZPD pre and post testing for accurate data collection and analysis; Embed ongoing assessment, moderation, teacher judgement, point of need teaching;  Develop transparency of current and accurate place value and algebra teacher judgment on data wall; Develop tracking system of numeracy data for visual representation of growth; Use of Extending Mathematical Understanding (EMU) and AVID strategies across year levels. | | | | |
| **Outcomes** | Changes in knowledge, skills and behaviors:  Leaders will:  Develop and implement the PLC inquiry model to support consistent planning; Use multiple sources of assessment data (MAI, growth points, PAT, pre and post) to build teacher capacity in using data; Ensure regular and systematic update of data wall.  Teachers will: Understand and adhere to the structure of the PLC Inquiry model;  Use the PLC Inquiry model for consistent and accurate whole cohort planning and differentiated individual class planner according to student need; Tri-angulate different sources of data to ensure accurate differentiation.  Students will:  Know and can articulate their progression of learning in mathematics using proficiency scales; Know and can provide evidence of achieving their individual goals in mathematics. | | | | |
| **Success Indicators** | Leaders success indicators will include: Documented PLC Inquiry cycle; Assessment schedule and supporting documentation including conference notes and tracking sheets; Regular updating and changing data on data wall.  Teachers success indicators will include:  Collaborative planning documents and individual differentiated planners and lesson plans; Assessment records including MAI and PAT.  Students' success Indicators will include:  Use of individual goal book; Presented evidence of achievement of individual numeracy goals including proficiency scales and rubrics. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Refine and embed scheduled regular meetings for the Teaching and Learning PLC to include Learning Specialists and consultants. | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Undertake data coaching with DET coach / EIL for data analysis | | 🗹 Leadership Team  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Leading teachers to plan and co-facilitate data meetings with team leaders to share focus of literacy and numeracy data. | | 🗹 Leading Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Refine data wall with sections for numeracy- number and algebra (teacher judgment). | | 🗹 Numeracy Leader | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Develop process for visual representation of tracking numeracy progress/growth on data wall. | | 🗹 Numeracy Leader | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Demonstrate use of numeracy data for selection of planning engaging and purposeful learning tasks. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Teachers and students use proficiency scales and rubrics to track individual progress and growth. | | 🗹 Student(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Conduct EMU and AVID maths trial strategies each day. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Goal 3 | To improve student engagement in learning | | | | |
| 12 Month Target 3.1 | Reduce the percentage of unapproved students' absence from 8.4% (2019) to 7.4% (2020). Reduce the percentage of students arriving late to school to less than 10%. | | | | |
| 12 Month Target 3.2 | Increase the percentage of positive endorsement for student voice and agency from 65% (2019) to 68% (2020). Increase the percentage of positive endorsement for effective classroom behavior from 66% (2019) to 68% (2020). Increase the percentage of positive endorsement for sense of connectedness from 66% (2019) to 68% (2020). | | | | |
| 12 Month Target 3.3 | Increase the percentage of positive endorsement in using feedback to improve practice from 48% (2019) to 53% (2020). | | | | |
| KIS 1 Setting expectations and promoting inclusion | Embed consistent, agreed school wide behaviour expectations | | | | |
| **Actions** | Kurunjang Primary School has selected to continue our work in embedding consistent and agreed school wide behaviour expectations following the completion of SWPBS team training over the last 4 years. The 2019 school review identified that there was required a deeper understanidng of the school motto,vision, mission and values with all staff. A whole school behavioural manangement plan is evident across the school but inconsistency of implementation was impacting on a calm and orderly learning environment and the capacity of staff to manage challenging student behaviour and plan for individual needs. A review of the Engagment Model will incorporate the Respectful Relationships program combined with the SWPBS framework to deliver SEL curriculum and agreed expected behaviours across the school.  In 2020, Kurunjang Primary School has chosen the following Actions in order to deepen consistency of practice: Implement the whole school Engagement model; Develop whole school understanding of differentiated teaching practices; Work as effective teams utilising a whole school approach and practice in School Wide Positive Behaviours (SWPBS), Berry Street Education Model (BSEM) and Advancement Via Individual Determination (AVID). | | | | |
| **Outcomes** | Changes in knowledge, skills and behaviours  Leaders will:  Model and monitor implementation of consistent learning practices in Positive Climate; Model and regularly monitor the school and DET values and behavioural expectations.  Teachers will: Engage students and effectively respond to challenging behaviours using strategies from BESM, SWPBS and Restorative Practice; Understand and follow the the structure of the KPS Engagement Model.  Students will: Be able to identify the school values and school's expected behaviours; Be able to identify and implement strategies for self regulation. | | | | |
| **Success Indicators** | Leaders success indicators will include: The use of multiple sources of evidence to track Positive Climate and student engagement using learning walk observation notes, Compass data, minutes from meetings.   Teachers success indicators will include: Understand the structure of the KPS Engagement Model; Classroom observations including peer observation notes focused on Positive Climate; Compass chronicle data; Restorative Practice and PSP processes followed; Records of Individual interventions and learning plans.  Student success indicators will include: Student developed calm plans; Improved Compass data; Conversations/ feedback to teachers. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Define the Leadership structure roles/responsibilities to include coaching, mentoring and devliery of Professional Learning in Positive Climate and whole school expectations. | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Embed understanding and consistent implementation of the student engagment and inclusion policy and child safe standards. | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Lead School Improvement Teams in Positive Climate for Learning (SWPBS, AVID and BSEM) and Excellence in Teaching and Learning. (Literacy, Numeracy, ICT) | | 🗹 Assistant Principal  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Embed the school motto, mission, vision and the values super heroes. | | 🗹 All Staff  🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Review and Implement the KPS Engagement Model and behaviourial expectations and matrix. . | | 🗹 All Staff  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Review and embed PLC Norms. | | 🗹 All Staff  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Conduct weekly Positive Support Planning according to individual need. | | 🗹 Leading Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $41,000.00  🗹 Equity funding will be used |
| Establish a sensory room to meet the needs of individual students. | | 🗹 Leading Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $10,000.00  🗹 Equity funding will be used |
| Attend and /or schedule whole school and team Professional Learning in Respectful Relationships and the implementation of SWPBS. | | 🗹 All Staff  🗹 Assistant Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $4,000.00  🞎 Equity funding will be used |
| Plan and schedule explict instruction to deliver SEL curriculum and school expectations including the Respectful Relationships program. | | 🗹 All Staff  🗹 Leading Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Develop a structure and schedule for learning walks to occur each week and collate engagement data on google forms and compass for analysis and planning. | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |