ANNUAL IMPLEM	ENTATION PLAN 2021
	SEVERANCE, COMMUNITY AND SUCCESS
ribe the 12-month success criteria:	classrooms by all staff.
Il teaching staff will be familiar with implementing MICSS PBL polices and practices s documented in the PBL Handbook. Il teaching team members (teachers and aides) will be engaged in PBL Instructional Coaching Cycles, videnced by documented feedback between colleagues (PBL Checklist, Profile training, ESCM). THREE I	<ul> <li>All students will articulate the schools rules as part of the PBL Framework.</li> <li>Tier 2 and Tier 3 Marker class students will articulate their behaviour goals, and use Zones of Regulation strategies required to achieve these.</li> <li>50% decrease in office referrals for 2021</li> <li>MONTHS</li> </ul>
TIMELINES/OUTCOMES STRUCTURES	EVIDENCE OF IMPACT (Express in behavioural terms.) BEHAVIOURALLY:
<ul> <li>PBL Handbook developed and implemented.</li> <li>Central catch Up conducted on Mondays and Wednesdays at 11:10am for whole school.</li> <li>Modelling of PBL lessons is conducted by all staff and reflects school expectations.</li> <li>Whole School Encouragement System implemented in initial phase.</li> <li>All PBL sign in correct locations around school and in classrooms.</li> <li>ARTMENTAL POLICES</li> <li>MICSS Code of Conduct developed</li> </ul>	Students can/will:     Students can/will:     Be aware of increased focus on PBL with in the school   Articulate the 'The Central Way'   Complete student reflections of PBL at MICSS 2020- captured by survey  Teachers can/will:    Completed minor classroom/ non classroom setting management confidence survey  Engage self in facilitation of Central Catch Up
eedback received from M. Stratham and Student Code of Conduct communicated to wider community. AllCSS Code of Conduct implemented. Shared with community Newsletter, emails, social media <b>PRACTICES</b> 2LAW, HoD:C:T&L conducted T4 SET data, analysed and prented back to leadership and PBL team. nitial teacher level 1 classrooms/ non classroom setting survey disseminated and analysed to determine ext steps in ICC. PBL team meeting schedule/ and staff input at staff meetings articulated in PBL One Pager.	<ul> <li>Engage self in facilitation of Central Catch Up</li> <li>Actively involve self in modelling of focus behaviour on parade/ Central/ Catch Up</li> <li>The leadership team can/will:         <ul> <li>Model/ attend/ monitor at Central Catch Ups and parade to ensure transparency and accountability</li> <li>Scan and assessed data from survey with staff and students and prioritised next steps</li> <li>Code of Conduct implemented across school</li> <li>Ensure weekly publication in Newsletter/ Social Media of PBL Updates</li> </ul> </li> </ul>
MUNICATION Regular communication to parent and community via Newsletter and school social media platforms.	
SIX MO TIMELINES/OUTCOMES	EVIDENCE OF IMPACT (Express in behavioural terms.)
STRUCTURES /IICSS One Pager – Recording behaviour on One School.	BEHAVIOURALLY: Students can/will:
Schedule of PBL Lessons created and shared with staff .021 One School timetable reflects locations and lessons. Review, refine and implement new structures to PBL school wide acknowledgement system ARTMENTAL POLICES	<ul> <li>Students can/will:         <ul> <li>Feel confident expectations of staff are consistent across school</li> </ul> </li> <li>Teachers can/will:         <ul> <li>Feel confident entering behavioural incidents on One School using the correct location and format as per One Pager</li> <li>Develop knowledge and understanding of of ESCM in classroom through professional learning of level 1 profile</li> </ul> </li> </ul>
Distribution of Departmental Policies to staff and time allocated to unpack domuments. PRACTICES Pupil Free Days 2021- unpacking of ESCM with knowledgeable other Plan developed for PBL ICC with HoD: Curriculum: Teaching and Learning. Diffice referral form created and implemented- PBL team assistance.	<ul> <li>Develop knowledge and understanding of of ESC/M in classroom through professional learning of level 1 profile training and support from ICC and regional staff</li> <li>Reflect on opportunity to be involved in ICC with HoD: Currculum: Teaching and Learning and articulate the impact</li> <li>The leadership team can/will:</li> <li>Updated One School to reflect locations and lessons important for collecting authentic data</li> <li>Have confidence in the fidelity of the data being analysed by PBL team and disseminated to staff</li> </ul>
FESSIONAL DEVELOPMENT All teaching staff participate in 2 day Level 1 profile training (day 1 PFD, day 2 and 2 in first 5 weeks of term 1, 2021). I staff had opportunity to be involved in PBL ICC with school based HoD: Curriculum: Teaching and Learning.	<ul> <li>Have confidence in the holidy of the data being analysed by PBL team and disseminated to stan</li> <li>Have confidence in building knowledge and understanding in staff of Departmental Policies and guidelines</li> <li>Facilitate opportunities for all teaching staff to participate in 3 day profile training</li> <li>Distribute departmental polices and timetabled appropriate times to unpack policies.</li> <li>Will be able to articulate successes and challenges of ICC with HoD: Currculum: teaching and Learning and staff members</li> </ul>
NINE M TIMELINES/OUTCOMES	ONTHS EVIDENCE OF IMPACT (Express in behavioural terms.)
TIMELINES/OUTCOMES	BEHAVIOURALLY:
<ul> <li>Profile sweep conducted across school by external party and feedback provided to leadership team</li> </ul>	Students can/will: <ul> <li>Experience improved classroom management by teacher</li> <li>Experience increased opportunities to respond in class</li> <li>Experience less interruptions to their learning</li> </ul> Teachers can/will:
	<ul> <li>Awareness of classroom presence</li> <li>Feel increased confidence to manage minor behaviours in a classroom and non classroom setting</li> <li>The leadership team can/will:         <ul> <li>Have facilitated opportunity for profile sweep to be conducted across school</li> <li>Review feedback provided by sweep</li> </ul> </li> </ul>
<b>IPROVEMENT STRATEGY 2:</b> Build teacher capability in best practise high-yield with diverse and complex learning and behaviour	Made plan for teachers requiring support to receive support through ICC  differentiation practices to meet the needs of all students including students
with diverse and complex learning and behaviour i cribe the 12-month success criteria:	needs.
All teaching staff will effectively plan for Tier 2 and Tier 3 students in their class reflecting Differentiated & Explicit, Focussed and Intensive levels of planning. All teaching staff will be familiar with and implement high yield differentiation practices in their classroom THREE I	<ul> <li>All teaching staff will be familiar with and implement an inquiry cycle for identified students as per the documented case management approach</li> <li>A data wall for identified Tier 2 and Tier 3 students will be created and referred to in Data Talks</li> </ul>
TIMELINES/OUTCOMES	EVIDENCE OF IMPACT (Express in behavioural terms.)
nitial survey implemented reflecting teachers knowledge, understanding nd confidence when planning for and teaching to meet the needs of all students.	BEHAVIOURALLY: Students can/will:
	<ul> <li>Teachers can/will:         <ul> <li>Complete survey reflecting upon their knowledge, understanding and confidence when planning for and teaching to me the needs of all students.</li> </ul> </li> <li>The leadership team can/will:</li> </ul>
SIX MO	Collaboratively collate and analyse data from survey with staff and prioritised next steps     DNTHS
TIMELINES/OUTCOMES	EVIDENCE OF IMPACT (Express in behavioural terms.)
eadership team develop knowledge and understanding of Differentiation y unpacking Department of Education Resources and Universal Design for Learning (UDL) ier 2 and Tier 3 students identified and reflected on data wall classroom teacher identified 1 x Tier 2 and Tier 3 student to monitor for unit of learning	BEHAVIOURALLY: Students can/will: • Collaborate with teachers to set goals particular to their individual needs • Reflect that a variety of pedagogical practices are being trialled in order to support individuals Teachers can/will:
re planning case management approach workshopped amongst knowledgeable others (Student Services)- effective of Inquiry cycle. (Effective Teaching & Learning (ETL) graphic with the students face as the centre). Ianning process refined and documented on One Pager to enhance staff understanding f Considerations aspect of Know Do Think table	<ul> <li>Increased awareness of who the Tier 2 and Tier 3 students are in their classrooms</li> <li>Have an increased sense of whole school movement towards purposeful rigour when meeting needs of all students</li> <li>The leadership team can/will:         <ul> <li>Developed deeper understanding of differentiation and articulate new learnings and how this informed new processes</li> <li>Feel confident that they have identified all Tier 2 and Tier 3 students in the school with sound evidence to support</li> </ul> </li> </ul>
	<ul> <li>Created Data Wall to reflect Tier 2 and Tier 3 students across school</li> <li>Developed deeper knowlwdge and understanding of planning process in 'considerations' space and updated One Pager to reflect this</li> </ul>
NINE M TIMELINES/OUTCOMES	EVIDENCE OF IMPACT (Express in behavioural terms.)
<ul> <li>Pre planning case management approach trialled with staff members ready to take to Term 3 planning</li> <li>Ot reference to the ready of the 9 ETL example.</li> </ul>	BEHAVIOURALLY: Students can/will: • Feel confident in participation of instruction • Feel success and sense of purpose of being at school
<ul> <li>CT released to develop Tier 2 and Tier 3 ETL graphic</li> <li>Collaborated ETL graphic supports planning to inform focussed and intensive considerations</li> <li>Use differentiation document as a placemat at the table for planning.</li> </ul>	<ul> <li>Teachers can/will:</li> <li>Devloped knowledge and understanding of pre planning case management approach</li> <li>Actively involve self in opportunity to collaboratively develop ETL graphic for individual students.</li> <li>Increased confidence when planning for Tier 2 and Tier 3 students at planning table</li> <li>Develop knowldege and understanding of Effective Pedagogical Practices</li> </ul>
	<ul> <li>The leadership team can/will:</li> <li>Refined ETL graphic to support needs of school</li> <li>Reflected and refined pre planning case management approach after working with staff and updated associated documents</li> <li>Reflect on teachers growth in knowledge and understanding of differentiation practices to meat page of all wider to an end of all wider</li></ul>
	to meet needs of all students <ul> <li>Articulate improvement in Tier 2 and Tier 3 student engagement</li> </ul>

This plan was developed in consultation with the school community and meets school needs and systemic requirements

LP Peukian

Principal

School Council

Assistant Regional Director