Pittsworth State School

Strategic Plan 2013 - 2016

School Profile

School profile:
Pittsworth State School was established in 1882. Catering for 330 to 350 students from Prep to Year 7, the school has a vision to prepare students to be well balanced, productive and responsible members of society. The National Curriculum and Queensland Curriculum Assessment and Reporting Framework deliver the essential learnings for all students. These are complemented by extra curricular and optional programs such as instrumental music, choral groups, school musical productions, a kitchen garden program and organized lunchtime activities. Sporting opportunities are also available at school, interschool and representative levels for able-bodied and students with disabilities. Support and extension programs augment the educational experiences. A School Wide Positive Behaviour Support program is designed to foster a culture of positive relationships, success in school and well-being. A chaplain and guidance officer provides a further dimension of welfare support for students. The Pittsworth Parents and Citizens Association is an active body providing additional resources and advice to the school. Pittsworth State School has a close link with the community involving itself with the Pittsworth District Alliance, community functions and including local businesses in aspects of student learning and school relationships.

Vision

At Pittsworth State School we are dedicated to preparing students to be well balanced, productive and responsible members of society through provision of high quality teaching and learning programs in an inclusive, supportive environment.

Values

- Persist, Strive, Succeed

Priorities

School Priority: Implement the Australian Curriculum

<table>
<thead>
<tr>
<th>Measures</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Australian Curriculum implemented</td>
<td>All units associated with Aust Curriculum are completed</td>
</tr>
<tr>
<td>2. PD for teachers embedding ICT</td>
<td>all teachers are using ICT in their teaching</td>
</tr>
<tr>
<td>3. Moderation with cluster schools</td>
<td>all teachers</td>
</tr>
<tr>
<td>4. Focus on the 'how' as well as the 'what' of teaching</td>
<td>all teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Principal leads the implementation of the Australian curriculum</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Implement the Australian Curriculum</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Develop whole school curriculum, assessment and reporting plan</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Focus on &quot;the how&quot; of teaching, as well as &quot;the what&quot;</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Moderate with schools in the cluster</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Provide PD for teachers in embedding use of technology in their teaching</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Access regional strategies and resources to meet school needs</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Map revised Curriculum Framework including Australian Curriculum KLASs</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>
## Priorities

### School Priority: Implement whole school pedagogical practices

<table>
<thead>
<tr>
<th>Measures</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Regular formal teacher meetings on student data analysis</td>
<td>4 meetings per year</td>
</tr>
<tr>
<td>2. Teacher/student feedback conferences</td>
<td>Monthly</td>
</tr>
<tr>
<td>3. T&amp;L audit findings on differentiated classroom learning</td>
<td>Improved</td>
</tr>
<tr>
<td>4. A School Pedagogical Framework is implemented</td>
<td>Pedagogical Framework is operational</td>
</tr>
<tr>
<td>5. Use of Developing Performance Framework to monitor and develop staff capability</td>
<td>all staff</td>
</tr>
</tbody>
</table>

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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Adopt / adapt / develop a research driven, evidence based pedagogical approach in the school which promotes school-wide high expectations and consistency of practice</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Implement a whole school pedagogical assessment and data collection programme</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Use the Developing Performance Framework as a tool to align teacher capability development with school priorities</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Provide PD on the skills of coaching, feedback, and mentoring</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Embed Classroom Profiling and Functional Behaviour Analysis in school practices</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Build a culture of sharing and learning together</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Establish / maintain moderation processes to ensure that standards are consistent internally and externally</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Build into planning processes an examination of the pedagogical practice used in each C2C Unit and provide professional development to support teachers</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

### School Priority: Using data to inform teaching practice

<table>
<thead>
<tr>
<th>Measures</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student assessment data collection system implementation</td>
<td></td>
</tr>
<tr>
<td>2. Different learning goals for different students</td>
<td>all students show improvement</td>
</tr>
</tbody>
</table>

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</thead>
<tbody>
<tr>
<td>Use of data – develop evidence based decision making practice</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Build internal processes of 5-weekly data collection and analysis to inform teaching</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Establish processes to regularly monitor Individual Education Plans</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Encourage / facilitate collaborative planning based on student achievement data</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

### School Priority: Develop instructional leadership with a focus on workforce performance

<table>
<thead>
<tr>
<th>Measures</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Regular principal walkthroughs with staff</td>
<td>1/fortnight</td>
</tr>
<tr>
<td>2. Workforces performance plans completed</td>
<td>all staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Monitor teaching practice with a focus on student improvement</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Develop instruction leadership skills (Australian curriculum)</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Develop the professional capability of staff</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Embed processes, such as Principal Walkthroughs, which build a learning and feedback culture in the school.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

### School Priority: Develop productive partnerships with students, staff, parents, and the community

<table>
<thead>
<tr>
<th>Measures</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SOS/parents school community relations rating</td>
<td>at or above state and like schools</td>
</tr>
<tr>
<td>2. Implement Learning and Well-being framework</td>
<td></td>
</tr>
</tbody>
</table>
### Priorities

#### Strategies

| Plan for the retention, attainment and transition of students | ✓ | ✓ | ✓ | ✓ |
| Implement "Flying Start" reforms | ✓ | ✓ | ✓ | ✓ |
| Revise responsible behaviour plan | ✓ | ✓ | ✓ | ✓ |
| Build communication networks with students, parents and the community | ✓ | ✓ | ✓ | ✓ |
| Maintain a supportive school environment and social and emotional education | ✓ | ✓ | ✓ | ✓ |

#### School Priority: Improve school performance

<table>
<thead>
<tr>
<th>Measures</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. School Improvement target template items for each learning area</td>
<td>improved performance</td>
</tr>
<tr>
<td>2. % students A –E results for each learning area</td>
<td>80% achieve C or better</td>
</tr>
</tbody>
</table>

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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Implement actions to improve reading</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Implement actions to improve numeracy</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Implement actions to improve writing</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Implement actions to improve science</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Implement and manage actions to ‘Close the Gap’</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Implement twice yearly target setting for all students</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

#### School Priority: Plan to transition Year 7 to high school

<table>
<thead>
<tr>
<th>Measures</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Flying Start reforms implemented</td>
<td></td>
</tr>
<tr>
<td>2. Yr 7 transitional plan regional milestones</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Plan to transition Year 7 to high school</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Transition to Year 6 leadership opportunities by 2014</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Provide comprehensive communication and information for parents</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

#### School Priority: Review and re-draft weekly lesson plans to ensure that there is an obvious alignment with SWPBS matrix

<table>
<thead>
<tr>
<th>Measures</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Big 5 Data: Reduce the number Behaviour Incidents Daily</td>
<td>Average Incidents recorded on OneSchool to less than one incident per day.</td>
</tr>
<tr>
<td>2. PSS SWPBS Lesson Observation Tracking sheet</td>
<td>100% implementation of lessons plans</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Review and re-draft weekly lesson plans to ensure that there is an obvious alignment with SWPBS matrix</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>• Timetable a ‘Feedback Opportunity’ at each staff meeting to allow staff members to critique previous week’s focus lesson for suitability or changes needed.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>• Weekly parade to inform students of behaviour focus which aligns with lesson plan.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>• Internal Coach to email Weekly lesson plans to all teachers at the start of each week</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>• DP to check to ensure dedicated time is highlighted in class timetables</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>• HOC to use class timetables to create a fortnightly roster for classroom visits at time of lesson delivery and provide feedback and clarification to teachers around consistency of intent of SWPBS weekly lesson</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Priorities

School Priority: Ensure there is a clear process for entering minor, major and positive data into OneSchool for a balanced data capture set. Ensure that the understanding of minor and major behaviours are consistent and the processes and protocols around the data entry is manageable and meaningful.

<table>
<thead>
<tr>
<th>Measures</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Minors being recorded onto One School by Teachers.</td>
<td>Records are maintained weekly</td>
</tr>
<tr>
<td>2. Clip Chart Implementation Tracking/Observation Sheet.</td>
<td>Records are maintained weekly</td>
</tr>
<tr>
<td>3. HOC to cross reference OneSchool data with class tracking sheets.</td>
<td>Records are maintained weekly</td>
</tr>
</tbody>
</table>

--- | --- | --- | --- | --- |
• HOC to facilitate a SWPBS induction for new teachers, pre-service teachers, regular supply teachers and new teacher aides when they begin at Pittsworth State School. | ✓ | ✓ | ✓ |
• HOC to conduct a Parent Volunteer session at the start of each year. | ✓ | ✓ |
• HOC to facilitate a Parent Information Session to provide information about acknowledging positive behaviour, the difference between minors & majors and differentiated behaviour support. | ✓ | ✓ |
• DP and HOC to conduct individual interviews with teachers to differentiate between minor and major behaviours | ✓ | ✓ | ✓ |
• Develop and distribute a SWPBS Process folder to all staff | ✓ | ✓ | ✓ |
• DP and HOC to facilitate a PD session with teacher aides to differentiate between minor and major behaviours | ✓ | ✓ | ✓ |
• HOC to monitor referrals and follow up with individual teachers around managing and responding to minor behaviours | ✓ | ✓ | ✓ |
• HOC to track data and provide clarification to staff members around the process of responding to minor behaviours as opposed to major behaviours | ✓ | ✓ | ✓ |
• Review ‘Time In’ process to provide greater consistency i.e. HOC to assume all Tier One major referral responsibilities (including Time In) and Internal Coach to assume a mentor role for teachers involved in managing Tier Two students | ✓ |
• DP to facilitate a whole staff PD session on ‘Clip Charts’ with a focus on tracking minor classroom behaviours to add to class data sets. | ✓ |
• DP and HOC to monitor the implementation and use of classroom ‘Clip Charts’ | ✓ | ✓ | ✓ |

School Priority: Continue to build teaching staff members’ data literacy skills to collect, analyse, interpret and act on student data using the class dashboard in order to frequently and independently support students in terms of their attendance, behaviour and learning.

<table>
<thead>
<tr>
<th>Measures</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evidence of data being recorded on OneSchool.</td>
<td>100% of staff recording data on OneSchool</td>
</tr>
<tr>
<td>2. Feedback given to teachers after data conversations.</td>
<td></td>
</tr>
<tr>
<td>3. Teachers to use Class Dashboard to monitor attendance data</td>
<td>Achievement of 95% attendance by all classes.</td>
</tr>
<tr>
<td>4. Clip Chart Implementation Tracking/Observation Sheet.</td>
<td>100% of staff using Clip Charts</td>
</tr>
</tbody>
</table>
## Priorities

### Strategies

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>• STLaN to conduct whole staff PD session on entering and interpreting class data on OneSchool Dashboard</td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>• DP to conduct data conversations once a term examining and analysing patterns in individual student data sets (behaviour &amp; academic)</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>• Principal to analyse monthly attendance as part of an incentive program</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>• DP and HOC to monitor how teachers are using Class Clip Charts to manage and record data re minor behaviours</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>• DP and HOC to provide feedback to teachers on the use of universal Tier One strategies to attend to common classroom minor behaviours</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>• Provision of a mentor to guide teachers in collating and analysing behaviour data as part of the Tier Two problem solving process</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>• Internal Coach to provide a monthly summary of minor behaviours recorded by each class (from Clip Chart) to identify minor behaviour trends across the school.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>• HOC to provide ‘Data Feedback’ overview to staff once a month at staff meeting</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

### School Priority: Develop criteria guides for making judgments about A-E behaviour and effort standards for consistency are utilised during moderation for reporting. Align this to the targets in the data plan.

<table>
<thead>
<tr>
<th>Measures</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pittsworth State School Behaviour Rubric to determine rating</td>
<td>90% or more of students attaining a ‘B’ rating for Behaviour</td>
</tr>
<tr>
<td>Staff use of Dashboard for reporting to parents</td>
<td></td>
</tr>
</tbody>
</table>

### Strategies

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Whole staff meeting to workshop the criteria and standards for an A – E scale to ensure consistency in making judgements about behaviour and effort (as recorded on semester reports)</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Develop a clear understanding of the distinction between ‘Effort’ and ‘Behaviour’</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>• Develop standardised Behaviour Comments for reporting and moderation</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>• HOC to meet with all teachers prior to reporting time to ensure a consistency between Dashboard behaviour data and the allocation of Behaviour &amp; Effort ratings (Week 6)</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>• Year level meeting once a semester to moderate standards for behaviour and effort (as stated in Pittsworth State School Behaviour Rubric)</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

### School Priority: Continue to develop processes to closely monitor attendance and routinely engage with families to increase student attendance and engagement in learning.

<table>
<thead>
<tr>
<th>Measures</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Principal and staff use of Dashboard for reporting to parents</td>
<td>100% teaching staff use Dashboard to communicate to parents.</td>
</tr>
<tr>
<td>2. Students to attend school regularly</td>
<td>95% attendance</td>
</tr>
<tr>
<td>3. School Opinion Survey - parent and student satisfaction regarding engagement at school</td>
<td>Parents and students express at least 95% satisfaction that students are getting a good education and engaged in their learning.</td>
</tr>
</tbody>
</table>
**Priorities**

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</tr>
</thead>
<tbody>
<tr>
<td>Individual termly Attendance Awards on parade acknowledging the school goal of 95% or better.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Weekly rewards for students achieving 100% attendance</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Monthly class attendance incentive program rewarding highest who obtain the school target.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Student Engagement focus as part of Pedagogical Framework</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Regular communication to parents and students regarding regularity of attendance via newsletter, parade and other communication means</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Immediate communication with parents via text messaging regarding unexplained absences</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Follow up unexplained absences for 3 consecutive days.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Monitor monthly absences and contact parents when there is a persistent pattern of unexplained absences or absences without reasonable excuse. Use official forms to outline legal obligations.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Provide a variety of avenues to explain absences.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tr>
</tbody>
</table>

**School Priority:** Ensure that Individual Management Plans (IMPs) are written for students who need support in managing their behaviour.

<table>
<thead>
<tr>
<th>Measures</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Data decision rule is triggered when four major incidents are recorded for an individual.</td>
<td>100% of incidents are recorded on Oneschool</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>• HOC to consult with External Coach/BST to create a customised Individual Behaviour Support Plan for Pittsworth State School</td>
<td>✓</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• DP and HOC to Differentiate between Individual Management Plans and Individual Support Plans and communicate this to staff</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• DP to liaise with classroom teachers to create IMPs by referencing classroom and curriculum adjustments</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• HOC to present new pro forma to whole staff at staff meeting and teacher aide PD session</td>
<td>✓</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• HOC to meet with individual teachers to develop IBSPs for students who have triggered the Data decision rule.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• HOC to monitor implementation and review of IBSPs</td>
<td>✓</td>
<td>✓</td>
<td></td>
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</tr>
</tbody>
</table>

**Endorsement**

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

Principal                                                                 P and C / School Council Assistant Regional Director