

School plan 2018-2020

Havenlee School 5698



School background 2018–2020

School vision statement

To deliver Education and Training that inspires students to succeed, fosters high expectations and prepares them for participation in our society.

School context

Havenlee School is an SSP in North Nowra, part of the northern Shoalhaven Community of Schools. The school consisting of 8 classes, years pre–school to year 12 (seven IO/IS & 1 MC). The students present with moderate to severe intellectual disabilities, often accompanied by secondary physical, behavioural and other disabilities such as Autism Spectrum Disorder. Aboriginal students make up approximately 38% of Havenlee School enrolments.

All K–6 students follow the NSW K–6 syllabuses and the year 7–12 students follow the Life Skills syllabuses (Stages 4–6). Each student has a Personalised Learning Plan (PLP) from which an adjusted Individualised Education Program (IEP) is devised and implemented.

There is a commitment at the School to deliver a quality education to all students in a safe and stimulating environment. The school has invested heavily in technology and is proactive in the development of interesting, engaging and challenging educational programs so to include all students regardless of disability.

Havenlee School values the input from a variety of allied health professionals. Through professional collaboration, the School provides an education that values and supports the intellectual, creative, physical and emotional development of each student, develops positive self–concepts and values diversity.

There is a practical Vocational Education Program across the whole school which includes both in–school and out of school work experience programs. The school has close connections with several post–school options organisations in the Nowra area.

Havenlee School also benefits from connections made with local Charities who generously donate their time, resources and money to the school.

School planning process

- Discussion and collaboration with Havenlee School P&C
- P&C committing funding for the projects they prioritise
- Teacher and Student surveys; learning bar
- Questionnaires to parents and staff (eg: PBL, Hydrotherapy)
- Parent consultation during PLPs
- Executive/ staff Meetings/ planning days

School strategic directions 2018–2020



Purpose:

To promote a holistic approach to educating students, focusing on social, emotional and physical well-being so as to develop each student's self-esteem and identity. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.

Purpose:

To provide educational experiences and opportunities that will enable students to have a fulfilling life and equip them so they can purposefully communicate and participate fully in society.

Purpose:

To maximise student outcomes through building stronger relationships as an educational community by leading and inspiring a culture of collaboration, quality teaching, engaged communication, empowered leadership and organisational practices.

Strategic Direction 1: Learning: Learning for Living

Purpose

To promote a holistic approach to educating students, focusing on social, emotional and physical well-being so as to develop each student's self-esteem and identity. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.

Improvement Measures

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Partnerships with parents and students support clear improvement aims and planning for learning.

People

Staff

Personal Development/ Child Protection Framework

Professional discussions during committee meetings, Aboriginal Education School Leaders's collaboration, scheduled professional development and planning sessions.

Health Care and Management Plans

staff member from committee create new templates

teachers trained by committee leader in how to adjust templates for individual students

relevant teachers and SLSOs collaborate with committee members regarding specific student's individual Health Care and Management plans

Teachers share completed templates with all relevant staff

Leaders

Personal Development/ Child Protection Framework

Demonstrate instructional leadership and modelling of best practice.

Health Care and Management Plans

Committee Leader Creates new template

Committee Leader trains teachers how to

Processes

Personal Development/ Child Protection Framework

Develop a whole school, personal development scope and sequence, that includes culturally specific content and delivery of Men's and Women's Business to Indigenous students. Introduce child protection training package which reflects best practice in students with disabilities.

Health Care and Management Plans

Review and Design universal Health Care and Physical/ Behaviour Management plan templates to adjust for individual students across the whole school

Evaluation Plan

Personal Development/ Child Protection Framework

Staff forum on discussion of barriers to implement change of practice term 2.

Staff feedback on implementation of new child protection practices term 3–4.

Review of focus student in junior and senior school, with IEP's that reflect the incorporation of child protection practices in their health care plans, class programs and individual outcomes.

Health Care and Management Plans

Looked at a specific student's Health Care Plan and because we failed to secure extra funding, decided that we could improve on the setting out and content of the plan for this student and thus all relevant students' plans.

Practices and Products

Practices

All staff use up to date, relevant student information to inform ongoing planning and programming.

Personal Development/ Child Protection Framework

Staff use research based evidence, from Australian based reputable sources, to inform best practice in teaching personal development and child protection to students with disabilities.

Products

Personal Development/ Child Protection Framework

Whole School Personal Development/Child Protection framework embedded across all learning environments.

A Health Care and Management Plan template suitable to be used and adjusted for every student across the school.

Strategic Direction 1: Learning: Learning for Living

Improvement Measures

People

adjust templates for individual students

Committee Leader provide support for teachers when they are adjusting templates for individual students

Community Partners

Personal Development/ Child Protection Framework

Direct consultation with Family Planning NSW, local AECG, and local school community.

Health Care and Management Plans

Health Care professionals consulted for accuracy of procedures and strategies for individual student's Health Care and Management Plans (eg: therapists, Waminda, Aboriginal Medical Service)

Parents/Carers

Personal Development/ Child Protection Framework

Parents consulted and informed at specific stages, during the planning and implementation phases.

Health Care and Management Plans

Parents/ caregivers consulted for accuracy of procedures and strategies for individual student's Health Care and Management Plans

Processes

re-designed health care Plan to be sent to Trish Boss to evaluate

Feedback from staff, parents on new draft format

Survey staff, parents and relevant health care professionals on final proformas to give feedback on clarity and accuracy of information and all staff being able to follow the procedures accurately and consistently for individual students

Practices and Products

Strategic Direction 1: Learning: Learning for Living

Improvement Measures

People

Parents/ caregivers consulted (eg during PLPs) for their priorities/ preferences for Health Care and Management for their child

Processes

Practices and Products

Strategic Direction 2: Teaching: Teaching skills for life

Purpose

To provide educational experiences and opportunities that will enable students to have a fulfilling life and equip them so they can purposefully communicate and participate fully in society.

Improvement Measures

SWANs Tool (Literacy and Numeracy)

Students assessment data is regularly used school wide to identify student achievements and progress, in order to reflect teaching effectiveness and inform future directions.

Whole School Scope & Sequence

All lessons are systematically planned as part of a coherent program that has been collaboratively designed.

People

Students

SWANs Tool (Literacy and Numeracy)

–Student growth is identified through internal assessment measures (SWANs)

–Progress of Indigenous students is tracked throughout the year, records kept for future comparison

Whole School Scope and Sequence

- All students will enjoy an interesting, engaging and challenging program of learning which meets the NESA syllabus requirements.

Staff

SWANs Tool (Literacy and Numeracy)

–Staff trained in Four Blocks of Literacy program

–Staff trained in SWANs online assessment tool

–Staff participate in assessment moderation sessions

Whole School Scope and Sequence

- Staff will provide feedback on proposed units of work and develop engaging and challenging programs based on the new scope and sequence of electives and integrated units.

Leaders

SWANs Tool (Literacy and Numeracy)

–Executive ensure the learning needs of all

Processes

SWANs Tool (Literacy and Numeracy)

Implement the SWANs assessment tool across the school and assess each student (Indigenous and non-Indigenous) in Literacy and Numeracy once per semester.

Whole School Scope and Sequence

Havenlee School will develop an eight class scope and sequence for electives and integrated units, reflecting new NESA syllabus requirements and scaffolding an engaging and challenging program.

Evaluation Plan

SWANs Tool (Literacy and Numeracy)

–Literacy baseline data

–Teacher survey: effectiveness of 4 Blocks/SWANs refresher in-service

Whole School Scope and Sequence

Scope and Sequence: staff surveys and questionnaires, trials and staff feedback.

Practices and Products

Practices

Consistent approach to assessment between staff and over time.

Collaboratively developed integrated curriculum is implemented across k–12.

SWANs Tool (Literacy and Numeracy)

Reports are used to inform all student program adjustments.

Whole School Scope and Sequence

Teachers will follow the new Scope and Sequence for electives and integrated units when planning their classroom programs.

Products

SWANs Tool (Literacy and Numeracy)

All students have three comparative assessments in Literacy and two in numeracy showing improving student outcomes.

Whole School Scope and Sequence

8 class scope and sequence across all subjects has been developed, trialled and evaluated for implementation in 2021.

Strategic Direction 2: Teaching: Teaching skills for life

Improvement Measures

People

students are catered for through differentiated curriculum and assessment

Whole School Scope and Sequence

- Executive will oversee the development and the implementation of the new scope and sequence, ensuring that programs meet DoE and NESA requirements.

Community Partners

SWANs Tool (Literacy and Numeracy)

Staff participate in opinion polls/surveys on current and developing scope and sequence

Whole School Scope and Sequence

Staff trial developing scope and sequence

Processes

Practices and Products

Strategic Direction 3: Leadership: Sustaining and Improving

Purpose

To maximise student outcomes through building stronger relationships as an educational community by leading and inspiring a culture of collaboration, quality teaching, engaged communication, empowered leadership and organisational practices.

Improvement Measures

Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and staff wellbeing.

People

Students

–Student benefit through improved staff wellbeing.

Staff

–Staff participate in wellbeing survey and wellbeing framework

- Staff will provide feedback on wellbeing survey

–Staff trained in developing PDP wellbeing goals

- Staff will provide feedback on the PDP process for wellbeing goals

–Staff will participate in the development of the wellbeing framework

- Staff will provide feedback on the wellbeing framework draft

Leaders

–Executive will oversee the development and implementation of the wellbeing framework

–Executive will ensure the learning needs of staff are met for PDP wellbeing goals and support the process

Processes

Staff Wellbeing

Design a framework to improve performance and support staff wellbeing.

Train staff to implement 1 wellbeing goal in PDP's for every staff member.

Evaluation Plan

–Staff wellbeing baseline data

–Teacher survey: wellbeing

– Staff feedback

–TTFM – staff

Practices and Products

Practices

One wellbeing PDP goal for Aboriginal and Non-Aboriginal staff by 2020.

Promote connection to country for Aboriginal staff.


Products

A sustainable, ongoing staff wellbeing framework.

Strategic Direction 1: Learning: Learning for Living



















2018

Project Leader/s: Heather Vider and Karen Wilson

Off track  Implementation Delayed  On track 

Process 1: Personal Development/ Child Protection Framework

Develop a whole school, personal development scope and sequence, that includes culturally specific content and delivery of Men's and Women's Business to Indigenous students. Introduce child protection training package which reflects best practice in students with disabilities.

Milestone	Activities	Resources	Evaluation
   MID TERM 1	Review the current child protection package and documents from the Personal Development Committee 2017.	Child protection package and resources from 2017 Personal Development Committee.	Committee members familiarise themselves with the aims, context and resources of the 2017 child protection package.
   END TERM 1	Plan the implementation and the presentation for the staff development child protection training package. Select 2 students to create sample IEP's that reflect programing in child protection.	2017 Child protection package. Stationary and laminating supplies for signage. Family Planning NSW resources.	Staff traing package is finalised with relevant resources. Discussion with teachers to select 1 primary and 1 secondary student to model IEP planning and programing.
   MID TERM 2	Finalise the child protection presentation training package and signage for designated areas. Begin sample IEP's .	Child protection 2017 package. Student information from current PLP, teachers and SLSO's for sample IEP's.	Training package, resources and signage prepared. Consultation has begun with teachers/SLSO's of sample students.
   END TERM 2 MID-YEAR REFLECTION	Completion of staff training package in child protection and signage ready to be placed in designated areas.	Staff training package, resources and signage completed. Staff planning day end of term 2 or early term 3 to finalise presentation, resources and signage. Time allocated during staff meetings for training sessions.	Traing package, resouces and signage approved and ready for presentation to staff.
   MID TERM 3	Initial staff training and introduction of signage and resources. Staff forum to discuss implementation of new procedures in child protection. Present sample student IEP's that reflect child protection practice and programing.	PowerPoint presentation, signage and resources. Time slots allocated at staff meetings terms 3 & 4.	Staff training package is presented. Topics from staff forum have been openly discussed. Sample student IEP's highlight how child protection can be programed.
   END TERM 3	Follow up staff training session, in child protection package, ensure all signage is placed in correct areas. Additional staff forum to review barriers to program implementation. Plan 2019 staff training and refresher.	PowerPoint training package and resources from 2017. Time in staff meeting allocated to present second part of training package. Time allocated in 2019 staff meeting schedule.	Complete package is presented. Teachers able to name methods for programing child protection practices in student IEP's and class programs.

Strategic Direction 1: Learning: Learning for Living







2018	Project Leader/s: Heather Vider and Karen Wilson			Off track ○ Implementation Delayed ○ On track ○
○ ○ ○	MID TERM 4	Ensure that all signage is placed in the correct areas. The package is on the server for all staff to access. Plan for additional staff training in 2019. Review program for refresher and additional content.	Stationary and laminating resources. Staff time. Time allocated in 2019 staff meetings for refresher and additional staff training.	Signage and resources accessible to all staff. Review of program for updates and refreshers. Teachers aware of where to access support for programming.
○ ○ ○	END TERM 4 ANNUAL MILESTONE	Implemented the child protection training, signage, and have the package available on the server.	Training package, signage and resources, sample IEP's and programming ideas.	Staff implement and support each other in child protection practices. Teachers discuss programming and planning for child protection in stage meetings during terms 3–4. Teacher programming reflects child protection strategies in 2019.

Process 2: Health Care and Management Plans

Review and Design universal Health Care and Physical/ Behaviour Management plan templates to adjust for individual students across the whole school

Milestone	Activities	Resources	Evaluation
○ ○ ○	MID TERM 1 Meet with team to discuss what needs to be included on cover page		Baseline data: unable to get funding for individual student as original HCP was inadequate In collaboration with Complex Support Disability and Health Manager (State Office) we designed a detailed HCP We now realise the need to design and implement detailed HCP and PMP for students across the whole school
○ ○ ○	END TERM 1 Design cover page Research Department of Education and other schools for templates Begin designing HCP and PMP template Create checklist for HCP and PMP		
○ ○ ○	MID TERM 2 Meet with team to discuss what is needed in HCP and PMP template Create an example		
○ ○ ○	END TERM 2 MID-YEAR REFLECTION Design a cover page Design HCP and PMP template Select which primary and secondary classes to be in trial Meet/ discuss with relevant class teachers Give out checklist		
○ ○ ○	MID TERM 3 Follow up with 2 selected classes (primary and secondary) that templates are being trialed Provide support. Access Trish Boss (Complex Support Disability and Health Manager, State Office) for advice on new plans		
○ ○ ○	END TERM 3 Cover page, HCP and PMP begun trial in one primary and one secondary class		
○ ○ ○	MID TERM 4 Meet with teachers for feed back and identify any issues		




Strategic Direction 1: Learning: Learning for Living

2018		Project Leader/s: Heather Vider and Karen Wilson		Off track 	Implementation Delayed 	On track 
  	END TERM 4 ANNUAL MILESTONE	Design a cover page Design a HCP and PMP template Trial in one primary and one secondary class in semester 2				

Strategic Direction 2: Teaching: Teaching skills for life

























2018

Project Leader/s: Carissa Downes and Karen Furniss

Off track  Implementation Delayed  On track 







Process 1: SWANs Tool (Literacy and Numeracy)

Implement the SWANs assessment tool across the school and assess each student (Indigenous and non-Indigenous) in Literacy and Numeracy once per semester.






















Milestone	Activities	Resources	Evaluation
   MID TERM 1	Committee meeting to confirm SWANs and 4 Blocks notebooks for teacher in-service.		-Literacy baseline data
   END TERM 1	Refresher in-service SWANs and 4 Blocks.	Tuesday afternoon, teacher in-service	
   MID TERM 2	Numeracy moderation.	Tuesday afternoon, teacher in-service	
   END TERM 2 MID-YEAR REFLECTION	All teachers completed in-service SWANs training including Numeracy.		-Teacher survey: effectiveness of 4 Blocks/SWANs refresher in-service
   MID TERM 3	Assess half the class on numeracy SWANs.		
   END TERM 3	All students assessed on SWANs numeracy.		
   MID TERM 4	SWANs used to influence report writing. Baseline data for Numeracy.		
   END TERM 4 ANNUAL MILESTONE	Teachers completed in-service refresher for SWANs and Numeracy introduction training. Baseline data was collected for Numeracy.		

Process 2: Whole School Scope and Sequence

Havenlee School will develop an eight class scope and sequence for electives and integrated units, reflecting new NESA syllabus requirements and scaffolding an engaging and challenging program.

Milestone	Activities	Resources	Evaluation
   MID TERM 1	Identify new syllabus and any major differences between old and current documents Create and collect surveys. Surveys are teacher questionnaires about popular units of work, successful and unsuccessful experience with particular units.		
   END TERM 1	Organise and collect ideas from staff- * what units work/don't work * areas of interest/expertise Start organising data		

Strategic Direction 2: Teaching: Teaching skills for life


2018		Project Leader/s: Carissa Downes and Karen Furniss		Off track 	Implementation Delayed 	On track 
  	MID TERM 2	Work out indicative hours Proportion out time in weeks/terms/year				
  	END TERM 2 MID-YEAR REFLECTION	Decide on indicative hours for each KLA Rough draft of plan for KLA/topics for K-12 over the 8 classes K-6 7-10 11-12				
  	MID TERM 3	Begin scaffold Look at what is already in place within school in regards to reports, events				
  	END TERM 3	Continue/finish scaffold over the indicative hours spread over even/odd years Identify blocks KLAs rather than individual units				
  	MID TERM 4	Rough draft of Scope and Sequence over KLAs				
  	END TERM 4 ANNUAL MILESTONE	Draft Scope and Sequence released for consultation and review by school community				

Strategic Direction 3: Leadership: Sustaining and Improving

2018

Project Leader/s: Nicole Roberts

Off track 

























Implementation Delayed 

On track 

Process 1: Staff Wellbeing

Design a framework to improve performance and support staff wellbeing.

Train staff to implement 1 wellbeing goal in PDP's for every staff member.

Milestone	Activities	Resources	Evaluation
   MID TERM 1	Collect research data to design a staff wellbeing survey to provide baseline data.	1 x unfilled vacancy teacher day	
   END TERM 1	Data collection continues. Team meeting – Monday.	1 x unfilled vacancy teacher day	
   MID TERM 2	Design the first draft of the staff wellbeing survey. Consult with committee members of SD1 and SD2 for feedback. Adjust as required.	1 x unfilled vacancy teacher day	Committee members feedback.
   END TERM 2 MID-YEAR REFLECTION	Distribute wellbeing draft to all staff. Consult with staff members for feedback of wellbeing survey draft. Modify according to the feedback. Team meeting – Monday.	3 x unfilled vacancy teacher day	Staff meeting – collect feedback from staff regarding the wellbeing survey draft.
   MID TERM 3	Adjust and modify wellbeing draft according to staff feedback. Publish final draft.	1 x unfilled vacancy teacher day	
   END TERM 3	Communicate the survey during a staff meeting. Staff members complete survey. Team meeting – Monday.	1 x unfilled vacancy teacher day	TTFM staff survey results (wellbeing).
   MID TERM 4	Evaluate the staff wellbeing survey. Team meeting – Monday.	1 x unfilled vacancy teacher day	TTFM staff survey results (wellbeing).
   END TERM 4 ANNUAL MILESTONE	Share results of the of the staff wellbeing survey with staff.	2 x unfilled vacancy teacher day	Staff meeting – discuss TTFM results and Havenlee wellbeing survey results. Staff wellbeing baseline data.

Strategic Direction 1: Learning: Learning for Living


















2019

Project Leader/s: Heather Vider and Karen Wilson

Off track  Implementation Delayed  On track 

Process 1: Personal Development/ Child Protection Framework

Develop a whole school, personal development scope and sequence, that includes culturally specific content and delivery of Men's and Women's Business to Indigenous students. Introduce child protection training package which reflects best practice in students with disabilities.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

Process 2: Health Care and Management Plans

Review and Design universal Health Care and Physical/ Behaviour Management plan templates to adjust for individual students across the whole school

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			

Strategic Direction 1: Learning: Learning for Living

2019		Project Leader/s: Heather Vider and Karen Wilson		Off track ○	Implementation Delayed ○	On track ○
○ ○ ○	MID TERM 4					
○ ○ ○	END TERM 4 ANNUAL MILESTONE					

Strategic Direction 2: Teaching: Teaching skills for life

2019

Project Leader/s: Carissa Downes and Karen Furniss

Off track  Implementation Delayed  On track 









Process 1: SWANs Tool (Literacy and Numeracy)

Implement the SWANs assessment tool across the school and assess each student (Indigenous and non-Indigenous) in Literacy and Numeracy once per semester.













Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

Process 2: Whole School Scope and Sequence

Havenlee School will develop an eight class scope and sequence for electives and integrated units, reflecting new NESA syllabus requirements and scaffolding an engaging and challenging program.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			


Strategic Direction 2: Teaching: Teaching skills for life


2019		Project Leader/s: Carissa Downes and Karen Furniss		Off track 	Implementation Delayed 	On track 
  	END TERM 3					
  	MID TERM 4					
  	END TERM 4 ANNUAL MILESTONE					

Strategic Direction 3: Leadership: Sustaining and Improving

2019

Project Leader/s: Nicole Roberts

Off track 


Implementation Delayed 

On track 

Process 1: Staff Wellbeing

Design a framework to improve performance and support staff wellbeing.

Train staff to implement 1 wellbeing goal in PDP's for every staff member.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

Strategic Direction 1: Learning: Learning for Living




















2020

Project Leader/s: Heather Vider and Karen Wilson

Off track  Implementation Delayed  On track 


Process 1: Personal Development/ Child Protection Framework

Develop a whole school, personal development scope and sequence, that includes culturally specific content and delivery of Men's and Women's Business to Indigenous students. Introduce child protection training package which reflects best practice in students with disabilities.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

Process 2: Health Care and Management Plans




Review and Design universal Health Care and Physical/ Behaviour Management plan templates to adjust for individual students across the whole school







Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			

Strategic Direction 1: Learning: Learning for Living

2020

Project Leader/s: Heather Vider and Karen Wilson

Off track  Implementation Delayed  On track 

  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE			

Strategic Direction 2: Teaching: Teaching skills for life

2020

Project Leader/s: Carissa Downes and Karen Furniss

Off track  Implementation Delayed  On track 














Process 1: SWANs Tool (Literacy and Numeracy)

Implement the SWANs assessment tool across the school and assess each student (Indigenous and non-Indigenous) in Literacy and Numeracy once per semester.













Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

Process 2: Whole School Scope and Sequence

Havenlee School will develop an eight class scope and sequence for electives and integrated units, reflecting new NESA syllabus requirements and scaffolding an engaging and challenging program.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			


Strategic Direction 2: Teaching: Teaching skills for life


2020		Project Leader/s: Carissa Downes and Karen Furniss		Off track 	Implementation Delayed 	On track 
  	END TERM 3					
  	MID TERM 4					
  	END TERM 4 ANNUAL MILESTONE					

Strategic Direction 3: Leadership: Sustaining and Improving

2020

Project Leader/s: Nicole Roberts

Off track 

Implementation Delayed 

On track 

Process 1: Staff Wellbeing

Design a framework to improve performance and support staff wellbeing.






















Train staff to implement 1 wellbeing goal in PDP's for every staff member.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

Key funding initiatives: progress monitoring of initiatives, resources and impact

2018



















Off track  Implementation Delayed  On track 

1. Aboriginal background loading			
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1	<p>SLSO (FTE 0.4): Extra SLSO time each day to support Aboriginal students across the school with Literacy, Communication, numeracy, feeding, toileting, standing, medications etc.</p> <p>ICT Technician (FTE 0.176): SLSO to assist with trouble shooting, maintenance and acquisition of relevant School ICT software and hardware which enables all students to engage in accessing the curriculum through ICT</p> <p>Classroom Resources: relevant, age appropriate cultural sensitive indigenous teaching resources</p> <p>NAIDOC/ AECG expenses/ activities: Catering expenses and teaching resources for specific activities</p>	<p>SLSO (FTE 0.4): \$24 265.20 (per yr)</p> <p>ICT SLSO Technician (FTE 0.176): \$10 676.70</p> <p>Classroom Resources: \$600</p> <p>NAIDOC/ AECG expenses/ activities: \$81.10</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$35,623.00) 	
   END TERM 1	ongoing	ongoing	
   MID TERM 2	ongoing	ongoing	
   END TERM 2 MID-YEAR REFLECTION	<p>SLSO (FTE 0.4): Extra SLSO time each day to support Aboriginal students across the school with Literacy, Communication, numeracy, feeding, toileting, standing, medications etc.</p> <p>ICT Technician (FTE 0.176): SLSO to assist with trouble shooting, maintenance and acquisition of relevant School ICT software and hardware which enables all students to engage in accessing the curriculum through ICT</p> <p>Classroom Resources: relevant, age appropriate cultural sensitive indigenous teaching resources</p> <p>NAIDOC/ AECG expenses/ activities: Catering expenses and teaching resources for specific activities</p>	<p>SLSO (FTE 0.4): \$24 265.20 (per yr)</p> <p>ICT SLSO Technician (FTE 0.176): \$10 676.70</p> <p>Classroom Resources: \$600</p> <p>NAIDOC/ AECG expenses/ activities: \$81.10</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$35,623.00) 	
   MID TERM 3	ongoing	ongoing	
   END TERM 3	ongoing	ongoing	
   MID TERM 4	ongoing	ongoing	




























Key funding initiatives: progress monitoring of initiatives, resources and impact

2018		Off track ○ Implementation Delayed ○ On track ○		
○ ○ ○	END TERM 4 ANNUAL MILESTONE	SLSO (FTE 0.4): Extra SLSO time each day to support Aboriginal students across the school with Literacy, Communication, numeracy, feeding, toileting, standing, medications etc. ICT Technician (FTE 0.176): SLSO to assist with trouble shooting, maintenance and acquisition of relevant School ICT software and hardware which enables all students to engage in accessing the curriculum through ICT Classroom Resources: relevant, age appropriate cultural sensitive indigenous teaching resources NAIDOC/ AECG expenses/ activities: Catering expenses and teaching resources for specific activities	SLSO (FTE 0.4): \$24 265.20 (per yr) ICT SLSO Technician (FTE 0.176): \$10 676.70 Classroom Resources: \$600 NAIDOC/ AECG expenses/ activities: \$81.10 • Aboriginal background loading (\$35,623.00)	
2. Quality Teaching, Successful Students (QTSS)				
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment	
○ ○ ○	MID TERM 1 QTSS 0.142 FTE PDP Peer Observations (17 days): Teachers are given the opportunity in Term 1 and 3 to observe their peers as part of working towards their PDP goals. QTSS funding pays for 17 days of casual costs to release teachers for peer observations. WHS (x5): Throughout the year there are several WHS compliance requirements for the Department of Education. QTSS funding pays for 5 casual days to release an AP to complete the WHS compliance requirements PLPs (7 days): PLP meetings are held in Term 1 and Term 3 involving teachers, parents and Health Professionals to collaborate, review and set goals for each student across the school. The QTSS funding will pay for 7 casual days to replace classroom teachers to attend PLP meetings for indigenous students across the school.	QTSS 0.142 FTE PDP Peer Observations (17 days): 17 days of Unfilled Vacancy WHS (x5): 5 days of Unfilled Vacancy PLPs (7 days): days of Unfilled Vacancy • Quality Teaching, Successful Students (QTSS) (\$14,784.00)		
○ ○ ○	END TERM 1	ongoing	ongoing	
○ ○ ○	MID TERM 2	ongoing	ongoing	

Key funding initiatives: progress monitoring of initiatives, resources and impact

2018		Off track  Implementation Delayed  On track 		
  	END TERM 2 MID-YEAR REFLECTION	<p>QTSS 0.142 FTE PDP Peer Observations (17 days): Teachers are given the opportunity in Term 1 and 3 to observe their peers as part of working towards their PDP goals. QTSS funding pays for 17 days of casual costs to release teachers for peer observations.</p> <p>WHS (x5): Throughout the year there are several WHS compliance requirements for the Department of Education. QTSS funding pays for 5 casual days to release an AP to complete the WHS compliance requirements</p> <p>PLPs (7 days): PLP meetings are held in Term 1 and Term 3 involving teachers, parents and Health Professionals to collaborate, review and set goals for each student across the school. The QTSS funding will pay for 7 casual days to replace classroom teachers to attend PLP meetings for indigenous students across the school.</p>	<p>QTSS 0.142 FTE PDP Peer Observations (17 days): 17 days of Unfilled Vacancy WHS (x5): 5 days of Unfilled Vacancy PLPs (7 days): days of Unfilled Vacancy</p>	
  	MID TERM 3	ongoing	ongoing	
  	END TERM 3	ongoing	ongoing	
  	MID TERM 4	ongoing	ongoing	
  	END TERM 4 ANNUAL MILESTONE	<p>QTSS 0.142 FTE PDP Peer Observations (17 days): Teachers are given the opportunity in Term 1 and 3 to observe their peers as part of working towards their PDP goals. QTSS funding pays for 17 days of casual costs to release teachers for peer observations.</p> <p>WHS (x5): Throughout the year there are several WHS compliance requirements for the Department of Education. QTSS funding pays for 5 casual days to release an AP to complete the WHS compliance requirements</p> <p>PLPs (7 days): PLP meetings are held in Term 1 and Term 3 involving teachers, parents and Health Professionals to collaborate, review and set goals for each student across the school. The QTSS funding will pay for 7 casual days to replace classroom teachers to attend PLP meetings for indigenous students across the school.</p>	<p>QTSS 0.142 FTE PDP Peer Observations (17 days): 17 days of Unfilled Vacancy WHS (x5): 5 days of Unfilled Vacancy PLPs (7 days): days of Unfilled Vacancy</p>	
3. Socio-economic background				
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment	

Key funding initiatives: progress monitoring of initiatives, resources and impact

























2018		Off track 	Implementation Delayed 	On track 
  	MID TERM 1	<p>PSFP Teacher (FTE 0.1): 0.056 FTE used as unfilled vacancies to fund replacing teachers during Semester 1 and Semester 2 for all students' PLP meetings . 0.044 used to top up RFF allocation up to 0.8 FTE</p> <p>SLSO (FTE 1.28): Extra SLSO time each day to support students across the school with Literacy, Communication, Numeracy, behaviour, feeding, toileting, standing, medications etc.</p> <p>classroom resources: to purchase relevant age appropriate teaching resources that support differentiated classroom programs</p> <p>PBL incidental resources: postage, PBL excursions etc</p>	<p>SLSO (FTE 1.28): \$77 648.64 classroom resources: \$400 PBL: \$213.36 PSFP Teacher (FTE 0.1): \$10 411 • Socio-economic background (\$88,673.00)</p>	
  	END TERM 1	ongoing	ongoing	
  	MID TERM 2	ongoing	ongoing	
  	END TERM 2 MID-YEAR REFLECTION	<p>PSFP Teacher (FTE 0.1): 0.056 FTE used as unfilled vacancies to fund replacing teachers during Semester 1 and Semester 2 for all students' PLP meetings . 0.044 used to top up RFF allocation up to 0.8 FTE</p> <p>SLSO (FTE 1.28): Extra SLSO time each day to support students across the school with Literacy, Communication, Numeracy, behaviour, feeding, toileting, standing, medications etc.</p> <p>classroom resources: to purchase relevant age appropriate teaching resources that support differentiated classroom programs</p> <p>PBL incidental resources: postage, PBL excursions etc</p>	<p>SLSO (FTE 1.28): \$77 648.64 classroom resources: \$400 PBL: \$213.36 PSFP Teacher (FTE 0.1): \$10 411 • Socio-economic background (\$88,673.00)</p>	
  	MID TERM 3	ongoing	ongoing	
  	END TERM 3	ongoing	ongoing	
  	MID TERM 4	ongoing	ongoing	
  	END TERM 4 ANNUAL MILESTONE	<p>PSFP Teacher (FTE 0.1): 0.056 FTE used as unfilled vacancies to fund replacing teachers during Semester 1 and Semester 2 for all students' PLP meetings . 0.044 used to top up RFF allocation up to 0.8 FTE</p> <p>SLSO (FTE 1.28): Extra SLSO time each day to support students across the school with Literacy, Communication, Numeracy, behaviour, feeding, toileting, standing, medications etc.</p> <p>classroom resources: to purchase relevant age appropriate teaching resources that support differentiated classroom programs</p> <p>PBL incidental resources: postage, PBL excursions etc</p>	<p>SLSO (FTE 1.28): \$77 648.64 classroom resources: \$400 PBL: \$213.36 PSFP Teacher (FTE 0.1): \$10 411 • Socio-economic background (\$88,673.00)</p>	

Key funding initiatives: progress monitoring of initiatives, resources and impact










2018

Off track  Implementation Delayed  On track 



















4. Support for beginning teachers

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1	waiting for 2018 allocation before deciding details of how to use Beginning teacher funding. It will be used for TPL courses and extra relief for mentoring from supervisor		
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			










5. Positive Behaviour for Learning

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1	Teachers using the new scope and sequence. New team members identified. Reward documents (RAP, F&F) streamlined and reviewed. Newsletter item published W 4, Teacher programs reflect School Values & include behaviour outcomes.		
   END TERM 1	Website updated; training opportunities investigated; Newsletter item in week 8; coach to attend network meeting; Definition of major and minor behaviours reviewed; flowchart of behaviour responses reviewed; investigate training options.	Teacher release time to review behaviour definitions and flowcharts.	
   MID TERM 2	Training in EBS4 manipulation identified; teacher programs reflect behaviour outcomes; signage reviewed; Data collection categories reviewed in preparation for EBS upgrade; newsletter item published week 4	Depending on the availability of training, plan will require teacher release and funding for training.	



















Key funding initiatives: progress monitoring of initiatives, resources and impact

2018		Off track  Implementation Delayed  On track 		
  	END TERM 2 MID-YEAR REFLECTION	Website update week 6; Evidence of school behaviour expectation outcomes in reports; newsletter item week 8; Coach attends network meeting week 8; Continuation of behaviour incident data collection; SAS prepared ready for administering in term 3.	Depending on the availability of training, plan will require teacher release and funding for training.	
  	MID TERM 3	Teacher programs reflect school behaviour expectation outcomes; Review SAS results; Data reviews contingent on having received training; Newsletter item Week 4.		SAS to be administered to all staff
  	END TERM 3	Website updated week 6; Newsletter item week 8; Coach attends network meeting; data review contingent on available training; review SET results (if administered)	Teacher release day for SET	SET to be Administered; contingent on external coach or WWOD support. BoQ to be administered; contingent on external coach.
  	MID TERM 4	Teacher programs reflect school behaviour expectation outcomes; review signage; data review; newsletter item published week 4.	Depending on the availability of training, plan will require teacher release and funding for training.	2018 Annual PBL plan to be reviewed by team.
  	END TERM 4 ANNUAL MILESTONE	Website update week 6; newsletter item published week 8; Coach attends network meeting; Draft plan generated from SET (BoQ) and SAS results; data review contingent on training having been secured		










6. Communication Program

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
  	MID TERM 1 New Cache Server set up and running. Teachers consulted regarding program requirements for iPads and AT Technology being delivered to the classroom as required. PLQ training modules uploaded as required. New staff members introduced to the Communication Program. Com Prog &/or AT SLSO attends student PLP meetings as required. Com Prog & AT communicated at one staff a meeting and in a newsletter Parent training organised..	4 days/week SLSO technician funded by P&C. One UV for SLSO collaboration and program review.	Evidence of PLQ or AT in teacher programs.
  	END TERM 1 Profile library being maintained in the server or cloud. Com Prog & AT communicated in one newsletter. SLSO released so that they can collaborate and committee meets to review progress.	4 days/week SLSO technician funded by P&C. One UV for SLSO collaboration and program review.	Evidence of PLQ or AT in student individual education plans.
  	MID TERM 2 Consultation with teachers regarding classroom programs and student profiles. Maintain the profile library. Communication at one staff meeting and in one newsletter.	4 days/week SLSO technician funded by P&C. One UV for SLSO collaboration and program review.	Evidence of PLQ in classroom teacher programs.

Key funding initiatives: progress monitoring of initiatives, resources and impact

2018		Off track  Implementation Delayed  On track 		
  	END TERM 2 MID-YEAR REFLECTION	One SLSO released so that they can collaborate. Committee meets to review progress and complete a mid-year reflection for SPaRO. Communication about Com Prog and AT programs in a newsletter and at a staff meeting.	4 days/week SLSO technician funded by P&C One UV for SLSO collaboration and program review.	All student have been assessed in SWANs.
  	MID TERM 3	Com Prog and AT SLSO attend student PLP meetings as required. Consultation with classroom teachers about PLQ for classroom programs and student profiles. Maintain profile library. Staff meeting and newsletter communication.	4 days/week SLSO technician funded by P&C One UV for SLSO collaboration and program review.	Evidence of PLQ &/or AT in classroom teacher programs.
  	END TERM 3	Parent consultation or training after PLP meetings as required. Maintain profile library as required. SLSO release day so that they can collaborate and team can meet to review progress. Communication at a staff meeting and in a newsletter.	4 days/week SLSO technician funded by P&C. One UV for SLSO collaboration and program review.	Evidence of PLQ &/or AT in student individual education programs.
  	MID TERM 4	Training modules uploaded as produced. Consultation with teachers regarding classroom programs and student profiles. Communication at a staff meeting and in a newsletter.	4 days/week SLSO technician funded by P&C. One UV for SLSO collaboration and program review.	Evidence of PLQ in classroom teacher programs.
  	END TERM 4 ANNUAL MILESTONE	Profile library maintained. SLSO released for collaboration and review of year's progress. Final reflection on the year's progress entered into SPaRO. Collection and storage of iPads and other technology.	4 days/week SLSO technician funded by P&C. One UV for SLSO collaboration and program review.	All students have had a second SWANs assessment to determine student outcomes.

7. Hydrotherapy Program

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment	
  	MID TERM 1	Continue implementation of hydrotherapy program on Tuesdays for primary students and Thursdays for secondary students. Intensive Swimming Program will run from 19th March to 29th March. This will include selected students K-12.	2 x SLSO 1 X accredited AUSTSWIM staff teacher	Effective running of program. Evidence in teacher programs (executive supervision).
  	END TERM 1	Committee meeting to review the hydrotherapy program. Seek feedback from staff regarding the effectiveness of the scope and sequence for planning, assessing and reporting. Adjust as necessary. Review equipment and pool maintenance. P&C meetings week 7 – pool equipment requests as required.	2 x SLSO 1 X accredited AUSTSWIM staff teacher	Staff feedback during staff meeting.
  	MID TERM 2	Release 1 teacher to review and adjust Hydrotherapy program.	2 x SLSO 1 X accredited AUSTSWIM staff teacher 1 x unfilled vacancy (teacher day)	Functionality of hydrotherapy program. Staff feedback.

















































Key funding initiatives: progress monitoring of initiatives, resources and impact

2018		Off track ○ Implementation Delayed ○ On track ○		
○ ○ ○	END TERM 2 MID-YEAR REFLECTION	1 teacher released to review and adjust the hydrotherapy program as required. Intensive Swimming completed in term 1. Assessment and reporting of selected hydrotherapy students evident in programs and reports.	2 x SLSO 1 X accredited AUSTSWIM staff teacher	Evidence of hydrotherapy assessment in reports (executive supervision).
○ ○ ○	MID TERM 3	Investigate the upgrade of the pool via Assests Management including surfaces, structure, pumps etc. P&C meetings week 3 – pool equipment requests as required.	2 x SLSO 1 X accredited AUSTSWIM staff teacher 1 x unfilled vacancy (teacher day) –pool upgrade	Effective running of program. Evidence in teacher programs (executive supervision).
○ ○ ○	END TERM 3	Committee meeting to review the hydrotherapy program. Seek feedback from staff regarding the effectiveness of the scope and sequence for planning, assessing and reporting. Adjust as necessary. Review equipment and pool maintenance.	2 x SLSO 1 X accredited AUSTSWIM staff teacher 1 x unfilled vacancy (teacher) – pool upgrade	Staff feedback during staff meeting.
○ ○ ○	MID TERM 4	Release 1 teacher to review and adjust Hydrotherapy program. Review pool upgrade investigations. P&C meetings week 7 – pool equipment requests as required.	2 x SLSO 1 X accredited AUSTSWIM staff teacher 1 x unfilled vacancy (teacher day)	Functionality of hydrotherapy program. Staff feedback.
○ ○ ○	END TERM 4 ANNUAL MILESTONE	1 teacher released to review and adjust the hydrotherapy program as required. Assessment and reporting of selected hydrotherapy students evident in programs and reports. Requests to the P&C for equipment as per meetings in weeks 3 & 7. Pool upgrade plan.	2 x SLSO 1 X accredited AUSTSWIM staff teacher	Evidence of hydrotherapy assessment in reports (executive supervision). Plan for pool upgrade in place.

Key funding initiatives: progress monitoring of initiatives, resources and impact

2019

Off track  Implementation Delayed  On track 


1. Aboriginal background loading				
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment	
   MID TERM 1				
   END TERM 1				
   MID TERM 2				
   END TERM 2 MID-YEAR REFLECTION				
   MID TERM 3				
   END TERM 3				
   MID TERM 4				
   END TERM 4 ANNUAL MILESTONE				
2. Quality Teaching, Successful Students (QTSS)				
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment	
   MID TERM 1				
   END TERM 1				
   MID TERM 2				
   END TERM 2 MID-YEAR REFLECTION				
   MID TERM 3				
   END TERM 3				
   MID TERM 4				
   END TERM 4 ANNUAL MILESTONE				

Key funding initiatives: progress monitoring of initiatives, resources and impact




2019

Off track  Implementation Delayed  On track 

3. Socio-economic background

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

















































4. Support for beginning teachers

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

Key funding initiatives: progress monitoring of initiatives, resources and impact

2019

























Off track  Implementation Delayed  On track 

5. Positive Behaviour for Learning					
Milestone		Activities	Resources (\$ value)	Evaluation processes and impact assessment	
  	MID TERM 1				
  	END TERM 1				
  	MID TERM 2				
  	END TERM 2 MID-YEAR REFLECTION				
  	MID TERM 3				
  	END TERM 3				
  	MID TERM 4				
  	END TERM 4 ANNUAL MILESTONE				
6. Communication Program					
Milestone		Activities	Resources (\$ value)	Evaluation processes and impact assessment	
  	MID TERM 1				
  	END TERM 1				
  	MID TERM 2				
  	END TERM 2 MID-YEAR REFLECTION				
  	MID TERM 3				
  	END TERM 3				
  	MID TERM 4				
  	END TERM 4 ANNUAL MILESTONE				

Key funding initiatives: progress monitoring of initiatives, resources and impact




2019

















































Off track  Implementation Delayed  On track 

7. Hydrotherapy Program			
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

Key funding initiatives: progress monitoring of initiatives, resources and impact

2020

Off track  Implementation Delayed  On track 


1. Aboriginal background loading					
Milestone		Activities	Resources (\$ value)	Evaluation processes and impact assessment	
  	MID TERM 1				
  	END TERM 1				
  	MID TERM 2				
  	END TERM 2 MID-YEAR REFLECTION				
  	MID TERM 3				
  	END TERM 3				
  	MID TERM 4				
  	END TERM 4 ANNUAL MILESTONE				
2. Quality Teaching, Successful Students (QTSS)					
Milestone		Activities	Resources (\$ value)	Evaluation processes and impact assessment	
  	MID TERM 1				
  	END TERM 1				
  	MID TERM 2				
  	END TERM 2 MID-YEAR REFLECTION				
  	MID TERM 3				
  	END TERM 3				
  	MID TERM 4				
  	END TERM 4 ANNUAL MILESTONE				

Key funding initiatives: progress monitoring of initiatives, resources and impact

2020

Off track  Implementation Delayed  On track 

3. Socio-economic background




Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

















































4. Support for beginning teachers

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

Key funding initiatives: progress monitoring of initiatives, resources and impact




2020

Off track  Implementation Delayed  On track 

5. Positive Behaviour for Learning					
Milestone		Activities	Resources (\$ value)	Evaluation processes and impact assessment	
  	MID TERM 1				
  	END TERM 1				
  	MID TERM 2				
  	END TERM 2 MID-YEAR REFLECTION				
  	MID TERM 3				
  	END TERM 3				
  	MID TERM 4				
  	END TERM 4 ANNUAL MILESTONE				
6. Communication Program					
Milestone		Activities	Resources (\$ value)	Evaluation processes and impact assessment	
  	MID TERM 1				
  	END TERM 1				
  	MID TERM 2				
  	END TERM 2 MID-YEAR REFLECTION				
  	MID TERM 3				
  	END TERM 3				
  	MID TERM 4				
  	END TERM 4 ANNUAL MILESTONE				

Key funding initiatives: progress monitoring of initiatives, resources and impact

2020

Off track  Implementation Delayed  On track 

7. Hydrotherapy Program

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			