<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Action</th>
<th>Completed</th>
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| Review the whole school behaviour monitoring system: *Gold, Silver, Green, Amber, Red*, to ensure that it reflects a researched, evidenced based approach. | - Make this a daily occurrence with collection of data.  
- Visit SWPBS school  
- Engage with behaviour coach for advice  
- Professional reading on behaviour approaches – SWPBS  
- Staff discussions and ideas around this – to suit across whole school | Working towards in 2015 AIP |
| Explore the development of formalised lessons based around the school expectations. Document or timetable the delivery of the explicit teaching of these expected behaviours. | - Matrix of expected behaviours in each area and context around school  
- Written lessons and sequence of these expected behaviours  
- Timetable these lessons as a staff  
- Look at resource acquisition to support these lessons – books, tools,  
- Document expectations/procedures around this process | Achieved |
| Formalise a process that provides opportunities to review the data captured through both the school reward and discipline processes, including the OneSchool data capture. Add this gathering and reviewing of data to the school data plan, ensuring that behaviour meeting minutes are recorded. Ensure that parents and the P&C are provided with behaviour data information. | - Data collection sheets for classes and playground for minor and major behaviours  
- Ensure playground slips are revisited and these are used consistently (major/minor sheet in bag)  
- Timetable behaviour data meeting each term  
- Allocate human resource for data entry with positive behaviour and incidents onto OneSchool  
- Ensure behaviour meeting minutes are recorded as per staff and curriculum meetings  
- Update school assessment, targets and timelines data policy to include behaviour data collection – when and how  
- Behaviour report included in P&C report each month, including data | Achieved |
| Regularly review and update the Responsible Behaviour Plan for Students (RBPS) to ensure it reflects current practices in place at the school. Ensure that this RBPS dictates when a OneSchool report must be made. | - Be explicit with expectations around behaviours to be recorded onto OneSchool – include this in RBPS  
- Review and update RBPS each semester to ensure it is current – include this update (snapshot/excerpt) in newsletters and P&C meetings | Achieved |
| Review the whole school playground behaviour processes to ensure that there is consistency when recording inappropriate behaviour and rewarding students exhibiting the school wide expectations. | - Behaviour meeting to ensure all staff members are aware of expectations and commit to following the procedures  
- Allocation of TA for data entry (assists with accountability to another person)  
- Common understanding and process agreed to and followed around minor and major behaviour, expectations, consequences and positive rewards  
- Data collection sheets for classes and playground for minor and major behaviours  
- Ensure playground slips are revisited and these are used consistently | Achieved |