**School:** **Year:**

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|  | **Goals** Examples:Principal commitment ensures staff commitment throughout the school year* 80% staff buy-in and participation
* Basic behavioural principles taught and reviewed with staff
* Plans developed for training staff and students
* PB4L–SW launched by principal within school community
* Parents informed about PB4L–SW.
 | **Steps and resources** | **Who is responsible?** | **When will it be started?** | **Evaluation measure or evidence** | **Review status**A = Achieved and maintainedI = In progressN = Not achieved |
| **When will it be completed?** | **Date** | **Status** |
| **1. Sustaining principal commitment** |  |  |  |  |  |  |  |
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|  | **Goals** Examples:* Statement of purpose developed and published widely
* PB4L–SW team established (representative of the school), with protected meeting times (at least monthly), leader, and identified functions
* Communication system established or refined to ensure ALL team members are aware of or involved in PB4L-related activities.
 | **Steps and resources** | **Who is responsible?** | **When will it be started?** | **Evaluation measure or evidence** | **Review status**A = Achieved and maintainedI = In progressN = Not achieved |
| **When will it be completed?** | **Date** | **Status** |
| **2. Setting up for success** |  |  |  |  |  |  |  |
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|  | **Goals** Examples:* School-wide expectations developed (3–5 positively stated)
* Expected behaviours developed for all settings based on the school-wide expectations
* Existing and related policies reviewed to ensure they align with PB4L–SW.
 | **Steps and resources** | **Who is responsible?** | **When will it be started?** | **Evaluation measure or evidence** | **Review status**A = Achieved and maintainedI = In progressN = Not achieved |
| **When will it be completed?** | **Date** | **Status** |
| **3. Identifying positive expectations** |  |  |  |  |  |  |  |
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|  | **Goals** Examples:* School policy or procedure identified to embed the teaching of expectations within the school community
* Lesson plans developed for teaching expected behaviours.
 | **Steps and resources** | **Who is responsible?** | **When will it be started?** | **Evaluation measure or evidence** | **Review status**A = Achieved and maintainedI = In progressN = Not achieved |
| **When will it be completed?** | **Date** | **Status** |
| **4. Teaching expected behaviour** |  |  |  |  |  |  |  |
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|  | **Goals** Examples:* Continuum of acknowledgments established for ALL students (what/when/how)
* Staff provided with PLD in giving effective feedback
 | **Steps and resources** | **Who is responsible?** | **When will it be started?** | **Evaluation measure or evidence** | **Review status**A = Achieved and maintainedI = In progressN = Not achieved |
| **When will it be completed?** | **Date** | **Status** |
| **5. Acknowledging expected behaviour** |  |  |  |  |  |  |  |
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|  | **Goals** Examples:* System established for responding to misbehaviours:
* Problem behaviours defined and categorised (major/minor)
* Hierarchy of responses developed for minor and major misbehaviours
* Referral process established and flow chart for it developed.
 | **Steps and resources** | **Who is responsible?** | **When will it be started?** | **Evaluation measure or evidence** | **Review status**A = Achieved and maintainedI = In progressN = Not achieved |
| **When will it be completed?** | **Date** | **Status** |
| **6. Discouraging inappropriate behaviour** |  |  |  |  |  |  |  |
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|  | **Goals** Examples:* Information system established for creating monthly reports on incident referrals, based on: number per day per month; location; type of behaviour; student(s); time of day; function of behaviour
* Progress of PB4L–SW activities evaluated (e.g., TIC completed monthly).
 | **Steps and resources** | **Who is responsible?** | **When will it be started?** | **Evaluation measure or evidence** | **Review status**A = Achieved and maintainedI = In progressN = Not achieved |
| **When will it be completed?** | **Date** | **Status** |
| **7. Monitoring and evaluation** |  |  |  |  |  |  |  |
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