Appendix 4: Action plan templates

School: _____ Year: _____

1. Sustaining principal commitment

Goals	Steps and resources	Who is responsible?	When will it be started? / When will it be completed?	Evaluation measure or evidence	Review status A = Achieved and maintained / I = In progress / N = Not achieved	
					Date	Status
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.						

2. Setting up for success

Goals	Steps and resources	Who is responsible?	When will it be started?	When will it be completed?	Evaluation measure or evidence	Review status A = Achieved and maintained I = In progress N = Not achieved	
						Date	**Status**
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.							

| 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? When will it be completed?	Evaluation measure or evidence	Review status A = Achieved and maintained I = In progress N = Not achieved Date	Status

3. Identifying positive expectations

4. Teaching expected behaviour

Goals	Steps and resources	Who is responsible?	When will it be started? / When will it be completed?	Evaluation measure or evidence	Review status (A = Achieved and maintained, I = In progress, N = Not achieved) — Date	Status
Examples: • School policy or procedure identified to embed the teaching of expectations within the school community • Lesson plans developed for teaching expected behaviours.						

5. Acknowledging expected behaviour

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? When will it be completed?	Evaluation measure or evidence	Review status A = Achieved and maintained I = In progress N = Not achieved	
					Date	Status

6. Discouraging inappropriate behaviour

Goals	Steps and resources	Who is responsible?	When will it be started? / When will it be completed?	Evaluation measure or evidence	Review status A = Achieved and maintained I = In progress N = Not achieved	
					Date	**Status**
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.						

7. Monitoring and evaluation

Goals	Steps and resources	Who is responsible?	When will it be started?	When will it be completed?	Evaluation measure or evidence	Review status — A = Achieved and maintained, I = In progress, N = Not achieved	
						Date	Status
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).							