

# 2023 Annual Implementation Plan

## for improving student outcomes

Montague Continuing Education Centre (2784)



Submitted for review by David Casas (School Principal) on 16 February, 2023 at 11:08 AM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

# Self-evaluation Summary - 2023

Montague Continuing Education Centre (2784)

	FISO 2.0 Dimensions	Self-evaluation Level	Evidence and Analysis
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Emerging	This evaluation is evidenced primarily through two major areas: the school's expanding Instructional Model (Montague School will have a new Instructional Model in 2023) and the transition to the new Victorian Pathways Certificate (VPC). Note the evaluation would be different (higher) if the VCAL curriculum was continued.
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships		
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Emerging	<p>This evaluation is evidenced by:</p> <ul style="list-style-type: none"> <li>- How student work is assessed and moderated</li> <li>- Student self-assessment, such as learner self-reflection tools, rubrics, or checklists</li> <li>- Classroom observations</li> <li>- Program reporting and analysis</li> </ul>

	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities		
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<b>Leadership</b>	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Emerging	Evidence is provided in terms of the current transition of pedagogic, methodological and cultural practices within the school, where instruction, assessment and feedback are not effectively aligned. Including: <ul style="list-style-type: none"> <li>- Whole School AIP Reflection</li> <li>- Leadership Self-Evaluation</li> <li>- Analysis of School-Level Data against 2021 Targets (SSS, POS, ATtoSS, Teacher Judgements, Summative Assessments)</li> <li>- Learning Walks (online) of Teacher/Student work</li> <li>- School Improvement Team Evidence / Show &amp; Share</li> </ul>
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core		

<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving	This evaluation is evidence by attendance data, retention, feedback and community engagement.
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	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school		
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<b>Support</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving	This evaluation is evidenced by the recruitment of specialist staff, specific student casae management records, observation and incident management.
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students		

<b>Enter your reflective comments</b>	Teaching and learning is an area of that needs significant change, support and professional development to meet best practice standards, involving targeted professional development differentiated to the needs of individual teachers to develop common understanding of high impact pedagogical practices. In 2022 staff focussed on delivering instruction and interventions within an inclusionary framework and with IEP fidelity. This was in response to a whole school lack of awareness to student learning difficulties and diagnosis, along with students receiving complex learning plans that were being implemented as IEPs.
<b>Considerations for 2023</b>	In 2023 the school will rollout the Positive Learning Framework (PLF) to address the issues that impact on student, staff and community performance and achievement. In addition, the school has employed expert staff to support student wellbeing, mental health, program and learning support areas. The new enrolment policy in concert with the DIP, will assess students in all areas related to the suspected disability and ensure that the evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs whether or not commonly linked to the disability category in which the student may be classified.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	Improve learning outcomes for all students.
<b>Target 2.1</b>	By 2024, 100 per cent of students will have achieved their individual VCAL (or equivalent program) learning outcomes. Increasing from 75 per cent across previous review period.
<b>Target 2.2</b>	Staff Opinion Survey - Teaching and Learning – Practice Improvement Module (2019 data as insufficient data from 2020 results) <ul style="list-style-type: none"> <li>the positive endorsement for ‘use pedagogical model’ will increase from 50 per cent in 2019 to 75 per cent in 2024</li> <li>the positive endorsement for ‘professional learning through peer observation’ will increase from 25 per cent in 2019 to 75 per cent in 2024.</li> </ul>
<b>Target 2.3</b>	All students will improve their reading and number assessment levels as measured by external assessment tools (baseline data and assessment tools to be finalised).

<b>Key Improvement Strategy 2.a</b> Building practice excellence	Implement and embed an effective Professional Learning Community culture
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Embed the Instructional Model in Literacy and Numeracy
<b>Key Improvement Strategy 2.c</b> Evidence-based high-impact teaching strategies	Build teacher capability in the use of High Impact Teaching Strategies
<b>Goal 3</b>	Improve student engagement
<b>Target 3.1</b>	<p>Attitude to School Survey (2017-19 data)</p> <ul style="list-style-type: none"> <li>• increase the three-year average positive endorsement for ‘stimulating learning’ from 43 per cent in 2019 to 65 per cent in 2024</li> <li>• increase the three-year average positive endorsement for ‘student voice and agency’ from 55 per cent in 2019 to 70 per cent in 2024</li> <li>• increase the three-year average positive endorsement for ‘sense of confidence’ from 66 per cent to 75 per cent in 2024.</li> </ul>
<b>Target 3.2</b>	100 per cent of exiting students will transition to a positive post school destination. - needs current percentage of students
<b>Target 3.3</b>	Reduce the percentage of students who are absent for thirty or more days from 26 per cent in 2019. - needs target percentage in 2024

<b>Key Improvement Strategy 3.a</b> Building practice excellence	Build teacher knowledge and understanding of student voice and agency in learning
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	Develop effective feedback strategies
<b>Key Improvement Strategy 3.c</b> Empowering students and building school pride	Increase access to a broad range of structured leadership roles



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.  Implementation of the 2023 Tutor program with students accessing additional supports. 100% of student IEPs documented on Compass in the new DET template format. 100% of student referrals and wellbeing supports documented on Compass via the notifications trackers and the chronicle in line with the new Disability Inclusion Profile (DIP).
Improve learning outcomes for all students.	Yes	By 2024, 100 per cent of students will have achieved their individual VCAL (or equivalent program) learning outcomes. Increasing from 75 per cent across previous review period.	The school will transition to the new VPC from VCAL with increased teaching and learning focus in literacy and numeracy skills. Continued PL for staff in VPC content, structure, assessment and delivery. Launch the new Vocational Education Program (VEP).
		Staff Opinion Survey - Teaching and Learning – Practice Improvement Module (2019 data as insufficient data from 2020 results) <ul style="list-style-type: none"> <li>the positive endorsement for 'use pedagogical model' will increase from 50 per cent in 2019 to 75 per cent in 2024</li> <li>the positive endorsement for 'professional learning through peer observation' will increase from 25 per cent in 2019 to 75 per cent in 2024.</li> </ul>	School Staff Survey (SSS): Increase the percentage of staff showing positive agreement with the areas of: - Use of pedagogical model to above 85%- Guaranteed and viable curriculum to above 90% - Professional learning targeted at improving literacy and numeracy to above 85% - Using data for curriculum planning from to 80% - Understand how to analyse data from to above 75% - Moderate assessment tasks together from to above 85%

		All students will improve their reading and number assessment levels as measured by external assessment tools (baseline data and assessment tools to be finalised).	Target intervention informed by PAT and TLI support. Implement weekly Local Library Literacy Program (LLLP). Participate in reading program with SMPS. By December, each student will have participated in an exhibition of learning.
Improve student engagement	Yes	<p>Attitude to School Survey (2017-19 data)</p> <ul style="list-style-type: none"> <li>• increase the three-year average positive endorsement for 'stimulating learning' from 43 per cent in 2019 to 65 per cent in 2024</li> <li>• increase the three-year average positive endorsement for 'student voice and agency' from 55 per cent in 2019 to 70 per cent in 2024</li> <li>• increase the three-year average positive endorsement for 'sense of confidence' from 66 per cent to 75 per cent in 2024.</li> </ul>	<p>Activate a diversity, equity and inclusion committee to review and propose opportunities for improvement. Embed social and emotional learning (SEL) throughout the curriculum. Host relevant event(s) in school. Engage the school community in activities that destigmatize intellectual disability and mental illness. Ensure that each student has a trusted relationship within the school.</p>
		100 per cent of exiting students will transition to a positive post school destination. - needs current percentage of students	<p>Develop partnerships with organization community and local businesses Plan and coordinate community service activities and opportunities. Continue to create job shadow and internship opportunities for students Build relationships with local businesses and the Port Phillip Council student programs.</p>
		Reduce the percentage of students who are absent for thirty of more days from 26 per cent in 2019. - needs target percentage in 2024	<p>The school has appointed an Attendance Officer to monitor absenteeism. Accurately schedule out of school appointments and timetables to reduce unaccounted for absences. Establish systems to support families in the preparation of academic, social, and emotional readiness.</p>

<b>Goal 1</b>	<b>2023 Priorities Goal</b> <b>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</b>	
<b>12 Month Target 1.1</b>	Implementation of the 2023 Tutor program with students accessing additional supports.  100% of student IEPs documented on Compass in the new DET template format.  100% of student referrals and wellbeing supports documented on Compass via the notifications trackers and the chronicle in line with the new Disability Inclusion Profile (DIP).	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
<b>Goal 2</b>	<b>Improve learning outcomes for all students.</b>	
<b>12 Month Target 2.1</b>	The school will transition to the new VPC from VCAL with increased teaching and learning focus in literacy and numeracy skills.  Continued PL for staff in VPC content, structure, assessment and delivery.  Launch the new Vocational Education Program (VEP).	

<b>12 Month Target 2.2</b>	School Staff Survey (SSS):  Increase the percentage of staff showing positive agreement with the areas of: - Use of pedagogical model to above 85% - Guaranteed and viable curriculum to above 90% - Professional learning targeted at improving literacy and numeracy to above 85% - Using data for curriculum planning from to 80% - Understand how to analyse data from to above 75% - Moderate assessment tasks together from to above 85%	
<b>12 Month Target 2.3</b>	Target intervention informed by PAT and TLI support.  Implement weekly Local Library Literacy Program (LLLP).  Participate in reading program with SMPS. By December, each student will have participated in an exhibition of learning.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Building practice excellence	Implement and embed an effective Professional Learning Community culture	No
<b>KIS 2.b</b> Building practice excellence	Embed the Instructional Model in Literacy and Numeracy	Yes
<b>KIS 2.c</b> Evidence-based high-impact teaching strategies	Build teacher capability in the use of High Impact Teaching Strategies	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>Our self-evaluation against the FISO Continua of Practice noted that we have significant work to do in the area of Excellence in teaching and learning including:</p> <ul style="list-style-type: none"> <li>- Strengthening curriculum planning and differentiation practices</li> <li>- Developing rigorous assessment practices for a broad range of students</li> <li>- Developing evidence-based strategies to drive professional practice improvement</li> <li>- Strengthening teacher data literacy and team evaluation of impact on learning</li> </ul> <p>Selection of this goal and these Key Improvement Strategies builds on our Strategic Plan work around developing and documenting curriculum pedagogical model and our assessment framework.</p>
<b>Goal 3</b>	<b>Improve student engagement</b>
<b>12 Month Target 3.1</b>	<p>Activate a diversity, equity and inclusion committee to review and propose opportunities for improvement.</p> <p>Embed social and emotional learning (SEL) throughout the curriculum.</p> <p>Host relevant event(s) in school.</p> <p>Engage the school community in activities that destigmatize intellectual disability and mental illness.</p> <p>Ensure that each student has a trusted relationship within the school.</p>
<b>12 Month Target 3.2</b>	<p>Develop partnerships with organization community and local businesses</p> <p>Plan and coordinate community service activities and opportunities.</p> <p>Continue to create job shadow and internship opportunities for students</p> <p>Build relationships with local businesses and the Port Phillip Council student programs.</p>
<b>12 Month Target 3.3</b>	<p>The school has appointed an Attendance Officer to monitor absenteeism.</p> <p>Accurately schedule out of school appointments and timetables to reduce unaccounted for absences.</p>

	Establish systems to support families in the preparation of academic, social, and emotional readiness.	
Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Building practice excellence	Build teacher knowledge and understanding of student voice and agency in learning	Yes
<b>KIS 3.b</b> Empowering students and building school pride	Develop effective feedback strategies	No
<b>KIS 3.c</b> Empowering students and building school pride	Increase access to a broad range of structured leadership roles	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>Analysis and discussion of the school's AToSS data and FISO ratings for Positive Climate for Learning identified that our student voice and learner agency and use of PBS data to inform strategies and practices in behaviour management were areas requiring a focus.</p> <ul style="list-style-type: none"> <li>- Build teacher understanding of student voice and agency in learning.</li> <li>- Build a whole-school approach to the development of the psychological and social wellbeing of students.</li> <li>- Build teacher capacity to use data to inform proactive processes, practices and strategies.</li> </ul>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12 Month Target 1.1</b>	Implementation of the 2023 Tutor program with students accessing additional supports.  100% of student IEPs documented on Compass in the new DET template format.  100% of student referrals and wellbeing supports documented on Compass via the notifications trackers and the chronicle in line with the new Disability Inclusion Profile (DIP).
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	1. Demonstrate inclusion and celebrate diversity, ensuring that every student has access to meaningful learning experiences accessible through multiple entry points and differentiation. 2. Widen students' exposure to numeracy experiences by collaborating with established programmes and activities. 3. Strengthen students' language proficiency through close collaboration with different academic, allied health support units. 4. Use student success criteria and learning goals to identify priority areas for professional learning and set challenging professional learning goals. 5. Enhance the development and implementation of Individual Learning Plans and Personalised Learning Plans with emphasis on literacy and numeracy strategies
<b>Outcomes</b>	For Students: 1. Students in need of targeted academic support or intervention will be identified and supported 2. Students will be provided with the necessary adjustments that respond to their specific learning needs  For Staff: 1. Teachers will identify student learning needs based on diagnostic assessment data 2. Teachers and tutors will plan for differentiation based on student learning data 3. Teachers will implement differentiated teaching and learning to meet individual student needs 4. Tutors will provide targeted learning support to students 5. Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning.

<b>Success Indicators</b>	<p>For Students:</p> <ol style="list-style-type: none"> <li>1. Early intervention/indicators identified</li> <li>2. Evidence of learning through use of learning goal tracking sheets, classwork, use of exemplars, student improvement goals.</li> </ol> <p>For Staff:</p> <ol style="list-style-type: none"> <li>1. Explicit in Unit/Lesson Plans, assessment tasks, marking guides, resources and pedagogy.</li> <li>2. Signature strategies, writing and numeracy resources and pedagogy in place across whole school.</li> <li>3. Alignment visible in planning documents.</li> <li>4. Curriculum documentation, termly and weekly planning will show plans for differentiation.</li> <li>5. Reflection notes will show plans to support individual students' learning needs</li> <li>6. Formative and summative assessments will show student learning growth against IEP goal growth and progression statements</li> <li>7. Peer observation will show how staff are differentiating learning and using formative assessment tools.</li> <li>8. AtoSS factors: effective teaching time, differentiated learning challenge, stimulating learning, student voice and agency.</li> </ol>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Re-align school staffing, resources and structures to deliver the SSP and AIP Learning priority in line with FISO 2.0	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$350,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Utilise Tutor Learning Initiative and provide targeted learning support to students, who are well/below standard or haven't make good progress or above within the past 12 months.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00  <input type="checkbox"/> Equity funding will be used



	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team			<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Apply consistent formative assessment tools through PLCs to inform teacher's understanding of student's individual needs and identify students requiring additional support.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop whole school knowledge and data literacy to use Data Walls/Dashboards to identify and diagnose individual student's learning needs.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Develop staff capacity to deliver differentiated, responsive teaching and learning; including Education Support Staff in line with the Teaching & Learning Framework.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	1. Develop social skills programs that demonstrate how to appropriately interact and communicate effectively with their peers and teachers and develops respect for self and respect for others. 2. Develop staff confidence in using detailed analyses of student data outcomes to design programs to challenge and support each student 3. Build in processes for the early identification of wellbeing/mental health support for students and families. 4 Promote a culture of professionalism in respect of students' self-image, attitude, skills, knowledge, and social etiquette. 5. Equip students with knowledge and skills in searching, evaluating and utilising information on future workplace opportunities.			
<b>Outcomes</b>	Students 1. Student will be increasingly able to recognise and refer to personal mental health emergencies 2. Students will be increasingly able to explain what positive mental health means and where they can seek support at school 3. Feel supported and engaged in classrooms and contribute to a strong classroom culture 4. Have a strong, positive relationship with staff 5. Have access to support system at all times.			

	<p>Staff</p> <ol style="list-style-type: none"> <li>1. All staff will be aware of individual student profiles and emergency support actions</li> <li>2. Teachers will plan for and implement social and emotional learning within their curriculum areas</li> <li>3. Teachers will be able to recognise, respond to and refer students' mental health needs</li> <li>4. Leaders will support the continuous development, documentation and revision of a multi-tiered response to intervention model (RTI) to mental health Wellbeing team will directly support students' mental health and/or provide referrals as required</li> <li>5. Whole School Embed a tiered social and behavioural regulation model</li> <li>6. Build positive relationships and engage with families.</li> </ol>			
<b>Success Indicators</b>	<p>Students</p> <ol style="list-style-type: none"> <li>1. Student support resources displayed around the school will show how students can seek support</li> <li>2. Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed</li> <li>3. Student reports will show good or above learning growth in relation to IEP goals (Independent Learning)</li> </ol> <p>Staff</p> <ol style="list-style-type: none"> <li>1. Policies and programs will show evidence of multi-tiered response to intervention model</li> <li>2. Curriculum documentation, termly and weekly planning will show plans for social and emotional learning</li> <li>3. SSS factors: instructional leadership, collective efficacy, trust in colleagues</li> <li>4. AtoSS factors: sense of connectedness, emotional awareness and regulation, resilience, managing bullying, non-experience bullying</li> <li>5. POS factors: managing bullying, non-experience of bullying, support/therapy services onment, student motivation and support</li> </ol>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Re-align school staffing, resources and structures to deliver the SSP and AIP Wellbeing priority in line with FSIO 2.0	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Review and implement changes to the Child Safe Standards (CSS).	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Monitor and track student enrolment and progress in Tier 2 (Small Group/Targeted) therapeutic intervention programs.	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop staff capacity to meet the complex health needs of students in partnership with external services/agencies and internal	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

mental and allied health, wellbeing, engagement and inclusion professionals.	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> Wellbeing Team		to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Use in-school and SSSO case management meetings to identify students at risk of disengagement and respond by documenting levels of adjustments in the student's Individual Education Plan (IEP).	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review and refine compliance Individual Education Plans alongside other supporting evidence/documents, including: DIP, SSG Minutes, Behaviour Support Plans, Health Support Plans and Attendance Plans.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>Goal 2</b>	Improve learning outcomes for all students.			
<b>12 Month Target 2.1</b>	<p>The school will transition to the new VPC from VCAL with increased teaching and learning focus in literacy and numeracy skills.</p> <p>Continued PL for staff in VPC content, structure, assessment and delivery.</p> <p>Launch the new Vocational Education Program (VEP).</p>			
<b>12 Month Target 2.2</b>	<p>School Staff Survey (SSS):</p> <p>Increase the percentage of staff showing positive agreement with the areas of:</p> <ul style="list-style-type: none"> <li>- Use of pedagogical model to above 85%</li> <li>- Guaranteed and viable curriculum to above 90%</li> <li>- Professional learning targeted at improving literacy and numeracy for above 85%</li> <li>- Using data for curriculum planning from to 80%</li> <li>- Understand how to analyse data from to above 75%</li> <li>- Moderate assessment tasks together from to above 85%</li> </ul>			
<b>12 Month Target 2.3</b>	<p>Target intervention informed by PAT and TLI support.</p> <p>Implement weekly Local Library Literacy Program (LLLP).</p> <p>Participate in reading program with SMPS. By December, each student will have participated in an exhibition of learning.</p>			
<b>KIS 2.b</b> Building practice excellence	Embed the Instructional Model in Literacy and Numeracy			
<b>Actions</b>	1. Promote and enhance a productive school culture that establishes high expectations for teachers and students and aligns highly effective teaching practices with resource allocation to improve literacy and numeracy.			

	<ul style="list-style-type: none"> <li>2. Improve literacy and numeracy learning outcomes for all students by providing a supportive learning environment which addresses their diverse needs and abilities.</li> <li>3. Develop teachers' professional knowledge, skills and capacity to use research-based practices to improve their teaching of literacy and numeracy.</li> <li>4. Develop quantitative and qualitative metrics for evaluating the effectiveness of the various types of experiential learning activities.</li> <li>5. Evaluate new technologies and their evolving role in assisting students to learn and demonstrate their literacy and numeracy capabilities.</li> </ul>
<b>Outcomes</b>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>1. Be active contributors in class discussions</li> <li>2. Learn about multiple strategies for solving problems</li> <li>3. Have opportunity to work collaboratively and independently on tasks</li> <li>4. Negotiate shared learning goals with teachers.</li> </ul> <p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>1. Develop the agreed numeracy/literacy model</li> <li>2. Actively participate in PLC Inquiries, analysing data and using research on best practice to devise learning pathways for students at all levels</li> <li>3. Participate in opportunities to collaborate with colleagues to develop best practice</li> <li>4. Access coaching and peer partnerships (learning walks) to develop professional understandings</li> <li>5. Conduct individual and small group conferencing</li> <li>6. Use data to identify student learning needs</li> <li>7. Develop IEPs for students</li> <li>8. Participate in shared planning with colleagues.</li> </ul>
<b>Success Indicators</b>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>1. Students are engaged and motivated numeracy/literacy learners</li> <li>2. Students have multiple strategies to select from to solve problems</li> <li>3. All students are able to experience success</li> <li>4. Students participate in negotiated goal setting and strategies for how to achieve them</li> </ul> <p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>1. Develop and agree on numeracy/literacy model</li> <li>2. Differentiate tasks to cater for individual and small group learning needs</li> <li>3. Use pre-test data as a starting point for identifying student learning goals</li> <li>4. Plan collaboratively</li> <li>5. Data analysed to identify areas for specific, targeted professional learning and areas of strength</li> </ul>

	6. Pre and Post Test Data 7. IEPs goals developed for every student.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop school numeracy program: curriculum and activities.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop school literacy program: curriculum and activities.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items



Liaise with network schools for CoP.		<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 2.c</b> Evidence-based high-impact teaching strategies	Build teacher capability in the use of High Impact Teaching Strategies				
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Develop a whole-school pedagogical, evidence-based approach which reflects the vision and values for the school.</li> <li>2. Review the range of approaches used and embed successful practices into curriculum.</li> <li>3. Gather evidence of student learning and develop alternative approaches where teaching is not having its expected impact.</li> <li>4. Invest in student support partnerships with collegiate schools.</li> <li>5. Invest in the student employment experience by providing high-impact practices through essential skill development and work experience programs.</li> </ol>				
<b>Outcomes</b>	<p>Students</p> <ol style="list-style-type: none"> <li>1. Help teachers to understand the impact of their teaching and learning activities</li> <li>2. Actively participating in negotiating roles, responsibilities and outcomes</li> </ol> <p>Teachers</p> <ol style="list-style-type: none"> <li>1. Challenge and support each other to improve practice through peer observation and provide regular feedback on teaching practice</li> <li>2. Work together in stages of learning and learning area groups to plan and review teaching and learning programs</li> <li>3. Work individually and collaboratively, through PLCs and key learning areas, to become skilled in using high-impact teaching practices</li> <li>4. Have allocated coaching time to reflect individually and collaboratively upon their practice, draw on current research and use an</li> </ol>				

	inquiry improvement cycle. 5. Lessons have clear learning intentions with goals that clarify what success looks like 6. Lesson goals always explain what students need to understand, and what they must be able to do 7. Lessons incorporate adjustments for content, process, and product 8. Help students understand what improved performance looks like.			
<b>Success Indicators</b>	1. Progress achieved in all focus areas across the suite of DET surveys for 2023 2. Documented and published Instructional Model 3. Use of moderation to evaluate teaching and learning products 4. Professional learning and development map to support these outcomes.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Structured PLC meetings.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,100.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Structured observation and feedback - Learning Walks	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Staff professional development and training.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
School Inclusion Outreach Coaching.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$144,581.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
<b>Goal 3</b>	Improve student engagement			
<b>12 Month Target 3.1</b>	<p>Activate a diversity, equity and inclusion committee to review and propose opportunities for improvement.</p> <p>Embed social and emotional learning (SEL) throughout the curriculum.</p> <p>Host relevant event(s) in school.</p> <p>Engage the school community in activities that destigmatize intellectual disability and mental illness.</p> <p>Ensure that each student has a trusted relationship within the school.</p>			
<b>12 Month Target 3.2</b>	<p>Develop partnerships with organization community and local businesses</p> <p>Plan and coordinate community service activities and opportunities.</p> <p>Continue to create job shadow and internship opportunities for students</p> <p>Build relationships with local businesses and the Port Phillip Council student programs.</p>			
<b>12 Month Target 3.3</b>	<p>The school has appointed an Attendance Officer to monitor absenteeism.</p> <p>Accurately schedule out of school appointments and timetables to reduce unaccounted for absences.</p> <p>Establish systems to support families in the preparation of academic, social, and emotional readiness.</p>			
<b>KIS 3.a</b> Building practice excellence	Build teacher knowledge and understanding of student voice and agency in learning			

<b>Actions</b>	1. Identify student leadership or representative capacities and provide them with opportunities to practise and sharpen their leadership skills. 2. Invite student evaluation of our practice and seek their regular feedback on how it may more positively impact on their learning. 3. Identified key community partnerships that are critical to the development of a civically engaged student body.			
<b>Outcomes</b>	<p>Students</p> 1. Aware of student voice and agency and how it looks for them in the classroom 2. Contribute to their learning through goal setting 3. Discuss their learning progress during conferencing. <p>Teachers</p> 1. Develop a common and shared understanding of what student voice and agency practice looks like 2. Build knowledge and use of strategies to promote student voice and agency practices 3. Continue to build understanding of the purpose of goal setting and feedback across all areas of the curriculum 4. Seek increased feedback from students in relation to their learning. <p>Leadership</p> 1. Support collaborative practices across the school			
<b>Success Indicators</b>	1. Evidence of students given opportunities to identify and select their own personal learning goals 2. Evidence of students given opportunities to identify and choose learning activities based on agreed personal goals.			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Structured fortnightly meetings for student voice.	<input checked="" type="checkbox"/> Student Leadership Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items

				will be used which may include DET funded or free items
Assist school council student representaives in their preparation and reports to council.	<input checked="" type="checkbox"/> Student Leadership Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Student consultation in start and end of year planning and celebrations.	<input checked="" type="checkbox"/> Student Leadership Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items



## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$7,095.00	\$7,095.00	\$0.00
Disability Inclusion Tier 2 Funding	\$9,198.19	\$9,198.00	\$0.19
Schools Mental Health Fund and Menu	\$0.00	\$37,000.00	-\$37,000.00
<b>Total</b>	<b>\$16,293.19</b>	<b>\$53,293.00</b>	<b>-\$36,999.81</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Structured PLC meetings.	\$7,100.00
<b>Totals</b>	<b>\$7,100.00</b>

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Structured PLC meetings.	from: Term 1 to: Term 4	\$7,095.00	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		<b>\$7,095.00</b>	



## Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Structured PLC meetings.	from: Term 1 to: Term 4	\$9,198.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>Education Support Staff</li> </ul> <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>Whole school</li> </ul> <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> <li>Inclusive recreation equipment and resources</li> </ul>
<b>Totals</b>		\$9,198.00	

## Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

## Additional Funding Planner – Total Budget

Activities and Milestones	Budget
	\$37,000.00
<b>Totals</b>	\$37,000.00

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
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	from: Term 1 to: Term 4	\$37,000.00	
<b>Totals</b>		\$37,000.00	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Utilise Tutor Learning Initiative and provide targeted learning support to students, who are well/below standard or haven't make good progress or above within the past 12 months.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants TLI Leadership <input checked="" type="checkbox"/> Departmental resources TLI Resources	<input checked="" type="checkbox"/> On-site
Develop whole school knowledge and data literacy to use Data Walls/Dashboards to identify and diagnose individual student's learning needs.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Develop staff capacity to deliver differentiated, responsive teaching and learning; including Education Support Staff in line with the Teaching & Learning Framework.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

Re-align school staffing, resources and structures to deliver the SSP and AIP Wellbeing priority in line with FSIO 2.0	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants SSSO Support DIP Team Support	<input checked="" type="checkbox"/> On-site
Review and implement changes to the Child Safe Standards (CSS).	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Child Safe and Mandatory Report online course and webinars	<input checked="" type="checkbox"/> On-site
Monitor and track student enrolment and progress in Tier 2 (Small Group/Targeted) therapeutic intervention programs.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> Student Achievement Manager	<input checked="" type="checkbox"/> On-site
Develop staff capacity to meet the complex health needs of students in partnership with external services/agencies and internal mental and allied health, wellbeing, engagement and inclusion professionals.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Wellbeing Team					
Use in-school and SSSO case management meetings to identify students at risk of disengagement and respond by documenting levels of adjustments in the student's Individual Education Plan (IEP).	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants SSSO Support	<input checked="" type="checkbox"/> On-site
Review and refine compliance Individual Education Plans alongside other supporting evidence/documents, including: DIP, SSG Minutes, Behaviour Support Plans, Health Support Plans and Attendance Plans.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site