

Annual Implementation Plan - 2023

Define Actions, Outcomes and Activities

East Doncaster Secondary College (7773)



Submitted for review by John Roberts (School Principal) on 09 February, 2023 at 10:49 AM
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 09 February, 2023 at 11:43 AM
Endorsed by Stefan Kazakis (School Council President) on 09 February, 2023 at 11:54 AM

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>2023 Priorities Goal 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.</p>
<p>12 Month Target 1.1</p>	<ul style="list-style-type: none"> -To be able to identify improvement in student learning outcomes for all students involved in the learning catch-up intervention program in 2023 -To have planned, delivered and reviewed a College-wide three tiered approach to learning catch-up interventions for our students - Increase the percentage of student achieving high growth in NAPLAN for: Numeracy from 23.5% (2021) to 26% (2023) Reading from 24.4% (2021) to 27% (2023) Writing from 24.9% (2021) to 26% (2023) -Increase the percentages of students in the top two bands of NAPLAN for: Year 7 Numeracy from 65% (2022) to 66% (2023) Reading from 52% (2022) to 56% (2023) Writing from 54% (2022) to 56% (2023) Year 9 Numeracy from 46% (2022) to 47% (2023) Reading from 36% (2022) to 41% (2023) Writing from 26% (2022) to 27% (2023) -Improve percentages of students who are at and above expected levels in 2023 to: English: Reading & Viewing 96% Speaking & Listening 97% Writing 95% Mathematics: Measurement & Geometry- 92% Algebra- 90%

	<p>Statistics and Probability- 92%</p> <p>-Increase the VCE median all study score to be at 33.2 in 2023 Improve the percentages of students who achieve 40+ to 17% in 2023</p> <p>-Improve the rates of positive endorsement in the Student Attitudes to School Surveys (AToSS) for the measures Sense of Connectedness to 57%, Differentiated Learning Challenge 58% and Teacher Concern 36%</p> <p>-Improve rates of positive endorsement in the student Attitudes to School Surveys(AToSS) for the measures of Perseverance to 60 %, School Stage Transitions: Year 7 and new to 69% Years 10-12 to 61%</p> <p>-Improve the rate of positive endorsement in the Staff Opinion Survey for the measure of Teacher Collaboration to 59% and Collaborate to Plan Curriculum 86% in 2023</p> <p>-Improve rates of positive endorsement to the Parent Opinion Survey for the measures of School Connectedness to 85%, Student Agency and Voice to 72% and Transitions to 80%</p>
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> - Continue to embed our whole school literacy framework and develop a whole school numeracy framework - Continue to implement a multi-tiered approach to meet students' individual learning needs.
Outcomes	<ul style="list-style-type: none"> - Teachers will, using diagnostic data and ongoing formative assessments, identify the individual learning needs of students in their classroom - Teachers will evaluate the data in their PLTs and collaborate on effective strategies to progress the cohort in their learning. - Leaders will support all teachers (particularly new staff) to understand and be skilled in delivering key components of our whole school literacy framework. This will include targeted PD for staff who have not completed the Literacy for Learning PD as well as building upon understanding and strategies for those that have. - Teachers will plan strategies, utilising the literacy framework, to address and progress the literacy needs of students in their subject area. - Students will recognise and be able to use literacy strategies that are transferable across subjects. - Literacy strategies will continue to be documented into the curriculum documentation for all Domains. - All subjects will include in rubrics for selected written tasks the reference to appropriate metalanguage (in addition to spelling, grammar and punctuation which is already required) - Teachers of Maths will diagnose the numeracy abilities of students in their classes to teach to their point of need; with an emphasis

	<p>on building, sharing and documenting effective differentiation strategies.</p> <ul style="list-style-type: none"> - Students will receive explicit feedback so that they know what the next steps are to progress their literacy and numeracy learning skills - The Numeracy working party will continue to develop and trial aspects of a whole school numeracy framework. - Year 7-9 PAT data will be used to determine students in need or targeted academic support or intervention via TLI, Literacy, Cars and Stars, Quicksmart and GRIN - Tutors will provide targeted academic support for identified students; including student voice in the development of meaningful learning goals in the IEP process - Teachers and tutors will collaboratively plan and implement differentiated learning approaches based on student learning data - PLTs will meet regularly to plan and engage in reflective practice with an ongoing focus on monitoring student learning data and the sharing of strategies to progress all students in their learning. 			
<p>Success Indicators</p>	<p>Early Indicator</p> <ul style="list-style-type: none"> - Students identified for the TLI and MYLNS will have IEPs that explicitly state literacy and numeracy goals for learning improvement - Implemented the Tutor Learning Initiative and Victorian High Ability Program. - Teacher feedback demonstrates that all staff will have a common understanding of the approach to literacy across the curriculum at EDSC and a clear understanding of the strategies in our whole school framework. - Maths teachers have collaborated to identify numeracy strategies that are most effective to aid student learning growth and have reached common agreement on non-negotiables in their subject area. <p>Late Indicator</p> <ul style="list-style-type: none"> - Curriculum documentation in all subject areas will show evidence of literacy strategies being implemented to progress learning. - Maths curriculum documentation will show increased evidence of explicit differentiation strategies, showing the continuum of Maths learning. - Victorian Curriculum judgements will show learning growth in Literacy and Numeracy - NAPLAN data will show growth in student literacy and numeracy abilities - PAT data will show growth in student literacy and numeracy abilities - Peer observation reveals evidence of: differentiation, whole school literacy strategies, formative assessment, explicit feedback 			
<p>Activities and Milestones</p>	<p>People Responsible</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Funding Streams</p>

<p>- Utilise Edapt platform and Carmel Richardson data to identify the learning needs of students</p>	<p><input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$2,500.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>- Identify students requiring targeted support</p>	<p><input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Disability Inclusion Coordinator</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>- IEPs developed for (and with) students selected for the TLI that explicitly state literacy and numeracy goals for learning improvement</p>	<p><input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

	<input checked="" type="checkbox"/> Teacher(s)			<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
- TLI protocol shared with all teachers who are working with tutors	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
- Targeted literacy PD for all staff so there is a common understanding of our whole school literacy framework. PD will be differentiated based on areas of need.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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
- PLT inquiry approach is to be emphasised in all Domains with regular time provided in the professional learning schedule for teams to work	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLT Leaders	<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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
- Maths teachers to reach common agreements regarding effective numeracy instruction so that there is a consistent approach across all classes	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
- Continue with extension programs like VHAP and Aspire	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$1,500.00

	<input checked="" type="checkbox"/> Teacher(s)		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
- Continue with documentation and implementation of differentiation strategies in course outlines	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<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
- Trial numeracy strategies in Domains outside of Maths as part of developing whole school numeracy framework	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 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
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> - Establish a multi-tiered response model to meet students' individual wellbeing needs. - Identify and implement positive student wellbeing approaches across the College. 			
Outcomes	<p>Students will prioritise positive health, wellbeing and attendance at school. Students will recognise and respond to wellbeing concerns and will feel supported at school. Students will report improved wellbeing, student voice opportunities and greater agency in learning. Students will engage in and value education. Teachers begin to develop the skills necessary to implement social and emotional learning within their curriculum areas. Teachers and the Wellbeing Team will recognise and appropriately respond to students' wellbeing needs. Teachers and leaders will increase opportunities for student agency in learning. Leaders will support whole-school continuous development, documentation and revision of a multi-tiered response model to wellbeing. Community partnerships will be further developed and strengthened.</p>			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> - Policies and programs will show documentation of a multi-tiered response model to Wellbeing - Teachers begin to identify and document content necessary to implement social and emotional learning within their curriculum areas. - Student surveys and focus group responses show that students know how to seek health and wellbeing support. - Improvement in College attendance data with fewer students recorded as absent for 20 days or more. - Positive Futures documentation is mapped to meet the needs of each year level. - Preferred community organisations and agencies are identified and initial steps are taken to initiate partnerships where appropriate. <p>Late indicators:</p>			

- Responses to College wellbeing survey reflect positive engagement with SEL in the classroom.
- Documentation will show identified personal and social learning capabilities embedded into the curriculum.
- Staff survey factors demonstrate growth within: instructional leadership, collective efficacy and trust in colleagues
- AtoSS factors demonstrate growth within: sense of connectedness, perseverance, teacher concern, advocate at school, respect for diversity and school stage transitions
- Student surveys reflect increased engagement with and commitment to the revised Positive Futures structure
- Peer support program will be operational and feedback for the continuing growth the of the program will be influenced by student focus group feedback
- Tracked data and improved processes will be used to identify, monitor and support students leaving school without a Year 12 completion.
- Documentation of identified Berry Street Educational Model strategies will be evident in Student Wellbeing and Engagement strategies available to all staff
- Community partnerships with preferred organisations and agencies will have been established and operational

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review wellbeing strategic plan.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Review the comprehensive guidelines and procedures manual for wellbeing and share with key personnel.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Wellbeing Team		to: Term 2	<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
Mental Health Practitioner (MHP) to form a Student Wellbeing Leadership team to provide student voice regarding the wellbeing program and help to inform practice.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to develop the multi-tiered response model “whole school approach” to wellbeing.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<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
Identify the Social & Emotional Learning (SEL) capabilities aligned to learning domains (a planned approach to the assessment of the SEL capabilities).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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
Begin to document Social & Emotional learning (SEL) across curriculum areas and Positive Futures	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$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

<p>Implement monitor and review Positive Futures program, utilising Positive Futures surveys, staff and student voice.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Implement a Peer Support program.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$500.00</p> <ul style="list-style-type: none"> <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
<p>Implement key processes and programs aimed to identify and support vulnerable students.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Wellbeing Team			<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement key processes and programs aimed to improve student attendance.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<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
Implement key processes and programs aimed to reduce the number of students identified by DET as “leaving education early”.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Careers Leader/Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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
Targeted focus on improving AToSS “Teacher Concern” data - eg. through student voice, teacher voice, Positive Futures, meetings etc.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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
Identify and implement key Berry Street Educational Mode (BSEM) foci, e.g. College values, readiness to learn.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <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
Student focus groups used to gain further insight into the effectiveness of our Wellbeing Programs, the Positive Futures	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<p>program and the relevant feedback from the 2022 Student Attitudes to School Survey.</p>	<input checked="" type="checkbox"/> Sub School Leader/s		<p>to: Term 4</p>	<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
<p>Identify and implement strategies for increasing student voice and agency in the classroom, across the College and in the wider community.</p>	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <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
<p>Refine the College Respectful Relationships action plan to ensure a whole school approach.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 3</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Identify and promote opportunities for increased engagement with community partners.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<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
Ongoing staff professional development in the sphere of student engagement, wellbeing and support.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

