**2022 Annual Implementation Plan**

Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

**for improving student outcomes**

Hamlyn Views School (5565)



**Self-evaluation Summary - 2022**

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|  | FISO 2.0 Dimensions | Self-evaluation Level |
| **Teaching and Learning** | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Embedding |
| 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 |

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| **Assessment** | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Evolving |
| Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. |

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| **Leadership** | 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 | Embedding |
| Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core |

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| **Engagement** | Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Evolving |
| Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students’ participation and engagement in school |

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| **Support** | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Evolving |
| Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students |

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| **Enter your reflective comments** | The impact of Covid-19 related disruptions and momentum has continued to be a barrier to school improvement, particularly when moving into the embedding stage and beyond for goals and strategies. Whilst the majority of the goals and related KIS have continued to develop and progress, we feel that consistency of on-site attendance in 2022 will support us to move well into the embedding stage and beyond in most areas. |
| **Considerations for 2022** | With a large number of new teachers in 2022 there will be a significant focus on induction, including teaching and learning pedagogical priorities. This will include our schools Instruction Model with a focus on improvement in the use of high impact teaching and engagement strategies, and continued assessment to assist planning for the individual learning of our students. We will establish a focused approach to coaching, particularly to support new and graduate teachers, but also to extend the reflective practice opportunities for our more experienced teachers as well. The rollout of the Disability Inclusion Initiative will require a significant amount of time and focus as a school to ensure a smooth transition. The impact financially as a result of this new approach is yet to be known. |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| Goal 1 | <b>2022 Priorities Goal</b><br/> Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. |
| Target 1.1 | Support for the 2022 Priorities |
| Key Improvement Strategy 1.a Priority 2022 Dimension | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy |
| Key Improvement Strategy 1.b Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable |
| Goal 2 | To improve student learning outcomes in English with a focus on communication. |
| Target 2.1 | To increase the percentage of students, that demonstrate relative growth according to teacher judgement data of one level over 24 months in the ABLES / Victorian Curriculum Speaking and Listening domain from 35% (2019) to 75% (2024). |
| Target 2.2 | To increase the percentage of students that demonstrate relative growth according to teacher judgement of one    level over 24 months in the ABLES / Victorian Curriculum Reading & Viewing domain from 50% (2019) to 75% (2024). |
| Target 2.3 | To increase the percentage of students that demonstrate relative growth according to teacher judgement of one level over 24 months in the ABLES / Victorian Curriculum Writing domain from 50% (2019) to 75% (2024). |
| Key Improvement Strategy 2.a Building practice excellence | Build teacher expertise to set and monitor individual student growth in the use of their AAC devices through inclusion in their ILPs. |
| Key Improvement Strategy 2.b Building practice excellence | Deliver school–wide professional learning that increases staff proficiency and use of digital AAC systems. |
| Key Improvement Strategy 2.c Building practice excellence | Build teacher capacity to incorporate use of digital AAC into the English Curriculum. |
| Key Improvement Strategy 2.d Curriculum planning and assessment | Build staff capacity to effectively use data systems that plan for and assess student growth using the Professional Learning Community (PLC) approach. |
| Goal 3 | To increase student engagement with their learning. |
| Target 3.1 | To improve Connectedness to school (Sense of belonging) from 87% (2019) to 92% (2024) according to the student AToSS. |
| Target 3.2 | To improve student confidence in addressing bullying behaviour (Managing Bullying) from 60% (2019) to 75% in 2024 according to the POS data |
| Target 3.3 | To decrease unexpected student behaviour episodes in the classroom, during transitions and in the playground based on SWPBS data from baseline data to be established in 2020 by 15% by 2024. |
| Target 3.4 | To increase fidelity to the SWPBS framework from baseline data to be established in 2020 by 25% by 2024 as measured by the Tiered Fidelity Inventory (TFI). |
| Key Improvement Strategy 3.a Setting expectations and promoting inclusion | Embed the use of individual schedules and work systems that support independence within the classroom. |
| Key Improvement Strategy 3.b Building practice excellence | Build staff capacity to effectively record and analyse data to inform implementation of strategies which improve student behaviour. |
| Key Improvement Strategy 3.c Empowering students and building school pride | Implement and embed all three tiers of the SWPBS framework with fidelity. |
| Key Improvement Strategy 3.d Setting expectations and promoting inclusion | Strengthen staff understanding and capacity to plan for, and incorporate universal design for learning principles into their practice. |
| Goal 4 | To improve the resilience and wellbeing of students. |
| Target 4.1 | Increase Student Voice and Agency from 86% (2019) to 90% (2024) according to the AToSS. |
| Target 4.2 | Increase Student Agency and Voice (organisational skills) from 60% (2019) to 70% (2024) according to the POS. |
| Target 4.3 | Increase Resilience for Secondary students from 67% (2019) to 75% (2024) according to the AToSS |
| Key Improvement Strategy 4.a Health and wellbeing | Build staff capacity to develop, implement and evaluate programs that promote student voice and agency. |
| Key Improvement Strategy 4.b Health and wellbeing | Implement, embed and evaluate the Resilience, Rights and Respectful Relationships curriculum across all areas of the school. |
| Key Improvement Strategy 4.c Health and wellbeing | Develop staff understanding and use of the Multi–Tiered Systems of Support framework. |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| <b>2022 Priorities Goal</b><br/> Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. | Yes | Support for the 2022 Priorities | Support for the 2022 priorities. |
| To improve student learning outcomes in English with a focus on communication. | Yes | To increase the percentage of students, that demonstrate relative growth according to teacher judgement data of one level over 24 months in the ABLES / Victorian Curriculum Speaking and Listening domain from 35% (2019) to 75% (2024). | To increase the percentage of students, that demonstrate relative growth according to teacher judgement data of one level over 24 months in the ABLES/Victorian Curriculum - Speaking and Listening domain from 84% (2021) to 85% in 2022. |
| To increase the percentage of students that demonstrate relative growth according to teacher judgement of one    level over 24 months in the ABLES / Victorian Curriculum Reading & Viewing domain from 50% (2019) to 75% (2024). | To increase the percentage of students that demonstrate relative growth according to teacher judgement of one level over 24 months in the ABLES/Victorian Curriculum - Reading & Viewing domain from 86% (2021) to 87% in 2022. |
| To increase the percentage of students that demonstrate relative growth according to teacher judgement of one level over 24 months in the ABLES / Victorian Curriculum Writing domain from 50% (2019) to 75% (2024). | To increase the percentage of students that demonstrate relative growth according to teacher judgement of one level over 24 months in the ABLES/Victorian Curriculum - Writing domain from 82% (2021) to 83% in 2022. |
| To increase student engagement with their learning. | Yes | To improve Connectedness to school (Sense of belonging) from 87% (2019) to 92% (2024) according to the student AToSS. | To increase overall Connectedness (Sense of Belonging) to school from 90% (2021) to 91% in 2022. |
| To improve student confidence in addressing bullying behaviour (Managing Bullying) from 60% (2019) to 75% in 2024 according to the POS data | To increase confidence in addressing bullying behaviour (Managing Bullying) from 58% (2021) to 63% in 2022. |
| To decrease unexpected student behaviour episodes in the classroom, during transitions and in the playground based on SWPBS data from baseline data to be established in 2020 by 15% by 2024. | To decrease unexpected student behaviour episodes in the classroom, during transitions and in the playground - pro rata - based on the 2021 baseline of 339 incidents, by 5% in 2022. |
| To increase fidelity to the SWPBS framework from baseline data to be established in 2020 by 25% by 2024 as measured by the Tiered Fidelity Inventory (TFI). | To increase fidelity to the SWPBS Tier 1 framework from 70% to 80% as measured by the Tiered Fidelity Inventory (TFI). |
| To improve the resilience and wellbeing of students. | No | Increase Student Voice and Agency from 86% (2019) to 90% (2024) according to the AToSS. |  |
| Increase Student Agency and Voice (organisational skills) from 60% (2019) to 70% (2024) according to the POS. |  |
| Increase Resilience for Secondary students from 67% (2019) to 75% (2024) according to the AToSS |  |

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| Goal 1 | <b>2022 Priorities Goal</b><br/> Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. | |
| 12 Month Target 1.1 | Support for the 2022 priorities. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Priority 2022 Dimension | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy | Yes |
| **KIS 2**  Priority 2022 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 2022. | |
| Goal 2 | To improve student learning outcomes in English with a focus on communication. | |
| 12 Month Target 2.1 | To increase the percentage of students, that demonstrate relative growth according to teacher judgement data of one level over 24 months in the ABLES/Victorian Curriculum - Speaking and Listening domain from 84% (2021) to 85% in 2022. | |
| 12 Month Target 2.2 | To increase the percentage of students that demonstrate relative growth according to teacher judgement of one level over 24 months in the ABLES/Victorian Curriculum - Reading & Viewing domain from 86% (2021) to 87% in 2022. | |
| 12 Month Target 2.3 | To increase the percentage of students that demonstrate relative growth according to teacher judgement of one level over 24 months in the ABLES/Victorian Curriculum - Writing domain from 82% (2021) to 83% in 2022. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Building practice excellence | Build teacher expertise to set and monitor individual student growth in the use of their AAC devices through inclusion in their ILPs. | Yes |
| **KIS 2**  Building practice excellence | Deliver school–wide professional learning that increases staff proficiency and use of digital AAC systems. | No |
| **KIS 3**  Building practice excellence | Build teacher capacity to incorporate use of digital AAC into the English Curriculum. | Yes |
| **KIS 4**  Curriculum planning and assessment | Build staff capacity to effectively use data systems that plan for and assess student growth using the Professional Learning Community (PLC) approach. | 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. | AAC use is required across the school for many of our students, therefore increasing teacher capacity will always be a focus to ensure students have a voice and can advocate for themselves. In turn, increasing teacher capacity to set and monitor individual student growth in the use of their AAC devices through inclusion in their IEPs should also lead to higher levels of student engagement and achievement. | |
| Goal 3 | To increase student engagement with their learning. | |
| 12 Month Target 3.1 | To increase overall Connectedness (Sense of Belonging) to school from 90% (2021) to 91% in 2022. | |
| 12 Month Target 3.2 | To increase confidence in addressing bullying behaviour (Managing Bullying) from 58% (2021) to 63% in 2022. | |
| 12 Month Target 3.3 | To decrease unexpected student behaviour episodes in the classroom, during transitions and in the playground - pro rata - based on the 2021 baseline of 339 incidents, by 5% in 2022. | |
| 12 Month Target 3.4 | To increase fidelity to the SWPBS Tier 1 framework from 70% to 80% as measured by the Tiered Fidelity Inventory (TFI). | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Setting expectations and promoting inclusion | Embed the use of individual schedules and work systems that support independence within the classroom. | Yes |
| **KIS 2**  Building practice excellence | Build staff capacity to effectively record and analyse data to inform implementation of strategies which improve student behaviour. | Yes |
| **KIS 3**  Empowering students and building school pride | Implement and embed all three tiers of the SWPBS framework with fidelity. | No |
| **KIS 4**  Setting expectations and promoting inclusion | Strengthen staff understanding and capacity to plan for, and incorporate universal design for learning principles into their practice. | 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. | With the introduction of a large number of new teaching staff to our team in 2022, a focus on embedding Structured Teaching, Universal Design for Learning, High Impact Teaching and Engagement Strategies, and the effective use of student behaviour data, should have a direct impact on student engagement and learning outcomes. | |

**Define Actions, Outcomes and Activities**

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| Goal 1 | **2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. | | | | |
| 12 Month Target 1.1 | Support for the 2022 priorities. | | | | |
| KIS 1 Priority 2022 Dimension | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy | | | | |
| **Actions** | Tutor Learning teachers co-design learning programs for selected students identified from triangulated data, with a focus on Literacy (Reading) in semester one and Numeracy in semester two. A new Learning Specialist appointed for 2022 to increase teacher access to instructional coaching, and lead the collection and analyse of whole school student achievement data. Introduce two Specialist School Inclusion Outreach Coaches (0.5 each). Appoint a Leading Teacher (Inclusion) to lead the implementation of the Disability Inclusion Profiles (DIP) process. Support the embedding of school non-negotiables and continued development of evidence-based inclusive practices that support all learners such as, structured teaching, AAC devices. Purchase resources to support the DIP process and inclusive practices. Introduce a new Individual Education Plan (IEP) format within COMPASS based on the Department of Education and Training (DET) template that will monitor and assess student progress against their IEP goals. Continue Professional Learning Communities (PLCs) that incorporate the Data Wise improvement process, to support teacher collaborative data inquiry and reflection to strengthen teaching practice, and ensure evidence of learning interventions, strategies and adjustments for student's DIPs. Strengthen our school approach to communication with parents/carers, with a focus on communicating how individual learning needs are identified and supported. | | | | |
| **Outcomes** | Tutor Learning Roadmap to Success document created and assisting tutoring support for targeted students. Teachers undertaking formalised coaching, conducted on a regular basis. Non-negotiables and use of evidence-based inclusive practices evident within classrooms.  IEPs identify student learning needs and assist teachers to provide curriculum content and necessary adjustments to promote learning growth. DIPs process implemented for all new students, and other identified students across the school to support the Disability Inclusion Initiative rollout.  PLCs meet weekly to engage in reflective practice, and evaluate and plan curriculum assessments and learning interventions. Greater understanding and involvement by parents/carers in the establishment of IEPs that track and evaluate student learning progress and achievement. | | | | |
| **Success Indicators** | Tutor program students learning growth tracked by assessment tools as per Roadmap. Teacher Learning Initiative Implementation Continua shows improvement of proficiency across the six dimensions  Student progress and achievement against their IEP goals Classroom observations and learning walks indicate use of agreed non-negotiables and evidence based inclusive practices Differentiated curriculum documents, and teacher and therapist programs, provide evidence of learning interventions and adjustments for DIPs PLC Maturity Matrix results  Parent Opinion Survey perception result for communication of student progress | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Conduct Tutor Learning program and assess Tutor Learning Initiative proficiency using the Continua. | | 🗹 Learning Specialist(s)  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Provide whole school Professional Learning to support inclusive practices. | | 🗹 Allied Health  🗹 Disability Inclusion Coordinator  🗹 Leading Teacher(s)  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🞎 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Conduct Classroom Observations and Learning Walks. | | 🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Extra non-face to face time provided to PLC leaders. | | 🗹 PLC Leaders | 🞎 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Create and introduce new IEP template. | | 🗹 Learning Specialist(s)  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Teacher time release provided to collate student evidence and participate in DIP meetings | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $9,854.43  🞎 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Liaise with regional Disability Inclusion Team to support implementation of DIP process. | | 🗹 Assistant Principal  🗹 Disability Inclusion Coordinator  🗹 Leading Teacher(s)  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Purchase resources to support DIP processes, such as digital Vineland Assessments. | | 🗹 Leading Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🞎 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Conduct weekly Teacher PLC meetings | | 🗹 PLC Leaders  🗹 School Improvement Team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Plan and review IEPs with parents/carers and other required professionals at Student Support Group meetings each term | | 🗹 Homegroup teachers  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Leading Teacher salary progression for inclusion role | | 🗹 Leading Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $13,338.50  🞎 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 2 Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | | |
| **Actions** | Appoint a Social Worker (0.8) to expand the range of professional expertise within the Health and Wellbeing team. Key members of the Health and Wellbeing team undertake Smiling Minds professional learning then deliver for all school staff. Staff provided 'Be You' professional learning to increase their capacity to support students' mental health and wellbeing Investigate options for a school therapy dog.  Organise opportunities for 'at-risk' students to participate in a range of tier 2 interventions and programs.  Teachers complete one day of Berry Street training to increase their knowledge and understanding of strategies to support students impacted by trauma. Appoint a new school key contact for Resilience, Rights and Respectful Relationships (RRRR) and continue to implement the RRRR curriculum across the school. Continue to progress eSmart Framework accreditation through the new Digital Technologies Action Team, and implement bullying prevention and cyber safety programs. Continue to progress Health Achievement accreditation through the Wellbeing Action Team. Review and update Child Safe policies, procedures and practices to align with the New Child Safe Standards. Increase student voice with the introduction of School Captains and School Council Secondary Student representatives. Partner with 'Back to Back Theatre' for a 'Radial Music Project' for selected Secondary students. The Arts teachers undertake Music 'Duet' program professional learning and purchase musical equipment from DET grant funding. Undertake inclusive playground development project utilising Inclusive Schools DET grant funding. Utilise Active Sports Boost additional DET grant funding to extend student access to a range of sporting experiences within and external to the school. Meet DET guidelines and complete required procurement and policy development to support purchase of a school bus that enables greater student access to learning opportunities within the local and broader community. | | | | |
| **Outcomes** | Students and families will be connected to mental health and external agency and support services. 'At-risk' students identified through a referral process and receive targeted support through a multi-tiered systems of support approach. Teachers incorporate trauma informed practices as part of their teaching toolkit. Staff will undertake a range of professional learning and implement intervention strategies to support student mental health and wellbeing. Teachers and leaders integrate physical, social, emotional, cultural and civic wellbeing learning into whole school practice and programs. Child Safe Standards policies, procedures and practices developed and implemented align with the New Child Safe Standards. | | | | |
| **Success Indicators** | Student engagement when participating in wellbeing programs Observation of changes to classroom practices Documentation of frameworks, policies or programs Student attendance data COMPASS and eduSafe Plus reports show fewer incidents of student self-harming behaviour Student Attitude to School Survey results - Individual Social and Emotional Wellbeing, Physical and Mental Health, Emotional and Relational Engagement Student ABLES - Social Learning and Interpersonal Skills data Student Victorian Curriculum - Personal and Social Capabilities data Compliance against the New Child Safe Standards  Self-Assessment against the Inclusive Schooling Index | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Appoint a Social Worker (0.8) | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $51,561.60  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Health and Wellbeing team meeting regularly to oversee referrals and coordination of mental health and wellbeing programs and supports for 'at risk' students. | | 🗹 Assistant Principal  🗹 Principal  🗹 Wellbeing Team | 🗹 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Key staff access then deliver whole school professional learning on 'Smiling Minds' Champion initiative | | 🗹 Assistant Principal  🗹 Wellbeing Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Mental Health Practitioner provides individual and small group interventions and supports. | | 🗹 Assistant Principal  🗹 Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Berry Street professional learning undertaken by additional teachers. | | 🗹 Assistant Principal  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $15,299.63  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| RRRR/PBS Action team meetings held regularly to support the delivery of a comprehensive and responsive RRRR whole school curriculum, including anti-bullying program and framework. | | 🗹 Respectful Relationships Implementation Team  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Digital Technologies Action team meets regularly to progress eSmart Framework accreditation, review and development of cyber safety curriculum and practices. | | 🗹 Information Technology Leader/Team  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Teacher Mentor appointed to support the participation and active involvement of Student School Council representatives on the School Council. | | 🗹 Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| 'Back to Back Theatre' Radial Project conducted. | | 🗹 Assistant Principal  🗹 Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Music 'Duet' professional learning program conducted and new music resources purchased. | | 🗹 Assistant Principal  🗹 Principal  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 2  to: Term 3 | $4,000.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Establish Inclusive playground space. | | 🗹 Administration Team  🗹 Allied Health  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $200,000.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| A range of additional active sporting activities provided across the year for students. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $17,958.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| A new school bus purchased. | | 🗹 Administration Team  🗹 Allied Health  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 2 | $86,000.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| 'Be You' professional learning for key members of the wellbeing and all staff. | | 🗹 All Staff  🗹 Assistant Principal  🗹 Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Wellbeing Action team meets regularly to progress Health Achievement accreditation, review and development of relevant policies and curriculum initiatives. | | 🗹 Leading Teacher(s)  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Review and update Child Safe Standards policies, policies and practices. | | 🗹 All Staff  🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Goal 2 | To improve student learning outcomes in English with a focus on communication. | | | | |
| 12 Month Target 2.1 | To increase the percentage of students, that demonstrate relative growth according to teacher judgement data of one level over 24 months in the ABLES/Victorian Curriculum - Speaking and Listening domain from 84% (2021) to 85% in 2022. | | | | |
| 12 Month Target 2.2 | To increase the percentage of students that demonstrate relative growth according to teacher judgement of one level over 24 months in the ABLES/Victorian Curriculum - Reading & Viewing domain from 86% (2021) to 87% in 2022. | | | | |
| 12 Month Target 2.3 | To increase the percentage of students that demonstrate relative growth according to teacher judgement of one level over 24 months in the ABLES/Victorian Curriculum - Writing domain from 82% (2021) to 83% in 2022. | | | | |
| KIS 1 Building practice excellence | Build teacher expertise to set and monitor individual student growth in the use of their AAC devices through inclusion in their ILPs. | | | | |
| **Actions** | Teachers use newly designed IEP template. Use of AACs recorded in students IEPs as a strategy or adjustment to support achievement of their individual goals. Purchase additional iPads to support increased access for staff and students to digital AAC devices. | | | | |
| **Outcomes** | IEPs record use of AAC devices.  Additional iPads in daily use and accessible to students. Speaking and listening outcomes for students show improvement. | | | | |
| **Success Indicators** | Student Individual Education Plans Roadmap of Communication Competency (ROCC) student assessment data CAS data Speaking and Listening Achievement levels student data | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| IEPs developed, monitored and reviewed include the use of AAC devices. | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Purchase additional iPads. | | 🗹 Information Technology Leader/Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $7,000.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 2 Building practice excellence | Deliver school–wide professional learning that increases staff proficiency and use of digital AAC systems. | | | | |
| **Actions** | Speech Therapist or other key staff member provides staff professional learning on the use of AAC devices, as well as individual assistance or coaching on an as needs basis. Conduct Teacher Survey of AAC competence and frequency of use. | | | | |
| **Outcomes** | Staff increase their capacity to use AAC devices effectively. Students increase their capacity and use of AAC devices effectively. | | | | |
| **Success Indicators** | Student achievement data Teacher AAC Survey results | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| AAC professional learning delivered for all staff. | | 🗹 Allied Health  🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 PLC Leaders | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Administer AAC Survey for new teachers in term one and all teachers in term four. | | 🗹 School Improvement Team | 🞎 PLP Priority | from: Term 4  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 3 Building practice excellence | Build teacher capacity to incorporate use of digital AAC into the English Curriculum. | | | | |
| **Actions** | Revisit school Non-Negotiables, with a focus on the use of AAC devices. Encourage greater AAC device use and availability in classrooms, specialist classes and break times. Provide formal Instructional Coaching, Peer Coaching, as well as Mentoring for new Graduate Teachers. SIT conduct Classroom Observations and formal Learning Walks. | | | | |
| **Outcomes** | Non-Negotiables poster and AAC visual prompts displayed in all classrooms. Evidence of AACs visible and in use throughout the school. Teachers receiving feedback through Coaching and Mentoring on their use of AACs. Classroom Observations and Learning Walks provide evidence of AAC devices within teacher planning, and in use within classrooms and other school spaces. | | | | |
| **Success Indicators** | Teacher weekly planners Formative assessment data General feedback from Learning Specialists and Graduate Teacher Mentors Learning Walk Observation Records and teacher feedback | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| At PLCs, revisit school Non-Negotiables, focusing on the effective use of AAC devices. | | 🗹 PLC Leaders  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Within PLCs, promote greater AAC device use and availability in classrooms, specialist classes and break times. | | 🗹 PLC Leaders  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Facilitate Instructional Coaching, Peer Coaching and Mentoring (New Graduates). | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Conduct Classroom Observations and Learning Walks. | | 🗹 Learning Specialist(s)  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Maintain oversight of teacher weekly planners and data collection to ensure explicit planning for use of AAC devices. | | 🗹 Assistant Principal  🗹 PLC Leaders  🗹 Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 4 Curriculum planning and assessment | Build staff capacity to effectively use data systems that plan for and assess student growth using the Professional Learning Community (PLC) approach. | | | | |
| **Actions** | Review Assessment and Schedule and school developed Protocols to ensure assessment data collected is purposeful and provides evidence of fine grain student growth. Revisit student assessment tools to ensure knowledge and understanding for their effective use with new teachers. Refine the use of formative assessment to support point of need teaching. Utilise expertise of Speech Therapist and experienced teachers to support utilisation of Roadmap of Communication Competency (ROCC) assessment. Provide opportunities to practice moderation of assessments to support consistency of teacher judgement. Conduct PLC Inquiry Cycles that include topics - Learning Adjustments, Literacy (Reading), Numeracy and SWPBS. | | | | |
| **Outcomes** | Assessment and Reporting Schedule followed and supports collection and analysis of student learning data. A consistent approach evident for the collection of school-wide student data. Formative assessment being utilised to support individual planning for student learning growth.  Collated data used in PLCs supports the focus of each collaborative inquiry cycle. improved consistency of teacher judgements evident when assessing student achievement. | | | | |
| **Success Indicators** | 2022 Assessment and Reporting Schedule revised. Achievement of 2022 targets in Speaking and Listening, Reading and Viewing, and Writing. Attitudes to School Survey results for Effective Teaching Practice for Cognitive Engagement. Parent Opinion Survey results for Student Cognitive Engagement. Staff Opinion Survey results for Collective Efficacy, Academic Emphasis and Instructional Leadership. | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Review the 2022 Assessment and Schedule. | | 🗹 Learning Specialist(s)  🗹 School Improvement Team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Revisit student assessment tools to provide clarity for new teachers and to ensure knowledge and understanding of how to use them effectively. | | 🗹 Learning Specialist(s)  🗹 PLC Leaders  🗹 School Improvement Team  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Refine the use of formative assessment to support point of need teaching for students. | | 🗹 PLC Leaders  🗹 School Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Utilise expertise of Speech Therapist and experienced teachers to support the utilisation of the ROCC assessment. | | 🗹 Allied Health  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Moderate assessments for consistency of teacher judgements. | | 🗹 PLC Leaders  🗹 School Improvement Team  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Conduct a PLC Inquiry Cycle each term. | | 🗹 PLC Leaders  🗹 School Improvement Team  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Goal 3 | To increase student engagement with their learning. | | | | |
| 12 Month Target 3.1 | To increase overall Connectedness (Sense of Belonging) to school from 90% (2021) to 91% in 2022. | | | | |
| 12 Month Target 3.2 | To increase confidence in addressing bullying behaviour (Managing Bullying) from 58% (2021) to 63% in 2022. | | | | |
| 12 Month Target 3.3 | To decrease unexpected student behaviour episodes in the classroom, during transitions and in the playground - pro rata - based on the 2021 baseline of 339 incidents, by 5% in 2022. | | | | |
| 12 Month Target 3.4 | To increase fidelity to the SWPBS Tier 1 framework from 70% to 80% as measured by the Tiered Fidelity Inventory (TFI). | | | | |
| KIS 1 Setting expectations and promoting inclusion | Embed the use of individual schedules and work systems that support independence within the classroom. | | | | |
| **Actions** | Provide professional learning to new staff on the use of structured teaching strategies including individual schedules and work systems. Conduct learning walks and peer observations with a focus on structured teaching practices and feedback. Provide 1:1 coaching on structured teaching and differentiation in the classroom. Collect data on implementation of structured teaching practice as a Tier 1 strategy for learning. | | | | |
| **Outcomes** | Increased teacher understanding about the framework and evidence-base for implementation of structured teaching practices. Increased teacher proficiency in the planning and delivery of structured teaching practices. Increased evidence of structured teaching practice in teacher planning and instruction. Increased consistency in the use of structured teaching practices across the school. Increased levels of student engagement and decreased behavioural incidences. | | | | |
| **Success Indicators** | Professional learning records and meeting minutes. Staff feedback from professional learning opportunities. Learning walk and peer observation records. Coaching feedback and records. Teacher planning documents. Student achievement data. Student behaviour data. | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Professional learning for all staff on structured teaching. | | 🗹 Leading Teacher(s)  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Provide targeted coaches on structured teaching. | | 🗹 Leading Teacher(s)  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Collect and analyse student achievement and behaviour data | | 🗹 Leading Teacher(s)  🗹 School Improvement Team  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 2 Building practice excellence | Build staff capacity to effectively record and analyse data to inform implementation of strategies which improve student behaviour. | | | | |
| **Actions** | Continue to redefine data protocols for the collection of student data including collection processes, expectations for recording, and guidance for use of tools such as Prevent Teach Reinforce (PTR), Positive Support Plans (PSP’s) and Safety Plans. Deliver professional learning to staff regarding SWPBS data collection processes. Analyse 2021 data to establish baseline for 2022 comparison. Conduct a PLC Inquiry Cycle in term 4 with a SWPBS focus. | | | | |
| **Outcomes** | Baseline data outlines the incidence of unexpected student behaviour episodes in the classroom, during transitions and in the playground. Increased teacher knowledge regarding the collection of student behaviour data. Increased student engagement in classrooms. | | | | |
| **Success Indicators** | SWPBS data collected and used as a baseline for improvement focus. Increased collection of data for behaviours of concern using Compass and class based systems. Decreased number of behavioural incidents recorded. | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Clearly define and implement data protocols | | 🗹 Education Support  🗹 School Improvement Team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Provide SWPBS professional learning | | 🗹 Assistant Principal  🗹 Leading Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Conduct PLC Inquiry Cycle with a SWPBS focus | | 🗹 PLC Leaders  🗹 School Improvement Team  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 4  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 3 Setting expectations and promoting inclusion | Strengthen staff understanding and capacity to plan for, and incorporate universal design for learning principles into their practice. | | | | |
| **Actions** | Use Tier One - Tiered Fidelity Inventory (TFI) undertaken with SWPBS coach to establish TFI baseline. Complete Tiers 2 & 3 TFI with SWPBS coach. Complete Learning Walks and Peer Observations. | | | | |
| **Outcomes** | Evidence that SWPBS has been implemented with fidelity across all 3 tiers. Universal design principles visible in classroom planning and practices. | | | | |
| **Success Indicators** | Completed TFI  Learning Walk and Peer Observation records | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Establish TFI tier 1 baseline. | | 🗹 Assistant Principal  🗹 SWPBS Leader/Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| TFI for tiers 2 & 3 undertaken with assistance of SWPBS coach. | | 🗹 Assistant Principal  🗹 SWPBS Leader/Team | 🞎 PLP Priority | from: Term 4  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Conduct scheduled Learning Walks and Peer Observations. | | 🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |