

2025 Annual Implementation Plan

for improving student outcomes

Yea High School (8500)



Submitted for review by Jacinta Byers (School Principal) on 30 January, 2025 at 05:22 PM
Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 31 January, 2025 at 01:21 PM

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
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	FISO 2.0 Dimensions	Self-evaluation level
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	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
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	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.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	

	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	
Considerations for 2025	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Maximise the learning outcomes in literacy and numeracy for every student.	Yes	By 2025 increase the percentage of Year 9 students achieving above benchmark growth in NAPLAN: <ul style="list-style-type: none"> • Reading from 15 per cent to 25 per cent • Writing from 9 per cent to 20 per cent • Numeracy from 6 per cent to 20 per cent. 	NAPLAN- By 2026, reduce the number of NAS students in each of reading (23% in 2024) and numeracy (22% in 2024) in Year 7 and 9 compared to the number of NAS students in 2024.
		By 2025 increase the percentage of Year 9 students achieving in the top two bands in NAPLAN: <ul style="list-style-type: none"> • Reading from 22 per cent to 30 per cent • Writing from 5 per cent to 15 per cent • Numeracy from 4 per cent to 15 per cent. 	NAPLAN- Increase the number of students in Exceeding or Strong for Reading from 40% in 2024 to 52% in 2025 (Year 9)- Increase the number of students in Exceeding or Strong for Writing from 45% in 2024 to 55% in 2025 (Year 9)- Increase the number of students in Exceeding or Strong for Numeracy from 43% in 2024 to 56% in 2025 (Year 9)
		By 2025 increase the percentage of Year 7 – 10 students achieving at and above expected level in Victorian Curriculum Teacher Judgements for: <ul style="list-style-type: none"> • Reading and Viewing from 44 per cent to 60 per cent • Writing from 43 per cent to 60 per cent 	Teacher Judgement - increase Reading & Viewing from 31% in 2024 to 45% in 2025.- increase Writing from 35% in 2024 to 45% in 2025. - increase Number from 48% in 2024 to 55% in 2025.

		<ul style="list-style-type: none"> • Number and Algebra from 15 per cent to 50 per cent. 	
		By 2025, increase the percentage positive endorsement on the School Staff Survey for the factor 'Moderation of student assessment' from 70 per cent in 2021 to 74 per cent.	- Increase the percentage of positive endorsement on the School Staff Survey for the factor 'Moderation of Student Assessment' from 42% in 2024 to 64% in 2025.
		By 2025: <ul style="list-style-type: none"> • Increase the VCE English Year 12 study score mean from 27 in 2021 to 30 • Increase the VCE Further Mathematics study score mean from 27 in 2021 to 30. 	-Increase the VCE English Year 12 study score mean from 23 in 2024 to 27 in 2025.-Increase the VCE General Mathematics (previously known as Further Mathematics) study score mean from 22 in 2024 to 28 in 2025.
		By 2025, improve the positive endorsement on the SSS for the following factors: <ul style="list-style-type: none"> • Academic emphasis from 63 per cent (2021) to 71 per cent • Collective efficacy from 66 per cent (2021) to 74 per cent • Professional learning through peer observation from 55 per cent (2021) to 70 per cent • Understand how to analyse data from 60 per cent (2021) to 70 per cent • Differentiated learning challenge from 68 per cent (2021) to 76 per cent. 	Increase the percentage of positive endorsement on the School Staff Survey for the following factors:- Academic emphasis from 43% in 2024 to 50% in 2025- Collective efficacy from 52% in 2024 to 60% in 2025- Professional learning through peer observation from 38% in 2024 to 53% in 2025- Understand how to analyse data from 46% in 2024 to 50% in 2025- Plan differentiated learning activities from 65% in 2024 to 71% in 2025
Enhance student engagement in their learning.	No	By 2025, improve the positive endorsement on the AToSS for the following factors: <ul style="list-style-type: none"> • Stimulated learning from 64 per cent (2021) to 72 per cent 	

		<ul style="list-style-type: none"> • Student voice and agency from 57 per cent (2021) to 70 per cent • Sense of connectedness from 57 per cent (2021) to 70 per cent • Self regulation and goal setting from 56 per cent (2021) to 70 per cent. 	
		<p>By 2025, improve the positive endorsement on the POS for the following factor:</p> <ul style="list-style-type: none"> • Student connectedness from 71 per cent (2021) to 79 per cent. 	
Maximise physical health, mental health and wellbeing outcomes for every student.	Yes	<p>By 2025 decrease the percentage of Year 7 to Year 12 students who are absent for:</p> <ul style="list-style-type: none"> • 20 to 29.5 days from 15 per cent in 2021 to 12 per cent • 30 plus days from 22 per cent in 2021 to 20 per cent. 	<p>Decrease the percentage of Year 7 to Year 12 students who are absent:- 20 to 29.5 days from 19% in 2024 to 12% in 2025- 30 plus days from 33% in 2024 to 20% in 2025Koori- 20 to 29.5 days from 33% in 2024 to 20% in 2025- 30 plus days from 20% in 2024 to 10% in 2025</p>
		<p>By 2025, improve the positive endorsement on the AToSS for the following factors:</p> <ul style="list-style-type: none"> • Resilience from 61 per cent in 2021 to 69 per cent • Sense of Confidence from 56 per cent in 2021 to 64 per cent • Effective classroom behaviour from 68 per cent in 2021 to 76 per cent • Teacher concern from 54 per cent in 2021 to 62 per cent • Respect for diversity from 61 per cent in 2021 to 69 per cent. 	<p>Increase the percentage of positive endorsement on the AtoSS for the following factors:- Resilience from 66% in 2024 70% in 2025- Sense of Confidence from 45% in 2024 to 56% in 2025- Effective classroom behaviour from 48% in 2024 to 55% in 2025- Teacher concern from 32% in 2024 to 40% in 2025- Respect for diversity from 43% in 2024 to 50% in 2025</p>

		<p>By 2025, improve the positive endorsement on the POS for the following factors:</p> <ul style="list-style-type: none"> • Managing bullying from 71 per cent in 2021 to 79 per cent • Not experiencing bullying from 59 per cent in 2021 to 67 per cent • Confidence and resiliency skills from 76 per cent in 2021 to 84 per cent. 	<p>Increase the percentage of positive endorsement on the POS for the following factors:- Managing bullying from 63% in 2024 to 71% in 2025- Not experiencing bullying from 60% in 2024 to 67% in 2025- Confidence and resiliency skills from 79% in 2024 to 84% in 2025</p>
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Goal 1	Maximise the learning outcomes in literacy and numeracy for every student.
12-month target 1.1	<p>NAPLAN</p> <p>- By 2026, reduce the number of NAS students in each of reading (23% in 2024) and numeracy (22% in 2024) in Year 7 and 9 compared to the number of NAS students in 2024.</p>
12-month target 1.2	<p>NAPLAN</p> <p>- Increase the number of students in Exceeding or Strong for Reading from 40% in 2024 to 52% in 2025 (Year 9)</p> <p>- Increase the number of students in Exceeding or Strong for Writing from 45% in 2024 to 55% in 2025 (Year 9)</p> <p>- Increase the number of students in Exceeding or Strong for Numeracy from 43% in 2024 to 56% in 2025 (Year 9)</p>
12-month target 1.3	<p>Teacher Judgement</p> <p>- increase Reading & Viewing from 31% in 2024 to 45% in 2025.</p> <p>- increase Writing from 35% in 2024 to 45% in 2025.</p> <p>- increase Number from 48% in 2024 to 55% in 2025.</p>
12-month target 1.4	<p>- Increase the percentage of positive endorsement on the School Staff Survey for the factor 'Moderation of Student Assessment' from 42% in 2024 to 64% in 2025.</p>
12-month target 1.5	<p>-Increase the VCE English Year 12 study score mean from 23 in 2024 to 27 in 2025.</p> <p>-Increase the VCE General Mathematics (previously known as Further Mathematics) study score mean from 22 in 2024 to 28 in 2025.</p>

12-month target 1.6	Increase the percentage of positive endorsement on the School Staff Survey for the following factors: <ul style="list-style-type: none"> - Academic emphasis from 43% in 2024 to 50% in 2025 - Collective efficacy from 52% in 2024 to 60% in 2025 - Professional learning through peer observation from 38% in 2024 to 53% in 2025 - Understand how to analyse data from 46% in 2024 to 50% in 2025 - Plan differentiated learning activities from 65% in 2024 to 71% in 2025 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Leadership	Develop and implement a school wide comprehensive plan for a high expectations culture of collective efficacy.	Yes
KIS 1.b Leadership	Develop, implement and embed a school wide PLC approach for planning teaching, modelling effective practice and using observation and feedback.	No
KIS 1.c Teaching and learning	Build teacher capability to consistently implement a school wide agreed Instructional Model.	No
KIS 1.d Assessment	Build teacher data literacy and assessment capacity to inform school wide differentiated teaching practice that challenges and extends every student.	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.	To build the foundation for guaranteed, viable, and accessible curriculum that will operate within a consistent pedagogical framework across campuses, fostering a culture of staff collaboration and driving growth in student wellbeing and learning outcomes.	
Goal 3	Maximise physical health, mental health and wellbeing outcomes for every student.	
12-month target 3.1	Decrease the percentage of Year 7 to Year 12 students who are absent: <ul style="list-style-type: none"> - 20 to 29.5 days from 19% in 2024 to 12% in 2025 	

	<ul style="list-style-type: none"> - 30 plus days from 33% in 2024 to 20% in 2025 Koori - 20 to 29.5 days from 33% in 2024 to 20% in 2025 - 30 plus days from 20% in 2024 to 10% in 2025 	
12-month target 3.2	Increase the percentage of positive endorsement on the AtoSS for the following factors: <ul style="list-style-type: none"> - Resilience from 66% in 2024 70% in 2025 - Sense of Confidence from 45% in 2024 to 56% in 2025 - Effective classroom behaviour from 48% in 2024 to 55% in 2025 - Teacher concern from 32% in 2024 to 40% in 2025 - Respect for diversity from 43% in 2024 to 50% in 2025 	
12-month target 3.3	Increase the percentage of positive endorsement on the POS for the following factors: <ul style="list-style-type: none"> - Managing bullying from 63% in 2024 to 71% in 2025 - Not experiencing bullying from 60% in 2024 to 67% in 2025 - Confidence and resiliency skills from 79% in 2024 to 84% in 2025 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Support and resources	Build and embed school wide multi-tiered systems of support that enhance student learning and engagement.	Yes
KIS 3.b Teaching and learning	Develop and embed teacher capacity to implement school wide health and wellbeing curriculum, structures and practices.	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.	In 2024, Yea High School's focus of 'Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable' saw the implementation of SWPBS, staged-response to attendance and the introduction to Inclusive Learning. Priority work for 2025 will be to further enhance and embed these practices.	

Define actions, outcomes, success indicators and activities

Goal 1	Maximise the learning outcomes in literacy and numeracy for every student.
12-month target 1.1	NAPLAN - By 2026, reduce the number of NAS students in each of reading (23% in 2024) and numeracy (22% in 2024) in Year 7 and 9 compared to the number of NAS students in 2024.
12-month target 1.2	NAPLAN - Increase the number of students in Exceeding or Strong for Reading from 40% in 2024 to 52% in 2025 (Year 9) - Increase the number of students in Exceeding or Strong for Writing from 45% in 2024 to 55% in 2025 (Year 9) - Increase the number of students in Exceeding or Strong for Numeracy from 43% in 2024 to 56% in 2025 (Year 9)
12-month target 1.3	Teacher Judgement - increase Reading & Viewing from 31% in 2024 to 45% in 2025. - increase Writing from 35% in 2024 to 45% in 2025. - increase Number from 48% in 2024 to 55% in 2025.
12-month target 1.4	- Increase the percentage of positive endorsement on the School Staff Survey for the factor 'Moderation of Student Assessment' from 42% in 2024 to 64% in 2025.
12-month target 1.5	-Increase the VCE English Year 12 study score mean from 23 in 2024 to 27 in 2025. -Increase the VCE General Mathematics (previously known as Further Mathematics) study score mean from 22 in 2024 to 28 in 2025.
12-month target 1.6	Increase the percentage of positive endorsement on the School Staff Survey for the following factors: - Academic emphasis from 43% in 2024 to 50% in 2025 - Collective efficacy from 52% in 2024 to 60% in 2025 - Professional learning through peer observation from 38% in 2024 to 53% in 2025 - Understand how to analyse data from 46% in 2024 to 50% in 2025 - Plan differentiated learning activities from 65% in 2024 to 71% in 2025
KIS 1.a The strategic direction and deployment of resources to	Develop and implement a school wide comprehensive plan for a high expectations culture of collective efficacy.

create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Actions	Strengthen the whole-school teaching and learning program in alignment with the VTLM 2.0 and Victorian Curriculum 2.0
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> a) know their data b) set learning goals c) learn at their point of need <p>Teachers will:</p> <ul style="list-style-type: none"> a) discuss data with students and staff a/c) use a variety of assessment (formative/summative) b) effectively and accurately monitor goal setting a-c) reflect impact of their teaching c) group students to deliver learning at their point of need (utilise MYLNS, tutoring, Disability Inclusion initiatives) c) all staff use agreed upon, evidence-based documentation practices (Scope and Sequences, Unit Planners) c) improved staff capacity to design assessment in line with Victorian Curriculum 2.0 c) improved staff capacity in differentiation and delivery program to student's individual learning needs <p>Leaders will:</p> <ul style="list-style-type: none"> a/c/d/e) provide professional learning (VTLM, Victorian Curriculum, data literacy, goal setting and differentiation) a) develop assessment plan and meeting schedule to reflect priorities a/c/d) complete regular learning walks, discuss data and link to PL accordingly a/c/d) enhance staff capacity to differentiate according to data sets a-c) develop an annual meeting schedule to reflect priorities a-c) provide agenda items to CLA leaders during 'Workshop' meetings (Curriculum, Assessment and Reporting, Data and Differentiation) a-c) support CLA leaders to collaborate and strengthen their teaching and learning program a-c) leaders will continue to strengthen SIT practices for enhanced leader clarity, accountability and the effective monitoring of the AIP a-c) implement effective cross campus moderation guidelines and practices

Success Indicators	Early Indicators: Students: - Articulate their current data for Literacy and Numeracy - Set Literacy and Numeracy Learning Goals Teachers: - Documented teacher adjustments - Scope and Sequence, Unit Planners reflect Leaders: - School-Wide documentation - Moderation guidelines - Implemented Data calendar including LW&Ts and WW&Ts Late Indicators: Students: - Achievement against Literacy and Numeracy goals Teachers: - Growth as measured against various data sets - teacher judgement, NAPLAN, DAL, PAT-M, PAT-R Leaders: - Growth in positive endorsement - AtoSS, SSS and POS			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Yea Campus - Coordinate testing program (system-wide and internal data sets)	✔ Teaching and learning coordinator	✔ PLP Priority	from: Term 1 to: Term 4	\$3,000.00 ✔ Equity funding will be used
AYCE - Coordinate testing program (system-wide and internal data sets)	✔ Teaching and learning coordinator	✔ PLP Priority	from: Term 1	\$1,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Yea Campus - Purchase Technology Support (laptops)	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Yea Campus - Resource Professional Learning to improve staff capacity to design and implement the Victorian Curriculum 2.0, enhance capacity to utilise PLCs and improve data literacy, and establish best practice around differentiation and adjustments.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used
AYCE - Resource Professional Learning to improve staff capacity to design and implement the Victorian Curriculum 2.0, enhance capacity to utilise PLCs and improve data literacy, and establish best practice around differentiation and adjustments.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Yea Campus - Purchase Wellbeing Journals	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$600.00 <input checked="" type="checkbox"/> Equity funding will be used
AYCE - Purchase Wellbeing Journals	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$900.00 <input checked="" type="checkbox"/> Equity funding will be used
Yea Campus - Embed the Student Engagement activities program coordination and implementation	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$20,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
AYCE - Establish the Student Engagement activities program coordination and implementation	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Yea Campus - Resource data collection and collation of LW&Ts and WW&Ts	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used
AYCE - Resource data collection and collation of LW&Ts and WW&Ts	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Yea Campus - Resource Professional Learning to assist in the effective delivery of internal professional learning including budget management, physical and financial resource allocation.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
AYCE - Resource Professional Learning to assist in the effective delivery of internal professional learning including budget management, physical and financial resource allocation.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Yea Campus - Provide Student Classroom Support	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$43,670.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
AYCE - Provide Student Classroom Support	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$38,159.38 <input checked="" type="checkbox"/> Equity funding will be used
Goal 3	Maximise physical health, mental health and wellbeing outcomes for every student.			
12-month target 3.1	Decrease the percentage of Year 7 to Year 12 students who are absent: - 20 to 29.5 days from 19% in 2024 to 12% in 2025 - 30 plus days from 33% in 2024 to 20% in 2025 Koori - 20 to 29.5 days from 33% in 2024 to 20% in 2025 - 30 plus days from 20% in 2024 to 10% in 2025			
12-month target 3.2	Increase the percentage of positive endorsement on the AtoSS for the following factors: - Resilience from 66% in 2024 70% in 2025 - Sense of Confidence from 45% in 2024 to 56% in 2025 - Effective classroom behaviour from 48% in 2024 to 55% in 2025 - Teacher concern from 32% in 2024 to 40% in 2025 - Respect for diversity from 43% in 2024 to 50% in 2025			
12-month target 3.3	Increase the percentage of positive endorsement on the POS for the following factors: - Managing bullying from 63% in 2024 to 71% in 2025 - Not experiencing bullying from 60% in 2024 to 67% in 2025 - Confidence and resiliency skills from 79% in 2024 to 84% in 2025			
KIS 3.a Responsive, tiered and contextualised approaches and strong relationships to	Build and embed school wide multi-tiered systems of support that enhance student learning and engagement.			

support student learning, wellbeing and inclusion	
Actions	<ol style="list-style-type: none"> 1. Refine the whole school approach to student wellbeing including SWPBS and Attendance 2. Embed Disability Inclusion practices and increase staff capacity for inclusive learning
Outcomes	<p>Students will:</p> <ol style="list-style-type: none"> a) explain the expected behaviours (be Respectful, be Responsible and be Kind) and the major and minor behaviours as outlined in the SWPBS framework (1) b) engage in the development of SWPBS (student voice) (1) c) articulate absence data and set goals for improvement (1) d) engage in their individualised learning program (Individual Education Plans, Student Absence Learning Plans, Student Attendance Plan) (1) e) identify key wellbeing staff and environments in the school where they feel safe and supported (2) f) articulate their 'readiness to learn' as set out in the Berry St Education Model and self-regulate when not ready to learn (2) g) access inclusive learning classroom resources (2) h) engage in positive and respectful conversations about their learning with all staff (2) <p>Teachers will:</p> <ol style="list-style-type: none"> a) collaboratively develop Social and Emotional Learning Curriculum to align with SWPBS expected behaviours (1) a/b) use the PLC inquiry model to collect and collaboratively analyse student wellbeing data (1) a/b) embed SWPBS language (Matrix, Major/Minor Behaviour) (1) c/d) active record management of attendance and embed engagement practices in response to student absence (1) c/d) build capacity to engage in key stakeholders (student, parent/guardian, internal and external agencies) (1) f) reviewed Berry St Educational Model (Body and Relationship modules) (2) e/f/g/h) utilised student voice to inform class adjustments (2) f) build student capacity to utilise self-regulation strategies and processes to access wellbeing spaces (2) h) model and build student capacity to engage in positive and respectful communication regarding regulation of their learning (2) <p>Leaders will:</p> <ol style="list-style-type: none"> a/b) develop the SWPBS Staged Response Flowchart in alignment with the leadership profiles (1) a/b/c) enhance staff capacity to track and communicate system-wide and internal data (SWPBS, AtoSS, Attendance) (1) c/d) build staff capacity to implement interventions in response to student absence (1)

	<p>c/d) build staff capacity to engage with support plans (SAPs and SALPs) (1)</p> <p>a-d) provide meaningful professional learning in collection of evidence and data (1 and 2)</p> <p>a-d) create Wellbeing Walk and Talk templates to implement across campuses (1)</p> <p>f/g) document priority students for 2025 (2)</p> <p>e/f/g/h) document yearly plan for tier 1, tier 2, and tier 3 funding allocations in consultation with relevant staff (2)</p> <p>g) utilise tier 2 funds to ensure inclusive learning spaces and provide access to materials/resources to support tier 3 adjustments (2)</p> <p>e/g/h) establish coaching for selected classroom teachers around adjustments and assessments (2)</p> <p>f/g) provide meaningful professional learning in collection of evidence and data (2)</p> <p>f/g) create relevant templates to allow for evidence collection (2)</p> <p>Parents/guardians will:</p> <p>e/f/g/h) engage with the school to develop DI profiles (attend SSGs), provide valuable insights about their child (2)</p> <p>e/f/g/h/) engage with external providers to formulate evidence and provide relevant evidence and recommendations to the school to inform DIPs (2)</p>
Success Indicators	<p>Early indicators:</p> <p>Students:</p> <ul style="list-style-type: none"> - articulated expected behaviour connected to school environments - developed attendance goals - increased awareness of own learning style and strategies that promote engagement in their learning - increased knowledge of wellbeing adjustments - increased contributions to and awareness of their IEP goals, utilising student voice <p>Teachers:</p> <ul style="list-style-type: none"> - developed SWPBS expected behaviours lesson plans to support Social Emotional Learning curriculum - accurate recorded behaviours in Compass reflect the SWPBS framework - accurate recorded attendance (roll marking, attendance codes) - contributed to development of Student Support Plans (IEPs, SALPs, SAPs) - increased awareness of IEP goals and how the students learn - utilised teacher adjustments to increase student engagement - documented teacher adjustments to increase student engagement - refer to Compass records of adjustments and recommendations

- actively participate and engage in student centred meetings regarding adjustments and insights for individual students, outside of SSGs

Leaders:

- WW&T data to monitor and evaluate the implementation of School-wide initiatives (SWPBS, Attendance, Inclusive Learning)

- PLC Wellbeing focus (Culture and Climate)

- identified student absence focus group to track and co-ordinate interventions

- build staff capacity in implementing strategies to respond to student absence by engaging with all stakeholders (Student, Parent/Guardian, internal and external supports)

- identified focus groups of students requiring additional attendance supports and ensure the implementation of strategies as required (IEPs, SALPs, SAPs)

- Engaged with key stakeholders to inform best practice (feeder schools, networks, COPs, Regional supports)

- discussions with staff highlighting focus students for DI funding, timelines and next steps

- provide examples of best practice relating to classroom adjustments and their documentation

- provide upskilling for staff in vineland and documentation

- facilitate student centred meetings regarding adjustments for relevant staff involved in the students learning/wellbeing, outside of SSGs

Late indicators:

Students:

- AtoSS shows improvement in 'Effective Classroom Behaviour' and 'Teacher Concern'

- improvement in school attendance data in 'Unexplained Absences', 'Roll Marking', decrease in '20-29.5 days absent' and '30 plus days absent'

- awareness of their funding and recommendations

- strategies to advocate for their needs in line with their adjustments

Teachers:

- documented Social and Emotional Learning Curriculum (Scope and Sequence and Unit Plans)

- accurate Teacher Judgement recorded through Reporting and Assessment Practices

- staff adjustments recorded on Compass

- completed professional learning for teacher adjustments

- documentation of adjustments, IEP and SSG meeting minutes have been forwarded to Inclusion Learning Leader

	<p>Leaders:</p> <ul style="list-style-type: none"> - reduced Major and Minor Behaviour records - SWPBS staged response to behaviour reflected on School Management System (Compass) - improved internal data for culture and climate - developed Student Support Plans for all priority cohorts (IEPs, SALPs and SAPs) - successful Disability Inclusion Profiles for students in the junior school (Yea Campus); and priority students across the AYCE campus - developed Compass recording system to reflect DI adjustments - engaged with families and staff in preparation for the DIP meeting - prioritise necessary processes required to support DIPs 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Yea Campus - Employ Attendance Officer	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	\$11,000.00 ☑ Equity funding will be used
AYCE - Employ Attendance Officer	☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 4	\$14,000.00 ☑ Equity funding will be used
Yea Campus - Employ Inclusive Learning Leader	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	\$78,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
AYCE - Employ Inclusive Learning Leader	☑ Assistant principal	☑ PLP Priority	from: Term 1	\$21,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Yea Campus - Engage External Agency support for Disability Inclusion	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
AYCE - Engage External Agency support for Disability Inclusion	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Yea Campus - Establish resources to be utilised as classroom supports (Inclusive Learning) and deliver professional learning to embed a culture of adjustments and record management consistent with the DIP process.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$9,286.05 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Yea Campus - Facilitate Art Therapy	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,200.00
AYCE - Establish resources to be utilised as classroom supports (Inclusive Learning) and deliver professional learning to embed a culture of adjustments and record management consistent with the DIP process.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$17,581.09 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
AYCE - Support intervention programs (Reset Group)	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,804.22 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Yea Campus - Enhance SWPBS initiative and resources including the development of explicit teaching and learning, school-wide reward system and update whole-school documentation.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$9,468.50 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

AYCE - Enhance SWPBS initiative and resources including the development of explicit teaching and learning, school-wide reward system and update whole-school documentation.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,924.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Yea Campus - Implement and resource Tier 2 targeted Wellbeing programs	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,769.93 <input checked="" 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	\$186,829.38	\$186,829.38	\$0.00
Disability Inclusion Tier 2 Funding	\$142,367.14	\$142,367.14	\$0.00
Schools Mental Health Fund and Menu	\$36,966.65	\$36,966.65	\$0.00
Total	\$366,163.17	\$366,163.17	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Yea Campus - Coordinate testing program (system-wide and internal data sets)	\$3,000.00
AYCE - Coordinate testing program (system-wide and internal data sets)	\$1,000.00
Yea Campus - Purchase Technology Support (laptops)	\$10,000.00
Yea Campus - Resource Professional Learning to improve staff capacity to design and implement the Victorian Curriculum 2.0, enhance capacity to utilise PLCs and improve data literacy, and establish best practice around differentiation and adjustments.	\$8,000.00
AYCE - Resource Professional Learning to improve staff capacity to design and implement the Victorian Curriculum 2.0, enhance capacity to utilise PLCs and	\$4,000.00

improve data literacy, and establish best practice around differentiation and adjustments.	
Yea Campus - Purchase Wellbeing Journals	\$600.00
AYCE - Purchase Wellbeing Journals	\$900.00
Yea Campus - Embed the Student Engagement activities program coordination and implementation	\$20,000.00
AYCE - Establish the Student Engagement activities program coordination and implementation	\$4,000.00
Yea Campus - Resource data collection and collation of LW&Ts and WW&Ts	\$8,000.00
AYCE - Resource data collection and collation of LW&Ts and WW&Ts	\$3,000.00
Yea Campus - Resource Professional Learning to assist in the effective delivery of internal professional learning including budget management, physical and financial resource allocation.	\$6,000.00
AYCE - Resource Professional Learning to assist in the effective delivery of internal professional learning including budget management, physical and financial resource allocation.	\$3,000.00
Yea Campus - Provide Student Classroom Support	\$43,670.00
AYCE - Provide Student Classroom Support	\$38,159.38
Yea Campus - Employ Attendance Officer	\$11,000.00
AYCE - Employ Attendance Officer	\$14,000.00
Yea Campus - Employ Inclusive Learning Leader	\$78,000.00
AYCE - Employ Inclusive Learning Leader	\$21,000.00

Yea Campus - Engage External Agency support for Disability Inclusion	\$15,000.00
AYCE - Engage External Agency support for Disability Inclusion	\$10,000.00
Yea Campus - Establish resources to be utilised as classroom supports (Inclusive Learning) and deliver professional learning to embed a culture of adjustments and record management consistent with the DIP process.	\$9,286.05
AYCE - Establish resources to be utilised as classroom supports (Inclusive Learning) and deliver professional learning to embed a culture of adjustments and record management consistent with the DIP process.	\$17,581.09
AYCE - Support intervention programs (Reset Group)	\$6,804.22
Yea Campus - Enhance SWPBS initiative and resources including the development of explicit teaching and learning, school-wide reward system and update whole-school documentation.	\$9,468.50
AYCE - Enhance SWPBS initiative and resources including the development of explicit teaching and learning, school-wide reward system and update whole-school documentation.	\$3,924.00
Yea Campus - Implement and resource Tier 2 targeted Wellbeing programs	\$16,769.93
Totals	\$366,163.17

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Yea Campus - Coordinate testing program (system-wide and internal data sets)	from: Term 1 to: Term 4	\$3,000.00	✔ CRT
AYCE - Coordinate testing program (system-wide and internal data sets)	from: Term 1 to: Term 4	\$1,000.00	✔ CRT
Yea Campus - Purchase Technology Support (laptops)	from: Term 1 to: Term 1	\$10,000.00	✔ Assets
Yea Campus - Resource Professional Learning to improve staff capacity to design and implement the Victorian Curriculum 2.0, enhance capacity to utilise PLCs and improve data literacy, and establish best practice around differentiation and adjustments.	from: Term 1 to: Term 4	\$8,000.00	✔ CRT
AYCE - Resource Professional Learning to improve staff capacity to design and implement the Victorian Curriculum 2.0, enhance capacity to utilise PLCs and improve data literacy, and establish best practice around differentiation and adjustments.	from: Term 1 to: Term 4	\$4,000.00	✔ Teaching and learning programs and resources ✔ CRT

Yea Campus - Purchase Wellbeing Journals	from: Term 1 to: Term 1	\$600.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
AYCE - Purchase Wellbeing Journals	from: Term 1 to: Term 1	\$900.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Yea Campus - Embed the Student Engagement activities program coordination and implementation	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
AYCE - Establish the Student Engagement activities program coordination and implementation	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Yea Campus - Resource data collection and collation of LW&Ts and WW&Ts	from: Term 1 to: Term 4	\$8,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
AYCE - Resource data collection and collation of LW&Ts and WW&Ts	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
Yea Campus - Resource Professional Learning to assist in the effective delivery of internal professional learning including budget management,	from: Term 1 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

physical and financial resource allocation.			
AYCE - Resource Professional Learning to assist in the effective delivery of internal professional learning including budget management, physical and financial resource allocation.	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Yea Campus - Provide Student Classroom Support	from: Term 1 to: Term 4	\$43,670.00	<input checked="" type="checkbox"/> School-based staffing
AYCE - Provide Student Classroom Support	from: Term 1 to: Term 4	\$38,159.38	<input checked="" type="checkbox"/> School-based staffing
Yea Campus - Employ Attendance Officer	from: Term 1 to: Term 4	\$11,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
AYCE - Employ Attendance Officer	from: Term 1 to: Term 4	\$14,000.00	<input checked="" type="checkbox"/> School-based staffing
AYCE - Employ Inclusive Learning Leader	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing

Yea Campus - Engage External Agency support for Disability Inclusion	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Other Other workforces to support students with disability
AYCE - Establish resources to be utilised as classroom supports (Inclusive Learning) and deliver professional learning to embed a culture of adjustments and record management consistent with the DIP process.	from: Term 1 to: Term 4	\$1,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$186,829.38	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Yea Campus - Employ Inclusive Learning Leader	from: Term 1 to: Term 4	\$78,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
AYCE - Employ Inclusive Learning Leader	from: Term 1 to: Term 4	\$19,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Yea Campus - Engage External Agency support for Disability Inclusion	from: Term 1	\$10,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability •

	to: Term 4		
AYCE - Engage External Agency support for Disability Inclusion	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> •
Yea Campus - Establish resources to be utilised as classroom supports (Inclusive Learning) and deliver professional learning to embed a culture of adjustments and record management consistent with the DIP process.	from: Term 1 to: Term 4	\$9,286.05	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •
AYCE - Establish resources to be utilised as classroom supports (Inclusive Learning) and deliver professional learning to embed a culture of adjustments and record management consistent with the DIP process.	from: Term 1 to: Term 4	\$16,081.09	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •
Totals		\$142,367.14	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
AYCE - Support intervention programs (Reset Group)	from: Term 1	\$6,804.22	<input checked="" type="checkbox"/> Employ cohort-specific staff to support Tier 2 initiatives This activity will use Mental Health Menu programs

	to: Term 4		<ul style="list-style-type: none"> Employ Mental Health Staff in school (eduPay or non-teaching staff) Social worker
Yea Campus - Enhance SWPBS initiative and resources including the development of explicit teaching and learning, school-wide reward system and update whole-school documentation.	from: Term 1 to: Term 4	\$9,468.50	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
AYCE - Enhance SWPBS initiative and resources including the development of explicit teaching and learning, school-wide reward system and update whole-school documentation.	from: Term 1 to: Term 4	\$3,924.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> Build staff capacity (conference, course, seminar)
Yea Campus - Implement and resource Tier 2 targeted Wellbeing programs	from: Term 1 to: Term 4	\$16,769.93	<input checked="" type="checkbox"/> Employ cohort-specific staff to support Tier 2 initiatives This activity will use Mental Health Menu programs <ul style="list-style-type: none"> Program delivered in school by external service provider
Totals		\$36,966.65	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Yea Campus - Coordinate testing program (system-wide and internal data sets)	✓ Teaching and learning coordinator	from: Term 1 to: Term 4	✓ Planning ✓ Design of formative assessments ✓ Moderated assessment of student learning	✓ Formal school meeting / internal professional learning sessions	✓ Internal staff ✓ Departmental resources NAPLAN	✓ On-site
AYCE - Coordinate testing program (system-wide and internal data sets)	✓ Teaching and learning coordinator	from: Term 1 to: Term 4	✓ Planning ✓ Design of formative assessments ✓ Moderated assessment of student learning	✓ Formal school meeting / internal professional learning sessions	✓ Internal staff	✓ On-site
Yea Campus - Resource Professional Learning to improve staff capacity to design and implement the Victorian Curriculum 2.0, enhance capacity to utilise PLCs and improve data literacy, and establish best practice around differentiation and adjustments.	✓ Assistant principal	from: Term 1 to: Term 4	✓ Planning ✓ Preparation ✓ Collaborative inquiry/action research team	✓ Formal school meeting / internal professional learning sessions ✓ PLC/PLT meeting	✓ Internal staff ✓ Pedagogical Model ✓ High Impact Teaching Strategies (HITS)	✓ On-site
AYCE - Resource Professional Learning to	✓ Assistant principal	from: Term 1	✓ Planning	✓ Formal school meeting / internal	✓ Internal staff	✓ On-site

improve staff capacity to design and implement the Victorian Curriculum 2.0, enhance capacity to utilise PLCs and improve data literacy, and establish best practice around differentiation and adjustments.		to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Yea Campus - Resource data collection and collation of LW&Ts and WW&Ts	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
AYCE - Resource data collection and collation of LW&Ts and WW&Ts	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Yea Campus - Employ Attendance Officer	<input checked="" type="checkbox"/> Principal	from: Term 1	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

		to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback		<input checked="" type="checkbox"/> Lookout centre/designated teacher	
AYCE - Employ Attendance Officer	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site Staff work on and offsite during the delivery of the learning program
Yea Campus - Employ Inclusive Learning Leader	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources DI initiative	<input checked="" type="checkbox"/> On-site
AYCE - Employ Inclusive Learning Leader	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources DI initiative	<input checked="" type="checkbox"/> On-site

Yea Campus - Establish resources to be utilised as classroom supports (Inclusive Learning) and deliver professional learning to embed a culture of adjustments and record management consistent with the DIP process.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Allied Health or Disability Services <input checked="" type="checkbox"/> Departmental resources DI initiatives	<input checked="" type="checkbox"/> On-site
AYCE - Establish resources to be utilised as classroom supports (Inclusive Learning) and deliver professional learning to embed a culture of adjustments and record management consistent with the DIP process.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Di initiatives	<input checked="" type="checkbox"/> On-site
Yea Campus - Enhance SWPBS initiative and resources including the development of explicit teaching and learning, school-wide reward system and update whole-school documentation.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <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"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS resources	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting		
AYCE - Enhance SWPBS initiative and resources including the development of explicit teaching and learning, school-wide reward system and update whole-school documentation.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site