

2024 Annual Implementation Plan

for improving student outcomes

Mount Erin Secondary College (7028)



Submitted for review by Jenni Hodgins (School Principal) on 19 March, 2024 at 03:36 PM
Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 26 March, 2024 at 02:06 PM
Awaiting endorsement by School Council President

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p>
To improve student learning outcomes.	Yes	NAPLAN targets to be determined	Decrease the percentage of Year 9 students in the "Needs Additional Support" proficiency, and increase the percentage of Year 9 students in the "Strong" and "Exceeding" proficiencies.
		By 2027 VCE Studies (Adjusted) residuals as per report 10 on the Victorian Assessment Software System (VASS) to be greater than -2 for all Year 12 classes.	In 2024, VCE Studies (Adjusted) residuals (as per Report 10 in VASS) to be -3 or greater for all year 12 classes.
		By 2027, maintain the percentage of students exiting Year 12 attaining full time employment, education or training at 80% (2021).	The percentage of students exiting Year 12 attaining full time employment, education or training will be at 82% for 2024.
		By 2027, increase the percentage of positive response scores on the School Staff Survey in the factors: <ul style="list-style-type: none"> • Academic emphasis from 18% (2022) to 33% • Collective efficacy from 27% (2022) to 40% 	In 2024, the percentage of positive response scores on the School Staff Survey in the following factors will increase:Academic

			emphasis from 23% (2023) to 25% Collective efficacy from 38% (2023) to 43%
		By 2027, increase the percentage of positive response scores on Attitudes to School Survey Years 7–10 in the factors: <ul style="list-style-type: none"> • Stimulating learning from 45% (2022) to 55% • Goal setting and self–regulation from 47% (2022) to 57% 	In 2024, the percentage of positive response scores on Attitudes to School Survey Years 7–10 in the following factors will increase: Stimulating learning from 36% (2023) to 38% Goal setting and self–regulation from 45% (2023) to 48%
Improve student engagement and wellbeing.	Yes	By 2027, decrease the percentage of students with 20 or more days absence from 43% (2022) to 40%.	In 2024, the percentage of students with 20 or more days absence will decrease from 51% (2023) to 43%.
		By 2027, increase the percentage of positive response scores on the Attitudes to School Survey in the factors: <ul style="list-style-type: none"> • Teacher concern (Years 7–9) from 30% (2022) to 35% • Respect for diversity from 27% (2022) to 38% • Managing bullying from 34 % (2022) to 43% • Student voice and agency 31% (2022) to 35% • School connectedness from 30 % (2022) to 41% 	In 2024, the percentage of positive response scores on the Attitudes to School Survey in the following factors will increase: Teacher concern (Years 7–9) from 21% (2023) to 25% Respect for diversity from 22% (2023) to 27% Managing bullying from 26% (2023) to 32% Student voice and agency 26% (2023) to 29% School connectedness from 25% (2023) to 31%
		By 2027, increase the percentage of positive response scores on the School Staff Survey in the factor Staff support and wellbeing consultation and participation from 35% (2021) to 49%.	In 2024, the percentage of positive response scores on the School Staff Survey in the factor Staff support and wellbeing consultation and participation will increase from 44% (2023) to 47%.

Goal 2	To improve student learning outcomes.	
12-month target 2.1-month target	Decrease the percentage of Year 9 students in the “Needs Additional Support” proficiency, and increase the percentage of Year 9 students in the “Strong” and “Exceeding” proficiencies.	
12-month target 2.2-month target	In 2024, VCE Studies (Adjusted) residuals (as per Report 10 in VASS) to be -3 or greater for all year 12 classes.	
12-month target 2.3-month target	The percentage of students exiting Year 12 attaining full time employment, education or training will be at 82% for 2024.	
12-month target 2.4-month target	In 2024, the percentage of positive response scores on the School Staff Survey in the following factors will increase: Academic emphasis from 23% (2023) to 25% Collective efficacy from 38% (2023) to 43%	
12-month target 2.5-month target	In 2024, the percentage of positive response scores on Attitudes to School Survey Years 7–10 in the following factors will increase: Stimulating learning from 36% (2023) to 38% Goal setting and self–regulation from 45% (2023) to 48%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Review, enhance, document and embed an evidence–based instructional model.	Yes
KIS 2.b Assessment	Build teacher capacity to use evidence and data to differentiate teaching practice to challenge students at their point of need.	Yes
KIS 2.c Leadership	Build and embed structures and roles that support staff collaboration, professional learning and collective efficacy.	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.

Following the PRSE and last year's school review, these KIS are focussed on this year to actively engage students in their learning and empower the to actively contribute to their learning progress. In order to do this, staff required are required to effectively assess students and use data to deliver meaningful and relevant curriculum that enhances student learning outcomes.

Goal 3	Improve student engagement and wellbeing.	
12-month target 3.1-month target	In 2024, the percentage of students with 20 or more days absence will decrease from 51% (2023) to 43%.	
12-month target 3.2-month target	In 2024, the percentage of positive response scores on the Attitudes to School Survey in the following factors will increase: Teacher concern (Years 7–9) from 21% (2023) to 25% Respect for diversity from 22% (2023) to 27% Managing bullying from 26% (2023) to 32% Student voice and agency 26% (2023) to 29% School connectedness from 25% (2023) to 31%	
12-month target 3.3-month target	In 2024, the percentage of positive response scores on the School Staff Survey in the factor Staff support and wellbeing consultation and participation will increase from 44% (2023) to 47%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Engagement	Embed a whole school approach to student voice and agency.	No
KIS 3.b Engagement	Establish and maintain safe, orderly and inclusive whole school learning environments.	Yes
KIS 3.c Engagement	Further develop the school's culture of partnerships with families and the community to enhance student learning and wellbeing outcomes.	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.	As guided by findings of the 2023 School Review, based on ATSS data and staff wellbeing data, the College will focus on further developing structures and strategies to maintain a safe and orderly learning environment. For 2024, KISs 3.a and 3.c have not been selected to allow the primary focus to remain on building a student-centered learning environment.	

Define actions, outcomes, success indicators and activities

Goal 2	To improve student learning outcomes.
12-month target 2.1 target	Decrease the percentage of Year 9 students in the “Needs Additional Support” proficiency, and increase the percentage of Year 9 students in the “Strong” and “Exceeding” proficiencies.
12-month target 2.2 target	In 2024, VCE Studies (Adjusted) residuals (as per Report 10 in VASS) to be -3 or greater for all year 12 classes.
12-month target 2.3 target	The percentage of students exiting Year 12 attaining full time employment, education or training will be at 82% for 2024.
12-month target 2.4 target	In 2024, the percentage of positive response scores on the School Staff Survey in the following factors will increase: Academic emphasis from 23% (2023) to 25% Collective efficacy from 38% (2023) to 43%
12-month target 2.5 target	In 2024, the percentage of positive response scores on Attitudes to School Survey Years 7–10 in the following factors will increase: Stimulating learning from 36% (2023) to 38% Goal setting and self–regulation from 45% (2023) to 48%
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Review, enhance, document and embed an evidence–based instructional model.
Actions	<ul style="list-style-type: none"> • Develop an evidence-based MEC Instructional Model. • Develop a MEC Instructional Model implementation plan for 2025.
Outcomes	<ul style="list-style-type: none"> • The Leadership Team will have a clear and common understanding of what the MEC Instructional Model is and its purpose. • The Leadership Team are proficient in using the MEC Instructional Model • The MEC Instructional Model will be documented after being trailed and refined by the Leadership Team • Domain Leaders have strategies to support staff to implement the MEC Instructional Model

	<ul style="list-style-type: none"> Teachers understand the structure of the MEC Instructional Model and its purpose 			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> Summary of a range of researched IMs A draft MEC IM developed, trialled and refined Leadership Team demonstrate an understanding of the MEC IM through their use in their classes Domain Leaders understand the components of the MEC IM and its purpose <p>Late Indicators</p> <ul style="list-style-type: none"> Teachers will be able to articulate the structure and purpose of the MEC IM An implementation plan for embedding the MEC Instructional Model in 2025 will be developed Curriculum resources will be developed to support the implementation of the MEC IM in 2025 Staff Opinion Survey factors relating to Academic Emphasis will increase 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Leadership review best practice approaches to Instructional Model.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
T&L Team develop an agreed definition of what an IM is and its purpose with consultation from greater Leadership Team.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
T&L Team seek consultation from Domain Leaders and Whole Staff to determine an agreed model	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00

Leaders trial a school-wide Instructional model.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Provide PL to domain leaders on instructional model.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Create a 2025 MEC IM Implementation Plan which includes PL plan.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00
Whole Staff professional learning on the MEC IM.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00
KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capacity to use evidence and data to differentiate teaching practice to challenge students at their point of need.			

Actions	<ul style="list-style-type: none"> • Build teacher capacity to analyse VCE data • Build staff capability to use student data to plan and deliver learning at student point of need • Review and refine reporting requirements 			
Outcomes	<ul style="list-style-type: none"> • Students receive support at their point of learning • Teachers regularly use data to plan for learning • Teachers identify students' point of need in learning • Teachers select and employ appropriate strategies to support students' learning at their point of need • Leaders model a data-focused mindset and refer to evidence to support their decisions • Leaders support staff to improve their data and differentiation practices through prioritising time and providing professional learning opportunities • Agreed data protocols and processes are being consistently used 			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> • Curriculum documentation shows evidence of planning for differentiation • VC aligned assessment rubrics being used for pre and post assessments • Mid-year staff survey/focus group shows increased confidence and identifies plans for changes to practice <p>Late Indicators</p> <ul style="list-style-type: none"> • Improvement in the Student Attitudes to School Survey measure Stimulated learning • Improvement in School Staff Survey measures: Collective efficacy, and academic emphasis • End-of-year staff survey/ student focus group shows changes to staff practice • Increased alignment of teacher judgements against NAPLAN (Panorama) 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Whole school professional learning on analysing VCE Data	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Whole school professional learning on enhancing assessment and moderation practices	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00

	<input checked="" type="checkbox"/> Principal			
Through PLCs, teachers will enhance assessment practices to create pre and post assessments that are aligned to the VC.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Members of leadership attend PLC meetings	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Leadership team create protocols for how teachers can work with students on evaluating their own data	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00
KIS 2.c 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	Build and embed structures and roles that support staff collaboration, professional learning and collective efficacy.			
Actions	<ul style="list-style-type: none"> Enhance the PLC structures to support teacher collaboration and strengthen teaching practice Develop and implement a Peer Observation process for use in PLCs 			
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> Use data to confidently and accurately identify the learning needs of all their students to inform differentiated learning. Use the Improvement Cycle to collaboratively implement PLC inquiry cycles. Regularly discuss their practice using a shared language to describe their use of evidence-informed teaching strategies (eg HITS). Share and celebrate their effectiveness 			

	<p>Leaders will:</p> <ul style="list-style-type: none"> • Demonstrate and share their skills and knowledge to provide guidance to teachers in PLCs to strengthen their collaborative practice whilst undertaking an inquiry cycle approach. • Be able to provide meaningful feedback and support to PLCs based on knowing the needs as identified by the Peer Observation process 			
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> • PLCs are running as part of the structured meeting schedule • A Peer Observation process is documented • Observational notes from PLC meetings and learning walks reflect the collection and analysis of data and evidence to inform differentiated learning. • A common vocabulary is developing within and across teams around identified instructional practices. • Analysis of assessment tasks and the planning of differentiated learning is informed by the analysis of data. <p>Late Indicators:</p> <ul style="list-style-type: none"> • Improved School Staff Survey positive endorsement measures for Instructional Leadership; Collective Efficacy; Discuss Problems of Practice; Timetabled meetings support collaboration; Monitor effectiveness using data; and Use evidence to inform teaching practice. • Observational data indicates a decrease of 'within-school variation' (ie. between teachers in different classrooms). • Student Learning Data in identified curriculum areas increases (eg NAPLAN/PAT etc) both in growth and achievement spread (for NAPLAN – fewer students needing additional support and more in the strong and exceeding categories). 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop clarity of the purpose of PLCs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
PLC leaders engage with PLC professional learning	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Utilise whole staff professional learning and shared documentation to support the development of a common vocabulary around teaching practice	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop a peer observations process relating to the PLC inquiry cycle focus	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00
Use a structured approach to introduce peer observations relating to the PLC inquiry cycle focus	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00
Conduct regular reflection activities to celebrate professional growth related to PLCs	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Goal 3	Improve student engagement and wellbeing.			
12-month target 3.1 target	In 2024, the percentage of students with 20 or more days absence will decrease from 51% (2023) to 43%.			
12-month target 3.2 target	In 2024, the percentage of positive response scores on the Attitudes to School Survey in the following factors will increase: Teacher concern (Years 7–9) from 21% (2023) to 25% Respect for diversity from 22% (2023) to 27% Managing bullying from 26% (2023) to 32% Student voice and agency 26% (2023) to 29% School connectedness from 25% (2023) to 31%			

12-month target 3.3 target	In 2024, the percentage of positive response scores on the School Staff Survey in the factor Staff support and wellbeing consultation and participation will increase from 44% (2023) to 47%.			
KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Establish and maintain safe, orderly and inclusive whole school learning environments.			
Actions	<ul style="list-style-type: none"> Embed restorative practices (SWPBS and Real Schools) across the college 			
Outcomes	<ul style="list-style-type: none"> Consistent classroom routines are visible across all classrooms A large format SWPBS matrix will be visible in every classroom Year 7 & 8 Teachers are implementing the SWPBS matrix in all classes Leaders are using information from classroom observations and reviews to guide support of staff and PL needs Staff have participated in PTR training Documented process for identification of students needing IEP, BSP, Safety Plan Parents understand the desired school behaviours and the procedures for responding to major and minor behaviours 			
Success Indicators	<ul style="list-style-type: none"> Year 7 & 8 students are able to articulate what SWPBS is and explain the matrix Lesson plans demonstrate consideration of student behaviour needs when developing social skills lessons to teach expected behaviours. Students are able to articulate the classroom routines Positive Compass chronicles Reduction in exclusionary discipline (Removal from class and Suspensions – Internal and external) recorded on Compass Staff Opinion Survey factors relating to Staff support and wellbeing consultation and participation will increase Improved school attendance rates 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement the Consistent Classroom Routines consistently	☑ Teacher(s)	☐ PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Through continual monitoring, House Leadership Teams refine and embed student engagement practices (including attendance routines) to ensure the fidelity and integrity of the implementation of processes.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> House leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$110,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Year 7 & 8 teachers will actively use the SWPBS Behaviour Matrix	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
House Leaders will develop and implement a process for classroom observations on SWPBS (Sem 2)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> House leaders	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
SE SAT will develop a process incorporated into the existing reporting cycle to report on SWPBS expected behaviours ready for 2025.	<input checked="" type="checkbox"/> Assessment & reporting coordinator <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> House leaders	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Leaders will investigate examples of SWPBS recognition structures and develop a MEC Recognition Process to be trialled with Year 7 & 8 students in semester 2.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Staff continue to implement affective language/ positive priming - linked in with expected behaviours.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
House Leaders review the impact of the Real Schools Year 1 actions	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00
All staff develop an understanding of Circle Architecture and Affective Interactions.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Leadership Team develops and implements a coherent and comprehensive Professional Learning Plan that marries SWPBS and Real Schools and supports the implementation of Circle Architecture.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Leadership Team engages with Real Schools coaching to support staff	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Strengthen staff capacity to understand and implement student support plans through targeted Professional Learning	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$310,000.00 <input checked="" type="checkbox"/> Equity funding will be used

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
The SE Team will develop and trial a process for early identification for students requiring support plans	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$60,425.50 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and implement an activities schedule for implementing Wellbeing activities (including PL for relevant staff and delivery of student activities) using resources from the Mental Health Fund Menu.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$150,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
School leaders will undertake regular classroom observations to monitor the progress of the targeted work which guides future actions.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

