2024 Annual Implementation Plan

for improving student outcomes

Horsham College (8818)

Submitted for review by Megan Woolford (School Principal) on 10 December, 2023 at 08:25 PM
Endorsed by Therese Allen (Senior Education Improvement Leader) on 21 December, 2023 at 11:30 AM
Endorsed by Brett Thompson (School Council President) on 26 February, 2024 at 05:11 PM

Self-evaluation summary - 2024

	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	Excelling
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

	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	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	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	Embedding
	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	Excelling
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Future planning	Horsham College underwent a school review in 2023. From the review, the following goals were set: 1. To improve student achievement in Literacy and Numeracy. 2. To increase the active participation of all students in their learning and wellbeing. The following Key Improvement Strategies were agreed upon: Goal 1: 1a. Develop and embed structures and processes that support teacher collaboration

| | 1b   Refine and embed the school's instructional model across all areas of the curriculum

Goal 2:
2a   Strengthen teacher knowledge and practice to activate student voice and agency so student can act as partners in improving outcomes.
2b   Embed a school culture that prioritises student wellbeing and learning through systematic and responsive structures and processes. |
|---|---|
| **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 The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	No	Support for the priorities	
Improve student achievement in Literacy and Numeracy	Yes	NAPLAN: To be determined once more information to schools has been provided for Year 9.	Year 9 % Strong + Exceeding READING: 64%WRITING: 51%NUMERACY: 67%
		VCE By 2027, increase: • Mean study score for English from 32.7 (2022) to 34 or above • Mean study score for General Maths from 31.9 (2022) to 33 or above • All study mean score from 31.6 (2022) to 33 or above	Mean study score: English: 33+General Maths: 32+All Study: 32+
		By 2027, increase the percentage of positive endorsement for the following factors in the student Attitudes to School Survey (AtoSS): • Stimulated Learning from 59% (2022) to 65% • Differentiated Learning Challenge from 63% (2022) to 70%	Stimulated Learning: 60% Differentiated Learning Challenge: 65%

		By 2027, increase the overall percentage of positive endorsement for the School Climate module in the School Staff Survey (SSS) from 68% (2023) to 75%.	Positive endorsement for the School Climate module in the School Staff Survey (SSS): 70%
		By 2027, increase the percentage of positive endorsement in the School Staff Survey (SSS) for the factor Instructional Leadership from 67% (2023) to 75%.	Positive endorsement in the School Staff Survey (SSS) for the factor Instructional Leadership: 69%
Increase the active participation of all students in their learning and wellbeing.	Yes	By 2027, improve Year 10–12 positive exit destinations from 87.2% (2022) to 90%	Year 10–12 positive exit destinations >88%
		By 2027, increase the percentage of positive endorsement for the following factors in the student Attitudes to School Survey: • Sense of Connectedness from 53% (2022) to 63% • Self–regulation and Goal Setting from 56% (2022) to 65% • Student Voice and Agency form 50% (2022) to 60% • Sense of Confidence from 60% (2022) to 65%	Sense of Connectedness to 54% Self–regulation and Goal Setting to 58% Student Voice and Agency to 54% Sense of Confidence to >60% (59% 2023)
		By 2027, increase the overall percentage of positive endorsement for the School Staff Survey module Professional Learning from 57% (2022) to 70%.	Positive endorsement for the School Staff Survey module Professional Learning to 65%
		By 2027, reduce the percentage of: • Overall student 20+ absent days from 46% (2022) to 30% • Aboriginal and Torres Strait Islander student 20+ absent days from 49% (2022) to 35%	Reduce the percentage of:Overall student 20+ absent days from 46% (2022) to 42%Aboriginal and Torres Strait Islander student 20+ absent days from 49% (2022) to 45%

Goal 2	**Improve student achievement in Literacy and Numeracy**

12-month target 2.1-month target	Year 9 % Strong + Exceeding READING: 64% WRITING: 51% NUMERACY: 67%
12-month target 2.2-month target	Mean study score: English: 33+ General Maths: 32+ All Study: 32+
12-month target 2.3-month target	Stimulated Learning: 60% Differentiated Learning Challenge: 65%
12-month target 2.4-month target	Positive endorsement for the School Climate module in the School Staff Survey (SSS): 70%
12-month target 2.5-month target	Positive endorsement in the School Staff Survey (SSS) for the factor Instructional Leadership: 69%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Develop and embed structures and processes that support teacher collaboration	Yes
KIS 2.b Leadership	Refine and embed the school's instructional model across all areas of the curriculum	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.	School review identified the following: 2a. Further embedding and refining of PLC (whole staff) and providing clarity and connection to teacher planning to support Attitudes to School and School Staff Survey Data, as well as NAPLAN. 2b. Horsham College needs to further embed the Horsham College Teaching Model across classes and rebuild a culture of observations, to minimise inconsistencies within practice through observations and walk-throughs to support student learning	

	in literacy and numeracy, and VCE Improvement.
Goal 3	**Increase the active participation of all students in their learning and wellbeing.**
12-month target 3.1-month target	Year 10–12 positive exit destinations >88%
12-month target 3.2-month target	Sense of Connectedness to 54% Self–regulation and Goal Setting to 58% Student Voice and Agency to 54% Sense of Confidence to >60% (59% 2023)
12-month target 3.3-month target	Positive endorsement for the School Staff Survey module Professional Learning to 65%
12-month target 3.4-month target	Reduce the percentage of: Overall student 20+ absent days from 46% (2022) to 42% Aboriginal and Torres Strait Islander student 20+ absent days from 49% (2022) to 45%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Engagement	Strengthen teacher knowledge and practice to activate student voice and agency so student can act as partners in improving outcomes.	Yes
KIS 3.b Support and resources	Embed a school culture that prioritises student wellbeing and learning through systematic and responsive structures and processes.	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.	Horsham College review identified: 3a. Develop long term whole school plan for enhancing for student voice Develop long term whole school plan for enhancing for student agency Review and refine current careers and pathways practices. 3b. The focus for 2024, will be strengthening the use of At-Risk data-wall through utilising the PLC process withing Student Engagement & Wellbeing Teams. There are a number of new members with SEW in both Leadership and the Year Level Coordinator positions, who will need support and professional learning. Need to create clear leadership structure for managing disability and inclusion in the College.

Define actions, outcomes, success indicators and activities

Goal 2	Improve student achievement in Literacy and Numeracy
12-month target 2.1 target	Year 9 % Strong + Exceeding READING: 64% WRITING: 51% NUMERACY: 67%
12-month target 2.2 target	Mean study score: English: 33+ General Maths: 32+ All Study: 32+
12-month target 2.3 target	Stimulated Learning: 60% Differentiated Learning Challenge: 65%
12-month target 2.4 target	Positive endorsement for the School Climate module in the School Staff Survey (SSS): 70%
12-month target 2.5 target	Positive endorsement in the School Staff Survey (SSS) for the factor Instructional Leadership: 69%
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed structures and processes that support teacher collaboration
Actions	Develop a long-term whole school plan for Literacy and Numeracy, which is reviewed annually using whole of school data Continue implementing and embedding PLCs

Outcomes	Students will be supported to learn at point of need Student will report higher levels of confidence with numeracy and literacy skills Students will experience success and celebrate the acquisition of knowledge Teachers will consistently implement the agreed assessment schedule Teachers will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Leaders will provide structures and supports to enable collaboration
Success Indicators	Early indicators Student feedback on differentiation, the instructional model, and use of common strategies Teachers' formative assessment data and summative judgements against the curriculum Teacher records and observations of student progress A documented assessment schedule and evidence of teachers inputting data and moderating assessments NAPLAN results Late indicators: VCE and VCE-VM outcomes Students, staff and parent perception survey results

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Schedule and organise professional learning on embedding literacy across curriculum areas, and allocate time for teachers to plan for implementation	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used
Review the professional calendar and update to prioritise collaboration time in PLCs/PLTs and Learning Areas	☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used

Staffing for numeracy and literacy support for McKenzie Creek and Year 7, 8 and 9 English and Maths	☑ Assistant principal ☑ Literacy leader ☑ Numeracy leader	☐ PLP Priority	from: Term 1 to: Term 4	$450,000.00 ☑ Equity funding will be used
Time release for English and Mathematics staff to collaborate and moderate assessment tasks	☑ Assistant principal ☑ KLA leader ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used
Internal AIP for Teaching and Learning, Alternate Programs, and VCE/VCE-VM	☑ Assistant principal ☑ Principal ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Refine and embed the school's instructional model across all areas of the curriculum
Actions	Ongoing review to implement the teaching model with expectations for both students and staff Review current practices and look to fully implement revised model of peer observation and learning walks
Outcomes	Students will know how lessons are structured and how this supports their learning Teachers will participate in classroom observations Teachers will utilise the LEARN model in lesson planning Leaders will complete learning walks to monitor the implementation of LEARN Teaching Model Leaders will use Learning Walk data to plan for professional learning

Success Indicators	Early Indicators Classroom observations and learning walks demonstrating use of strategies from professional learning Student feedback on the instructional model, and use of common strategies Learning Walk data being used to inform professional learning Late Indicators Students, staff and parent perception survey results Improved learning walk data in implementing LEARN teaching model

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Document plans for observation	☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 1	$0.00
Incorporate observation feedback as part of PLC - LEARN and Learning Area meetings	☑ Assistant principal ☑ Learning specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Organise School Improvement Team Learning Walks to observe staff practice and collect data on student experiences in the LEARN Teaching Model	☑ Principal ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Use data from Learning Walks to inform professional learning.	☑ School improvement team	☑ PLP Priority	from: Term 2 to: Term 4	$0.00

Goal 3	Increase the active participation of all students in their learning and wellbeing.

12-month target 3.1 target	Year 10–12 positive exit destinations >88%
12-month target 3.2 target	Sense of Connectedness to 54% Self–regulation and Goal Setting to 58% Student Voice and Agency to 54% Sense of Confidence to >60% (59% 2023)
12-month target 3.3 target	Positive endorsement for the School Staff Survey module Professional Learning to 65%
12-month target 3.4 target	Reduce the percentage of: Overall student 20+ absent days from 46% (2022) to 42% Aboriginal and Torres Strait Islander student 20+ absent days from 49% (2022) to 45%
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen teacher knowledge and practice to activate student voice and agency so student can act as partners in improving outcomes.
Actions	Develop long term whole school plan for enhancing for student voice Develop long term whole school plan for enhancing for student agency Review and refine current careers and pathways practices.
Outcomes	Leaders will develop whole school plans for enhancing student voice and student agency (including definitions, professional learning and measures) Teachers will plan for student voice and student agency in the classroom as per the long term plan Students will report increased connectedness and confidence in learning Students will be able to give examples of how they made decisions with the adults around them about what they learn and how it was assessed
Success Indicators	Early Notes from learning walks and peer observation will show how staff are engaging student voice and agency

SRC established

Late
Students, staff and parent perception survey results
Improved attendance data
Shared understanding of student voice and student agency
Completed long term plans

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review staff role statements to provide clarity of responsibility of teachers, education support staff and middle leaders	☑ Assistant principal ☑ Sub school leader/s ☑ Wellbeing team ☑ Year level co-ordinator(s)	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Student Wellbeing Coordination Staff including McKenzie Creek to support tier 1 mental health support for students	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$415,000.00 ☑ Equity funding will be used
SEQTA Online management system -including Wellbeing data for data analysis to support student wellbeing and in particular at risk students	☑ Assistant principal ☑ Principal ☑ School leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$60,000.00 ☑ Equity funding will be used
Internal AIP for Student Engagement and Wellbeing are developed and implemented in alignment with AIP 2024	☑ Assistant principal ☑ School improvement team	☐ PLP Priority	from: Term 1	$0.00

	☑ Wellbeing team ☑ Year level co-ordinator(s)		to: Term 4	
KIS 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed a school culture that prioritises student wellbeing and learning through systematic and responsive structures and processes.			
Actions	Create clear leadership structure for managing disability and inclusion in the College Review staff role statements to provide clarity of responsibility of teachers, education support staff and middle leaders			
Outcomes	At-risk students will be identified and receive targeted support in a timely manner Teachers will implement and model consistent routines			
Success Indicators	Early Indicators Internal and external professional learning attendance and sharing of learning Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Policies and processes updated for implementing Disability & Inclusion Funding Late Indicators Students, staff and parent perception survey results Improved attendance data Students attached to Tier 2 Disability and Inclusion Funding			
Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**

Acquire resources that support students with disability or additional learning needs	☑ Assistant principal ☑ Disability inclusion coordinator	☐ PLP Priority	from: Term 3 to: Term 4	$10,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	☑ Assistant principal ☑ Disability inclusion coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$9,459.69 ☑ Disability Inclusion Tier 2 Funding will be used
Disability and Inclusion Staff (including Assistant Principal and Learning Specialist)	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$169,834.46 ☑ Disability Inclusion Tier 2 Funding will be used
Professional Learning and Staffing for Mental Health	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ Principal ☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$121,293.28 ☑ 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	$1,011,389.12	$975,000.00	$36,389.12
Disability Inclusion Tier 2 Funding	$189,294.15	$189,294.15	$0.00
Schools Mental Health Fund and Menu	$121,293.28	$121,293.28	$0.00
Total	**$1,321,976.55**	**$1,285,587.43**	**$36,389.12**

Activities and milestones – Total Budget

Activities and milestones	Budget
Schedule and organise professional learning on embedding literacy across curriculum areas, and allocate time for teachers to plan for implementation	$10,000.00
Review the professional calendar and update to prioritise collaboration time in PLCs/PLTs and Learning Areas	$20,000.00
Staffing for numeracy and literacy support for McKenzie Creek and Year 7, 8 and 9 English and Maths	$450,000.00
Time release for English and Mathematics staff to collaborate and moderate assessment tasks	$20,000.00
Review staff role statements to provide clarity of responsibility of teachers, education support staff and middle leaders	$0.00

Student Wellbeing Coordination Staff including McKenzie Creek to support tier 1 mental health support for students	$415,000.00
SEQTA Online management system -including Wellbeing data for data analysis to support student wellbeing and in particular at risk students	$60,000.00
Acquire resources that support students with disability or additional learning needs	$10,000.00
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	$9,459.69
Disability and Inclusion Staff (including Assistant Principal and Learning Specialist)	$169,834.46
Professional Learning and Staffing for Mental Health	$121,293.28
Totals	**$1,285,587.43**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Schedule and organise professional learning on embedding literacy across curriculum areas, and allocate time for teachers to plan for implementation	from: Term 1 to: Term 4	$10,000.00	☑ Professional development (excluding CRT costs and new FTE)
Review the professional calendar and update to prioritise collaboration time in PLCs/PLTs	from: Term 1	$20,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources

and Learning Areas	to: Term 4		
Staffing for numeracy and literacy support for McKenzie Creek and Year 7, 8 and 9 English and Maths	from: Term 1 to: Term 4	$450,000.00	☑ School-based staffing
Time release for English and Mathematics staff to collaborate and moderate assessment tasks	from: Term 1 to: Term 4	$20,000.00	☑ CRT
Student Wellbeing Coordination Staff including McKenzie Creek to support tier 1 mental health support for students	from: Term 1 to: Term 4	$415,000.00	☑ School-based staffing
SEQTA Online management system -including Wellbeing data for data analysis to support student wellbeing and in particular at risk students	from: Term 1 to: Term 4	$60,000.00	☑ Teaching and learning programs and resources
Totals		$975,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Acquire resources that support students with disability or additional learning needs	from: Term 3 to: Term 4	$10,000.00	☑ Teaching and learning programs and resources •

Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	from: Term 1 to: Term 4	$9,459.69	☑ Professional learning for school-based staff •
Disability and Inclusion Staff (including Assistant Principal and Learning Specialist)	from: Term 1 to: Term 4	$169,834.46	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		**$189,294.15**	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Review staff role statements to provide clarity of responsibility of teachers, education support staff and middle leaders	from: Term 1 to: Term 1		
Professional Learning and Staffing for Mental Health	from: Term 1 to: Term 4	$121,293.28	☑ Trauma Informed Care in Schools (TIC)(Orygen) **This activity will use Mental Health Menu programs** o Build staff capacity (conference, course, seminar)
Totals		**$121,293.28**	

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
Schedule and organise professional learning on embedding literacy across curriculum areas, and allocate time for teachers to plan for implementation	☑ All staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ PLC Initiative ☑ Internal staff	☑ On-site
Review the professional calendar and update to prioritise collaboration time in PLCs/PLTs and Learning Areas	☑ School improvement team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ PLC/PLT meeting	☑ PLC Initiative	☑ On-site
Document plans for observation	☑ School improvement team	from: Term 1 to: Term 1	☑ Planning ☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Incorporate observation feedback as part of PLC - LEARN and Learning Area meetings	☑ Assistant principal	from: Term 1	☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions	☑ PLC Initiative ☑ Internal staff	☑ On-site

	☑ Learning specialist(s) ☑ Teacher(s)	to: Term 4	☑ Formalised PLC/PLTs ☑ Individualised reflection		☑ High Impact Teaching Strategies (HITS)	
Organise School Improvement Team Learning Walks to observe staff practice and collect data on student experiences in the LEARN Teaching Model	☑ Principal ☑ School improvement team	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ Internal staff ☑ Learning specialist	☑ On-site
Use data from Learning Walks to inform professional learning.	☑ School improvement team	from: Term 2 to: Term 4	☑ Collaborative inquiry/action research team	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff	☑ On-site
Review staff role statements to provide clarity of responsibility of teachers, education support staff and middle leaders	☑ Assistant principal ☑ Sub school leader/s ☑ Wellbeing team ☑ Year level co-ordinator(s)	from: Term 1 to: Term 1	☑ Planning	☑ Formal school meeting / internal professional learning sessions	☑ School improvement partnerships ☑ Learning specialist ☑ Departmental resources High Impact Wellbeing Strategies	☑ On-site
Schedule and organise professional learning on strategies to support students with specific learning	☑ Assistant principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Network professional learning ☑ Communities of practice	☑ Departmental resources Disability and Inclusion	☑ Off-site School Visits Disability

requirements throughout the year	☑ Disability inclusion coordinator					and Inclusion PL
Professional Learning and Staffing for Mental Health	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ Principal ☑ Wellbeing team	from: Term 1 to: Term 4	☑ Preparation	☑ Timetabled planning day	☑ External consultants Trauma Informed Practice	☑ Off-site Ballarat