

Annual Implementation Plan - 2023

Define Actions, Outcomes and Activities

Doncaster Secondary College (7776)



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

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<p>12 Month Target 1.1</p>	<p>By 2023, the VCE:</p> <ul style="list-style-type: none"> - All Study Score median increases from 30 (2022) to 31 - classes with GAT adjusted scores above zero increase from 51 per cent (2022) to greater than or equal to 60 per cent - All English Study Scores of 37 plus improve from 18 per cent (2022) to greater than or equal to 20 per cent <p>By 2023, the percentage of Year 9 students: Achieving above NAPLAN Benchmark Growth increases:</p> <ul style="list-style-type: none"> - Writing from 20 per cent (2021) to 22 per cent - Numeracy from nine per cent (2021) to 15 per cent <p>Below NAPLAN Benchmark Growth decreases:</p> <ul style="list-style-type: none"> - Reading from 28 per cent (2021) to 25 per cent or less - Writing from 20 per cent (2021) to 18 per cent or less - Numeracy from 44 per cent (2021) to 35 per cent or less <p>Assessed as maintaining NAPLAN Top Two Bands increases:</p> <ul style="list-style-type: none"> - Writing from 50 per cent (2021) to 60 per cent or above - Numeracy from 21 per cent (2021) to 30 per cent or above <p>Year 7:</p> <p>By 2023, increase the percentage of students assessed as working above the expected level in:</p> <ul style="list-style-type: none"> - Number and Algebra from 12% (2021) to 20% - Measurement and Geometry from 13% (2021) to 20% <p>By 2023, decrease the percentage of students assessed as working below the expected level in Number and Algebra from 17% (2021) to 10%</p> <p>Year 8:</p> <p>By 2023, decrease the percentage of students assessed as working below the expected level in:</p> <ul style="list-style-type: none"> - Number and Algebra from 23% (2021) to 14% <p>By 2023, increase the percentage of students assessed as working above the expected level in:</p>

	<ul style="list-style-type: none"> - Number and Algebra from 9% (2021) to 20% - Measurement and Geometry from 9% (2021) to 20% <p>By 2023, increase the percentage of students assessed as working above the expected level in Statistics and Probability from 14% (2021) to 20%.</p> <p>By 2023, the AtoSS factors increase positive endorsement of:</p> <ul style="list-style-type: none"> - Differentiated learning challenge from 56 per cent (2022) to 58 per cent - Stimulated learning environment from 52 per cent (2022) to 54 per cent - Student voice and agency from 44 per cent (2022) to 46 per cent. <p>By 2023, the POS factors increase positive endorsement for:</p> <ul style="list-style-type: none"> - Stimulating learning environment factor from 68 per cent (2022) to 73 per cent - Student voice and agency factor from 70 per cent (2022) to 72 per cent <p>By 2023, the AtoSS Student Safety Module:</p> <ul style="list-style-type: none"> - Years 10–12 Advocate at school increases from 62 per cent (2022) to 64 per cent or above - Years 10–12 Perceptions of LGBTIQ-phobic discrimination factor declines from 35 per cent not positive endorsement (2022) to 33 per cent or less - Respect for diversity improves positive endorsement from 48 per cent (2022) to 52 per cent or above. <p>By 2023, the AtoSS Emotional awareness and regulation factor improves positive endorsement from 71 per cent (2022) to 73 per cent or above</p> <p>By 2023, the Parent Opinion Survey (POS) Student Safety factors improve:</p> <ul style="list-style-type: none"> - Managing bullying from 78 per cent (2022) to 80 per cent or above - Promoting positive behaviour factor from 79 per cent (2022) to 82 per cent or above - Respect for diversity from 84 per cent (2022) to 85 per cent or above <p>By 2023, the 20 plus days absence decreases from 28 per cent (2022) to 24 per cent or less.</p>
<p>KIS 1 Priority 2023 Dimension</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>
<p>Actions</p>	<p>Enhance staff capability in assessment to measure growth and inform teaching and learning, with an increased focus on the top two bands of numeracy Embed Professional Learning Communities to collaborate and plan to meet students' diverse learning needs, with an increased</p>

	focus in numeracy.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - be able to identify their current knowledge and skills - be able to articulate the strategies they will use to progress their learning - be able to demonstrate and articulate their learning growth, especially in numeracy <p>Teachers will:</p> <ul style="list-style-type: none"> - accurately assess students against curriculum standards continua - collaborate in PLCs, and with tutors and learning specialists to determine, implement and reflect on targeted teaching strategies at a student's point of need - use formative and summative assessments to monitor learning growth against the standards - extend student agency by embedding opportunities for students to understand their current knowledge and skills, and negotiate the next steps for learning - build capacity through participation in observational rounds <p>Learning Specialists will:</p> <ul style="list-style-type: none"> - collaborate with Leading Teachers to embed Professional Learning Communities - develop and implement an instructional model for teaching mathematics (Junior and Middle School) - identify and provide preferred resources for teaching - collaborate with staff to extend student agency by embedding opportunities to create independent and self-regulating learners who take responsibility for their learning. - build the capacity of teachers and tutors to use assessment data to plan and meet students at their point of need - use the FISO improvement cycle to evaluate their impact on teacher practice and student achievement - implement a DSC model for purposeful observational practice (link to PLC strategies) - report on the evidence of impact to the School Improvement Team (SIT) <p>Leaders will:</p> <ul style="list-style-type: none"> - embed Professional Learning Communities to collaborate and plan to meet students' diverse learning needs, especially in numeracy - develop, communicate and implement a system for monitoring student learning growth through PLC's and the development of formative assessment as part of the assessment framework - continue to develop part of an assessment framework which ensures teachers will identify what is to be assessed, when it will be assessed, how often it will be assessed and how this information will be used to inform planning - participate in observations to understand the application of PLC actions - routinely report on the progress of action plans

	<ul style="list-style-type: none"> - share best practice throughout the school and across the Victorian Government School system - Network with DET and CoPs in order to build understanding of implementation of assessment framework and PLCs <p>Parents/Carers/Kin will:</p> <ul style="list-style-type: none"> - engage in opportunities to understand their role in the learning partnership - implement their role in the learning partnership to support learning growth - understand how the College is building capacity of teachers to plan to meet students' diverse learning needs, especially in numeracy - understand how the College is enhancing staff capability in assessment to measure growth and inform teaching and learning, especially in numeracy <p>SIT will:</p> <ul style="list-style-type: none"> - monitor and respond to the effectiveness of action plans
<p>Success Indicators</p>	<p>Early Indicators</p> <ul style="list-style-type: none"> - Development of action plans using the FISO improvement cycle and whole school approach framework - Communicate action plans to SIT and school community - Implement and monitor action plans - staff collaborating in PLCs - PLC maturity matrix pre and post evaluation - FISO 2.0 continua of practice progress (Teaching and Learning, Assessment) - whole school plan for measuring student learning growth - observational rounds - student focus groups - student surveys pre and post test (relevant AtoSS questions) - parent/carer focus groups - parent/carer surveys pre and post test (relevant POS questions) - staff focus groups - staff surveys pre and post test (Staff Survey questions) - development of literacy and numeracy developmental continua <p>Late Indicators</p> <ul style="list-style-type: none"> - Documented and implemented assessment schedule - Literacy and numeracy developmental continua used to measure student growth <p>By 2023, the VCE:</p> <ul style="list-style-type: none"> - All Study Score median increases from 30 (2022) to above 30

	<ul style="list-style-type: none"> - classes with GAT adjusted scores above zero increase from 56 per cent (2020) to greater than or equal to 60 per cent - All English Study Scores of 37 plus improve from 13 per cent (2020–22) to greater than or equal to 14 per cent <p>By 2023, the percentage of Year 9 students: Achieving above NAPLAN Benchmark Growth increases:</p> <ul style="list-style-type: none"> - Writing from 20 per cent (2021) to 22 per cent - Numeracy from nine per cent (2021) to 15 per cent <p>Below NAPLAN Benchmark Growth decreases:</p> <ul style="list-style-type: none"> - Reading from 28 per cent (2021) to 25 per cent or less - Writing from 20 per cent (2021) to 18 per cent or less - Numeracy from 44 per cent (2021) to 35 per cent or less <p>Assessed as maintaining NAPLAN Top Two Bands increases:</p> <ul style="list-style-type: none"> - Writing from 50 per cent (2021) to 60 per cent or above - Numeracy from 21 per cent (2021) to 30 per cent or above <p>By 2023, the AtoSS factors increase positive endorsement of:</p> <ul style="list-style-type: none"> - Differentiated learning challenge from 56 per cent (2022) to 58 per cent - Stimulated learning environment from 52 per cent (2022) to 54 per cent - Student voice and agency from 44 per cent (2022) to 46 per cent. <p>By 2023, the POS factors increase positive endorsement for:</p> <ul style="list-style-type: none"> - Stimulating learning environment factor from 68 per cent (2022) to 73 per cent - Student voice and agency factor from 70 per cent (2022) to 72 per cent 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Junior and Middle School Numeracy Learning Specialists will develop and present a Year 7-9 numeracy improvement action plan to the School Improvement Team (term 1 week 3). This will be developed in collaboration with the Junior and Middle School Excellence in Teaching and Learning Leaders/Assistant Principals. Key actions will include:</p> <ul style="list-style-type: none"> - modify Year 7-9 course outlines to align with VCAA Mathematics Curriculum Area sample plan 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Numeracy Network Teacher <input checked="" type="checkbox"/> Principal 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 1</p>	<p>\$4,500.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> - develop a shared understanding and vision for Year 7-9 mathematics and numeracy teaching and learning programs - develop and implement a year 7-9 DSC mathematics and numeracy evidence-based instructional model - generate Victorian Curriculum mathematics learning continuums - build capacity of Year 7-9 math teachers to accurately assess students on the mathematics learning continuums - build capacity of Year 7-9 math teachers to use the mathematics learning continuums to plan and deliver low floor/high ceiling programs - generate a Year 7-9 numeracy data wall to identify students in the top 2 bands of NAPLAN/PAT-R - communicate with families, and provide targeted skill building resources to students (top 2 bands numeracy) to maximise learning growth 				<ul style="list-style-type: none"> <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Numeracy learning specialists will routinely monitor and report to SIT on the effectiveness of the Year 7-9 numeracy improvement action plan through: Classroom observations and focus groups to understand the extent to which students are able to:</p> <ul style="list-style-type: none"> - identify their current knowledge and skills - articulate the strategies they will use to progress their learning - demonstrate and articulate their learning growth, especially in numeracy <p>Classroom observations, PLCs, course documentation, lesson planning to understand the extent to which teachers are able to:</p> <ul style="list-style-type: none"> - accurately assess students against curriculum standards continua - collaborate in PLCs, and with tutors and learning specialists to determine, implement and reflect on targeted teaching strategies at a student's point of need - use formative and summative assessments to monitor learning growth against the standards - extend student agency by embedding opportunities for students to understand their current knowledge and skills, and negotiate the next steps for learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$68,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Junior School Literacy Learning Specialist will present a Year 8 English/Literacy Improvement Action Plan to the School Improvement Team (SIT) (term 1 week 3). The goals of the action plan are to focus on growth and achievement in Reading and Writing.</p> <p>Key actions will include:</p> <ul style="list-style-type: none"> - leadership of the Year 8 English and English TLI teams/programs through PLCs and learning area meetings - development and communication of a shared understanding and vision for Year 8 English/TLI (2023) - use of diagnostic reading and writing assessments to inform the development and implementation of evidence- based teaching and learning plans (JS Literacy LS to provide preferred resources for teaching) - generate reading and writing learning continuums to be used in Year 8 English and shared with Year 7-10 English teams - build capacity of Year 8 English/TLI teachers to accurately assess/moderate students on the reading and writing learning continuums - build capacity of Year 8 teachers to use the reading and writing learning continuums to plan and deliver English lessons which challenge students at their point of need - generate a Year 8 reading and writing data wall to identify students in the top 2 bands of NAPLAN/PAT-R - communicate with families, and provide targeted skill building resources to students (top 2 bands reading and writing) to maximise learning growth 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 1</p>	<p>\$2,500.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Junior School Literacy Learning Specialist will routinely monitor and report to SIT on the effectiveness of the Year 8 English/Literacy Improvement Action Plan through:</p> <p>Classroom observations and focus groups to understand the extent to which students are able to:</p> <ul style="list-style-type: none"> - identify their current knowledge and skills - articulate the strategies they will use to progress their learning - demonstrate and articulate their reading and writing learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$36,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

<p>growth</p> <p>Classroom observations, PLC One Note, course documentation, lesson planning to understand the extent to which teachers are able to:</p> <ul style="list-style-type: none"> - accurately assess students against reading and writing learning continuum - collaborate in PLCs, and with tutors and learning specialists to determine, implement and reflect on targeted teaching strategies at a student's point of need - use formative and summative assessments to monitor and report on learning growth against the reading and writing learning continuum - extend student agency by embedding opportunities for students to understand their current knowledge and skills, and negotiate the next steps for learning 				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Excellence in Teaching and Learning Leaders will develop a whole school assessment framework which ensures teachers will identify what is to be assessed, when it will be assessed, how often it will be assessed and how this information will be used to inform planning. Key actions include:</p> <ul style="list-style-type: none"> - presentation to teaching staff on modifications to continuous reporting and introduction of term reports focusing on learning behaviours and learning growth - build a shared understanding and vision for assessment - communicate and build the capacity of students and families to understand the purpose of, and how to utilise assessment and reporting feedback to maximise learning outcomes - utilisation of PLCs to generate and use learning continuums to accurately assess students against the curriculum standards and measure learning growth 	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$20,000.00</p> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Excellence in Teaching and Learning Leaders will implement and monitor the implementation of the PLC action plan including;</p> <ul style="list-style-type: none"> - use the PLC maturity matrix to measure progress, inform and 	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$130,000.00</p>

<p>report on the next steps in the PLC action plan.</p>				<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Senior School Learning Specialists will collaborate with Excellence in Teaching and Learning Leaders to facilitate the implementation of VCE Action Plans. Key actions will include: - facilitate data analysis professional learning with senior teaching teams - monitor student achievement, and utilise this to generate data walls and inform the next steps - embed a model of peer observation which directly relates to the actions generated in PLCs (use of formative assessment to provide feedback and implement responsive teaching strategies) - review the implementation of, and provide guidance on the use of the NYS notification system. - build capacity of senior staff to accurately assess/moderate students on a learning continuum. - build capacity of senior staff to use the learning continuums to plan and deliver lessons which maximise student learning growth</p>	<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 4	\$216,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Extend the multi-tiered response to support students' wellbeing and mental health. Embed a culture of inclusion and respectful relationships
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - understand their role and responsibility in maintaining good health and wellbeing - demonstrate how and where to access support - demonstrate perseverance - identify and apply the characteristics of a respectful relationship - feel cared for & valued by peers, staff and school leaders <p>Teachers will:</p> <ul style="list-style-type: none"> - create an optimal learning environment based on the student engagement and wellbeing policy - set an appropriate level of challenge - set high expectations for learning growth - demonstrate care and compassion for students - partner with parents/carers in their child's learning - implement support plan strategies - be able to explicitly teach and assess the characteristics of a respectful relationship using evidence-based teaching practices <p>Leaders will:</p> <ul style="list-style-type: none"> - develop, document, implement and monitor action plans using the FISO improvement cycle and whole school approach framework - participate in the 'information sharing scheme' training - identify students requiring tier 2 and 3 supports and ensure DET support plans are developed and implemented - develop a program to seek and respond to student feedback on their experience of the classroom/school - ensure regular communication between learning partners about strategies and progress - report evidence of impact to the School Improvement Team (SIT) - routinely report on the progress of action plans - share best practice throughout the school and across the Victorian Government School system <p>Parents/Carers will:</p> <ul style="list-style-type: none"> - engage in opportunities to understand their role in the learning partnership - identify key contacts and access relevant supports within the mini-schools - implement their role in the learning partnership - understand and engage in processes and procedures used to promote health, wellbeing and respectful relationships

	<ul style="list-style-type: none"> - understand the characteristics of a respectful relationship and engage in conversations as a family about health and wellbeing - utilise the strategies provided by DiSCoverY, Health and PE, and the Student Management and Wellbeing Team to support the development of their child's P&SC. <p>SIT will:</p> <ul style="list-style-type: none"> - monitor and respond to the effectiveness of action plans
<p>Success Indicators</p>	<p>Early Indicators</p> <ul style="list-style-type: none"> - Development of action plans using the FISO improvement cycle and whole school approach framework - Communicate action plans to SIT and school community - Implement and monitor action plans - cohort attendance data - student focus groups - student surveys pre and post test (AtoSS questions, bullying and relational aggression survey etc.) - parent/carer focus groups - parent/carer surveys pre and post test (POS questions) - staff focus groups - staff surveys pre and post test (Staff Survey questions) - Compass chronicle data (Pulse) - FISO 2.0 Continua of Practice (Support and Resources, Engagement) - numbers of students accessing wellbeing and the development of personal and social capabilities <p>Late Indicators:</p> <p>By 2023, the AtoSS Student Safety Module:</p> <ul style="list-style-type: none"> - Years 10–12 Advocate at school increases from 62 per cent (2022) to 64 per cent or above - Years 10–12 Perceptions of LGBTIQ-phobic discrimination factor declines from 35 per cent not positive endorsement (2022) to 33 per cent or less - Respect for diversity improves positive endorsement from 48 per cent (2022) to 52 per cent or above. <p>By 2023, the AtoSS Emotional awareness and regulation factor improves positive endorsement from 71 per cent (2022) to 73 per cent or above</p> <p>By 2023, the Parent Opinion Survey (POS) Student Safety factors improve:</p> <ul style="list-style-type: none"> - Managing bullying from 78 per cent (2022) to 80 per cent or above - Promoting positive behaviour factor from 79 per cent (2022) to 82 per cent or above - Respect for diversity from 84 per cent (2022) to 85 per cent or above

	By 2023, the 20 plus days absence decreases from 28 per cent (2022) to 24 per cent or less. - FISO 2.0 Continua of Practice (Support and Resources, Engagement)			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Positive Climate for Learning and Community Leaders to submit documented tiered response to reducing student absences to the mini-school Assistant Principal (end of week 2).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$9,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Positive Climate for Learning and Community Leaders, and Assistant Principals will implement, routinely monitor, and report to the Principal and SIT on the effectiveness of the tiered approach to reducing student absences. This includes: - generation of an attendance data wall to track the effective implementation of tier 2 and 3 interventions - utilising 2022 absence data to identify tier 2 and 3 students and implement a proactive response	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Assistant Principals will collaborate with their Positive Climate for Learning and Community Leaders, and the Student Wellbeing Coordinator to develop, and present to the school improvement team an action plan for building a safe, supportive and inclusive community. This will include:</p> <ul style="list-style-type: none"> - documented tiered response to building a safe, supportive and inclusive environment - generation of a behavioural data wall to track the effective implementation of tier 2 and 3 interventions (Year 8-12 to complete by the end of week 2 using 2022 data) - use of the Personal and Social Capabilities continuum in wellbeing interventions and support group meetings - actions taken to build the capacity of key stakeholders to implement tiered responses - systematic approach to implementing DET interventions i.e. Ministerial Order 1125 'Procedures for suspension and expulsion in Government Schools' checklist - professional learning for Positive Climate for Learning and Community Leaders to build their capacity to develop staff - communicate with families to build their understanding of the DSC tiered responses to building a safe, supportive and inclusive community - provide targeted skill building resources to families to build students' personal and social capabilities 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 1</p>	<p>\$9,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Positive Climate for Learning and Community Leaders, and the Student Wellbeing Coordinator will routinely monitor and report to SIT on the effectiveness of the safe, supportive and inclusive community action plan through:</p> <ul style="list-style-type: none"> - student, staff and parent/carer focus groups - student surveys pre and post test (AtoSS questions, bullying and relational aggression survey etc.) - parent/carer surveys pre and post test (POS questions) - staff surveys pre and post test (Staff Survey questions) - evidence of systematic approach to implementing DET interventions i.e. Ministerial Order 1125 'Procedures for suspension and expulsion in Government Schools' checklist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$200,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

<ul style="list-style-type: none">- Compass chronicle data (Pulse)- FISO 2.0 Continua of Practice (Support and Resources, Engagement)- numbers of students accessing wellbeing and the development of personal and social capabilities				may include DET funded or free items
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