

2025 Annual Implementation Plan

for improving student outcomes

Yarraville Special Developmental School (5278)



YARRAVILLE

Special Developmental School

Submitted for review by Elaine Quinn (School Principal) on 05 February, 2025 at 09:47 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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.	
	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	

	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
Improved learning outcomes for all students.	Yes	By 2026, increase the percentage of all students working at or above level against the Victorian Curriculum in: • Reading and Viewing from 71 per cent (2018 - 2021 mean) to 80 per cent • Speaking and Listening from 71 per cent (2018 - 2021 mean) to 80 per cent • Writing from 71 per cent (2018 - 2021 mean) to 80 per cent	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. By end of 2025 increase the percentage of all students working at or above level by:- 98.8% to 99% in Reading and Viewing- 95% to 97% in Speaking and Listening- 94% to 96% in Writing
		By 2026, increase the percentage of all students working at or above level against the Victorian Curriculum in: • Number and Algebra from 72 per cent (2018 - 2021 mean) to 80 per cent • Measurement and Geometry from 69 per cent (2018 - 2021 mean) to 75 per cent	By end of 2025 increase the percentage of all student working at or above level by:- 94% to 96% in Number and Algebra- 85% to 87% in Measurement and Geometry
		By 2026, improve the percentage positive endorsement by all staff in the School Staff Survey for the following measure: • Academic emphasis from 44 per cent in 2021 to 55 per cent. By 2026, improve the percentage positive endorsement by teachers for the following measures:	By end of 2025 improve the percentage positive endorsement by all staff in the School Staff Survey for the following measure: - Academic emphasis from 56% to 65%- Guaranteed and viable curriculum from 88% to 95%- Understand

		• Guaranteed and viable curriculum from 70 per cent in 2021 to 75 per cent • Understand curriculum from 63 per cent in 2021 to 70 per cent • Understand how to analyse data from 50 per cent to 55 per cent • Use of student feedback to inform practice from 50 per cent in 2021 to 55 per cent.	curriculum from 90% to 92% - Understand how to analyse data from 75% to 78% - Use of student feedback to inform practice from 65% to 75%
Improve the wellbeing of all students.	Yes	By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures: • Student connectedness from 83 per cent in 2021 to 89 per cent • Student agency and voice from 83 per cent in 2021 to 85 per cent.	By end of 2025 increase the percentage positive endorsement in the Parent Opinion Survey for the following measures: - Student connectedness from 92% to 94%- Student agency and voice from 91% to 93%
		By 2026, increase students' social and emotional wellbeing as measured by the percentage of students at or above the expected level in the Personal and Social capability of the Victorian Curriculum for the following measures: • Self awareness from 80 per cent in 2021 to 85 per cent • Social awareness from 76 per cent in 2021 to 81 per cent.	By end of 2025 increase students' social and emotional wellbeing at or above the expected level in the Personal and Social capability of the Victorian Curriculum for the following measures: - Self awareness from 91% to 93%- Social awareness from 93% to 95%
		By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures: • Staff trust in colleagues from 54 per cent in 2021 to 70 per cent • Collective efficacy from 60 per cent in 2021 to 70 per cent	By end of 2025 improve the percentage positive endorsement by all staff in the School Staff Survey for the following measures:- Staff trust in colleagues from 79% to 85% - Collective efficacy from 80% to 85% - Active participation from 78% to 82%-

		• Active participation from 54 per cent in 2021 to 60 per cent • Build Resilience and a Resilient, Supportive Environment from 53 per cent in 2021 to 60 per cent.	Build Resilience and a Resilient, Supportive Environment from 75% to 78%
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Goal 1	Improved learning outcomes for all students.	
12-month target 1.1	By end of 2025 increase the percentage of all students working at or above level by: - 98.8% to 99% in Reading and Viewing - 95% to 97% in Speaking and Listening - 94% to 96% in Writing	
12-month target 1.2	By end of 2025 increase the percentage of all student working at or above level by: - 94% to 96% in Number and Algebra - 85% to 87% in Measurement and Geometry	
12-month target 1.3	By end of 2025 improve the percentage positive endorsement by all staff in the School Staff Survey for the following measure: - Academic emphasis from 56% to 65% - Guaranteed and viable curriculum from 88% to 95% - Understand curriculum from 90% to 92% - Understand how to analyse data from 75% to 78% - Use of student feedback to inform practice from 65% to 75%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Assessment	Build staff Victorian Curriculum and assessment knowledge.	Yes
KIS 1.b	Review and embed the agreed instructional model.	Yes

Teaching and learning		
KIS 1.c Leadership	Review and embed the Professional Learning Communities process.	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.	 GRR model is reflected in planning documents and learning walk observations show evidence of implementation of the model in the majority of classrooms. HITS data reflects a need for building of teacher capacity in explicit teaching which will be a focus area and will embed the 'I do' practices as part of the GRR model.	
Goal 2	Improve the wellbeing of all students.	
12-month target 2.1	By end of 2025 increase the percentage positive endorsement in the Parent Opinion Survey for the following measures: - Student connectedness from 92% to 94% - Student agency and voice from 91% to 93%	
12-month target 2.2	By end of 2025 increase students' social and emotional wellbeing at or above the expected level in the Personal and Social capability of the Victorian Curriculum for the following measures: - Self awareness from 91% to 93% - Social awareness from 93% to 95%	
12-month target 2.3	By end of 2025 improve the percentage positive endorsement by all staff in the School Staff Survey for the following measures: - Staff trust in colleagues from 79% to 85% - Collective efficacy from 80% to 85% - Active participation from 78% to 82% - Build Resilience and a Resilient, Supportive Environment from 75% to 78%	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 2.a Support and resources	Review and strengthen transition practices into, through and beyond the school.	No
KIS 2.b Support and resources	Strengthen and embed the current wellbeing initiatives.	Yes
KIS 2.c Engagement	Develop a holistic approach to support students' access and engagement in 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.	The use of student feedback was a significant decline in our staff opinion survey and so developing a school wide approach to student voice will provide clarity in what student voice and student feedback looks like at YSDS. developing core tier 1 and regulation strategies to	

Define actions, outcomes, success indicators and activities

Goal 1	Improved learning outcomes for all students.
12-month target 1.1	By end of 2025 increase the percentage of all students working at or above level by: - 98.8% to 99% in Reading and Viewing - 95% to 97% in Speaking and Listening - 94% to 96% in Writing
12-month target 1.2	By end of 2025 increase the percentage of all student working at or above level by: - 94% to 96% in Number and Algebra - 85% to 87% in Measurement and Geometry
12-month target 1.3	By end of 2025 improve the percentage positive endorsement by all staff in the School Staff Survey for the following measure: - Academic emphasis from 56% to 65% - Guaranteed and viable curriculum from 88% to 95% - Understand curriculum from 90% to 92% - Understand how to analyse data from 75% to 78% - Use of student feedback to inform practice from 65% to 75%
KIS 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build staff Victorian Curriculum and assessment knowledge.
Actions	Build staff capacity in assessment and differentiation in English in order to identify and meet students' individual learning needs. Embed the Big 6 emergent literacy instruction, with a focus on developing a whole school curriculum plan

Outcomes	Students in need of targeted support or extension in English will be identified and supported Students will show growth within or above their current level in the CLT Semester 1 & 2 comparative data Teachers will identify student learning needs in English based on CLT assessment data and Essentials assessment Teachers will understand the English concepts that underpin the Big 6 in Emergent literacy instruction Leaders will support teaching staff to build pedagogical knowledge and understanding of curriculum content. . Leaders will provide professional learning and Coaching and mentoring to build staff capacity.				
Success Indicators	Early indicators Updated documented Whole School curriculum plan Teacher planning documents Late Indicators CLT Semester 1 against Semester 2 data Learning walk feedback and comparison data Positive endorsement in school staff survey Academic emphasis from 56% to 65% Guaranteed and viable curriculum from 88% to 95% Understand curriculum from 90% to 92% Understand how to analyse data from 75% to 78% Use of student feedback to inform practice from 65% to 75%				
Activities		People responsible	Is this a PL priority	When	Activity cost and funding streams
Update and workshop with staff YSDS Whole School curriculum plan to reflect the VTLM 2.0 and explicit teaching of phonics from Foundation Year to Year 2.		☒ Leadership team ☒ Learning specialist(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$5,000.00 ☒ Equity funding will be used
Foster a culture of continuous learning through the schools coaching and mentoring model		☒ Leadership team ☒ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$4,000.00

Run professional learning workshops on the Big 6 emergent literacy instruction strategies	☒ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 3	\$2,000.00
Provide opportunities for middle level leaders to build their practice in leading PLCs.	☒ Learning specialist(s) ☒ PLC leaders ☒ Principal	☒ PLP Priority	from: Term 1 to: Term 4	\$2,000.00
PLC Leaders meeting and leadership meetings to include opportunities to build PLC Leaders leadership capabilities	☒ Learning specialist(s) ☒ PLC leaders ☒ Principal	☐ PLP Priority	from: Term 1 to: Term 1	\$0.00
Provide Professional learning and workshops to familiarise teachers with new curriculum	☒ Learning specialist(s) ☒ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 3	\$0.00
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Review and embed the agreed instructional model.			
Actions	Enhance staff capacity in the HITS of explicit instruction within the GRR model Build staff capacity in extension of student learning and providing independent learning activities.			
Outcomes	Students will be supported to engage in learning at their point of need through the GRR model Students will move along the hierarchy of prompting towards independence and this will be reflected in the Numeracy			

	pathway and PLC cycle data Teachers will use the GRR model regularly to plan and deliver lessons Teachers will plan for independent and extension activities in their lesson plans. Leaders will develop an instructional playbook to ensure consistency in understanding and delivery of school instructional model Leaders will work through coaching cycles with a focus on explicit instruction			
Success Indicators	Early indicators Learning walk observations and peer observation feedback surveys Coaching documentation will provide evidence of the instructional model and HIT of 'explicit teaching' Late Indicators HITS survey data Learning walk feedback and comparison data Positive endorsement in the School Staff Survey for the following measures: - Use high impact teaching strategies from 85% to 88% - Seek feedback to improve practice from 80% to 82% - Professional learning through peer observations from 75% to 80%			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Work with Numeracy coach to develop extension and independent learning opportunities in Number	☒ Leadership team ☒ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$17,450.00 ☒ Equity funding will be used
Provide professional learning on explicit instruction techniques including: - Learning intentions and Success Criteria - Modelling - Guided practice	☒ Leadership team ☒ Learning specialist(s)	☒ PLP Priority	from: Term 1 to: Term 2	\$2,990.00 ☒ Disability Inclusion Tier 2

- Independant practice - Ongoing feedback					Funding will be used
Develop an instructional playbook to support the schools instructional model.		☒ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$19,580.00 ☒ Disability Inclusion Tier 2 Funding will be used
Work with Numeracy coach on alignment of Numeracy Pathway with new curriculum		☒ Leadership team ☒ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$17,450.00 ☒ Equity funding will be used
Goal 2	Improve the wellbeing of all students.				
12-month target 2.1	By end of 2025 increase the percentage positive endorsement in the Parent Opinion Survey for the following measures: - Student connectedness from 92% to 94% - Student agency and voice from 91% to 93%				
12-month target 2.2	By end of 2025 increase students' social and emotional wellbeing at or above the expected level in the Personal and Social capability of the Victorian Curriculum for the following measures: - Self awareness from 91% to 93% - Social awareness from 93% to 95%				
12-month target 2.3	By end of 2025 improve the percentage positive endorsement by all staff in the School Staff Survey for the following measures: - Staff trust in colleagues from 79% to 85% - Collective efficacy from 80% to 85% - Active participation from 78% to 82% - Build Resilience and a Resilient, Supportive Environment from 75% to 78%				

KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen and embed the current wellbeing initiatives.				
Actions	Continue to refine and enhance the processes for supporting health and wellbeing				
Outcomes	Students will engage in targeted wellbeing groups to meet their personal and social needs Students will develop resilience and connectedness to school through social and emotional learning opportunities Teachers will seek relevant supports and refer student wellbeing needs to relevant pathways Teachers will deliver targeted social and emotional learning aligned to scope and sequence Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches Wellbeing team will directly support students' mental health and/or provide referrals				
Success Indicators	Early Indicators Wellbeing compass data reflects the scope of support offered to families across the school Wellbeing tiered interventions triangle Late Indicators Impact of wellbeing groups tracked through goal setting and achievement CLT data to reflect growth in personal and social capabilities Learning walk feedback and comparison data to reflect social and emotional implementation				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
Wellbeing and allied Team provide differentiated professional learning to support the implementation of the social and emotional curriculum the school (Learn to Play - JLA, MLA and Respectful Relationships - SLA)	☒ Assistant principal ☒ Wellbeing team	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00	

Define roles and update the processes of the school Wellbeing Team.	☒ Assistant principal ☒ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 2	\$13,802.50 ☒ Schools Mental Health Menu items will be used which may include DET funded or free items
Deliver a diverse range of programs to students within the multi tiered levels of support	☒ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	\$13,800.00 ☒ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and document policies and processes that show how regular student wellbeing data will be collected and managed.	☒ Assistant principal ☒ Principal ☒ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop a holistic approach to support students' access and engagement in the curriculum.			
Actions	Develop a whole school Allied Health model to meet the needs of all students Embed the explicit teaching of personal and social capabilities			

Outcomes	Students will show growth within or above their current level in the CLT Semester 1 & 2 comparative data for personal and social capabilities Students will develop independence and confidence in preparation for post school pathways Teachers will implement individual toolboxes and strategies to achieve increased engagement in learning Teachers will implement tier one strategies in classrooms and make appropriate referrals for tier 2 and tier 3 needs. Leaders will provide professional learning in tiered interventions to guide teacher practice Allied Health will develop targeted strategies to support teachers in engaging all students			
Success Indicators	Early Indicators Learning walk data will track implementation of strategies following Allied Health PLC intervention and YSDS tier 1 strategies resource Student feedback chart will be included in planning documents Late Indicators CLT Semester 1 against Semester 2 Personal and social data SWPBS tiered fidelity data will show embedding of tier one strategies ATOSS Data will show improvement in the Social Engagement domain which includes, sense of connectedness sense of inclusion and student voice and agency			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement Allied Health targeted PLC model	☒ Allied health	☐ PLP Priority	from: Term 1 to: Term 4	\$40,000.00 ☒ Disability Inclusion Tier 2 Funding will be used
Launch YSDS Tier 1 strategies website and embed practices through Tuesday morning meetings	☒ Disability inclusion coordinator ☒ SWPBS leader/team	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00

Embed the student feedback chart into classroom reflections	☒ Allied health ☒ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 2	\$0.00
Embed the use of ZoR toolboxes as individual plans outlining specific adjustments required for student engagement	☒ All staff ☒ Allied health	☐ PLP Priority	from: Term 1 to: Term 4	\$10,000.00
Develop and Implement Pathways 2 Potential, in house life skills program in the SLA	☒ Learning specialist(s) ☒ PLC leaders	☐ PLP Priority	from: Term 1 to: Term 4	\$10,000.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$39,904.80	\$39,904.80	\$0.00
Disability Inclusion Tier 2 Funding	\$62,574.20	\$62,574.20	\$0.00
Schools Mental Health Fund and Menu	\$27,602.50	\$27,602.50	\$0.00
Total	\$130,081.50	\$130,081.50	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Update and workshop with staff YSDS Whole School curriculum plan to reflect the VTLM 2.0 and explicit teaching of phonics from Foundation Year to Year 2.	\$5,000.00
Work with Numeracy coach to develop extension and independent learning opportunities in Number	\$17,450.00
Provide professional learning on explicit instruction techniques including: - Learning intentions and Success Criteria - Modelling - Guided practice - Independent practice - Ongoing feedback	\$2,990.00
Develop an instructional playbook to support the schools instructional model.	\$19,580.00

Work with Numeracy coach on alignment of Numeracy Pathway with new curriculum	\$17,450.00
Define roles and update the processes of the school Wellbeing Team.	\$13,802.50
Deliver a diverse range of programs to students within the multi tiered levels of support	\$13,800.00
Implement Allied Health targeted PLC model	\$40,000.00
Totals	\$130,072.50

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Update and workshop with staff YSDS Whole School curriculum plan to reflect the VTLM 2.0 and explicit teaching of phonics from Foundation Year to Year 2.	from: Term 1 to: Term 4	\$5,004.80	☒ School-based staffing ☒ Professional development (excluding CRT costs and new FTE)
Work with Numeracy coach to develop extension and independent learning opportunities in Number	from: Term 1 to: Term 4	\$17,450.00	☒ Professional development (excluding CRT costs and new FTE)
Work with Numeracy coach on alignment of Numeracy Pathway with new curriculum	from: Term 1 to: Term 4	\$17,450.00	☒ Professional development (excluding CRT costs and new FTE)
Totals		\$39,904.80	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Provide professional learning on explicit instruction techniques including: - Learning intentions and Success Criteria - Modelling - Guided practice - Independant practice - Ongoing feedback	from: Term 1 to: Term 2	\$3,000.00	☒ Professional learning for school-based staff •
Develop an instructional playbook to support the schools instructional model.	from: Term 1 to: Term 4	\$19,574.20	☒ Teaching and learning programs and resources • ☒ Professional learning for school-based staff •
Implement Allied Health targeted PLC model	from: Term 1 to: Term 4	\$40,000.00	☒ Teaching and learning programs and resources •
Totals		\$62,574.20	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
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Define roles and update the processes of the school Wellbeing Team.	from: Term 1 to: Term 2	\$13,802.50	☑ Employ staff to support Tier 1 activities
Deliver a diverse range of programs to students within the multi tiered levels of support	from: Term 1 to: Term 4	\$13,800.00	☑ Employ staff to support Tier 1 activities
Totals		\$27,602.50	

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
Update and workshop with staff YSDS Whole School curriculum plan to reflect the VTLM 2.0 and explicit teaching of phonics from Foundation Year to Year 2.	☒ Leadership team ☒ Learning specialist(s)	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Curriculum development	☒ Whole school pupil free day	☒ VCAA curriculum specialist ☒ Literacy expertise	☒ On-site
Provide opportunities for middle level leaders to build their practice in leading PLCs.	☒ Learning specialist(s) ☒ PLC leaders ☒ Principal	from: Term 1 to: Term 4	☒ Peer observation including feedback and reflection	☒ Communities of practice	☒ PLC Initiative	☒ On-site
Provide professional learning on explicit instruction techniques including: - Learning intentions and Success Criteria - Modelling - Guided practice - Independent practice - Ongoing feedback	☒ Leadership team ☒ Learning specialist(s)	from: Term 1 to: Term 2	☒ Planning ☒ Preparation ☒ Peer observation including feedback and reflection	☒ Formal school meeting / internal professional learning sessions ☒ Timetabled planning day	☒ Internal staff	☒ On-site
Wellbeing and allied Team provide differentiated	☒ Assistant principal	from: Term 1	☒ Planning ☒ Preparation	☒ Formal school meeting / internal	☒ Leadership partners	☒ On-site

professional learning to support the implementation of the social and emotional curriculum the school (Learn to Play - JLA, MLA and Respectful Relationships - SLA)	☒ Wellbeing team	to: Term 4	☒ Demonstration lessons	professional learning sessions ☒ PLC/PLT meeting	☒ Internal staff	
Launch YSDS Tier 1 strategies website and embed practices through Tuesday morning meetings	☒ Disability inclusion coordinator ☒ SWPBS leader/team	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Demonstration lessons	☒ Formal school meeting / internal professional learning sessions	☒ Internal staff	☒ On-site