

# 2022 Annual Implementation Plan

## for improving student outcomes

Yarraville Special Developmental School (5278)



# YARRAVILLE

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Special Developmental School

Submitted for review by Elaine Quinn (School Principal) on 02 October, 2022 at 03:15 PM  
Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 04 October, 2022 at 03:25 PM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2022

	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	Evolving
	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

<b>Leadership</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	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

<b>Engagement</b>	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Evolving
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

<b>Support</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	As a leadership team we identified as 'Evolving' in all areas and have established a plan of action with timelines to address the gaps in our AIP identified during the mid year review process.
<b>Considerations for 2022</b>	We will develop an action plan to support our out of home care students. We will also develop an action plan with our newly nominated Marrung Champion. We are currently developing an action

	plan to best support our out of home care students.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<b>Target 1.1</b>	<p>Support for the 2022 Priorities</p>
<b>Key Improvement Strategy 1.a</b> Priority 2022 Dimension	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
<b>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
<b>Goal 2</b>	<p>Improved learning outcomes for all students.</p>
<b>Target 2.1</b>	<p>By 2026, increase the percentage of all students working at or above level against the Victorian Curriculum in:</p> <ul style="list-style-type: none"> <li>• Reading and Viewing from 71 per cent (2018 - 2021 mean) to 80 per cent</li> <li>• Speaking and Listening from 71 per cent (2018 - 2021 mean) to 80 per cent</li> <li>• Writing from 71 per cent (2018 - 2021 mean) to 80 per cent</li> </ul>
<b>Target 2.2</b>	<p>By 2026, increase the percentage of all students working at or above level against the Victorian Curriculum in:</p> <ul style="list-style-type: none"> <li>• Number and Algebra from 72 per cent (2018 - 2021 mean) to 80 per cent</li> <li>• Measurement and Geometry from 69 per cent (2018 - 2021 mean) to 75 per cent</li> </ul>

<p><b>Target 2.3</b></p>	<p>By 2026, improve the percentage positive endorsement by all staff in the School Staff Survey for the following measure:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 44 per cent in 2021 to 55 per cent.</li> </ul> <p>By 2026, improve the percentage positive endorsement by teachers for the following measures:</p> <ul style="list-style-type: none"> <li>• Guaranteed and viable curriculum from 70 per cent in 2021 to 75 per cent</li> <li>• Understand curriculum from 63 per cent in 2021 to 70 per cent</li> <li>• Understand how to analyse data from 50 per cent to 55 per cent</li> <li>• Use of student feedback to inform practice from 50 per cent in 2021 to 55 per cent.</li> </ul>
<p><b>Key Improvement Strategy 2.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Build staff Victorian Curriculum and assessment knowledge.</p>
<p><b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Review and embed the agreed instructional model.</p>
<p><b>Key Improvement Strategy 2.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a</p>	<p>Review and embed the Professional Learning Communities process.</p>

positive, safe and orderly learning environment	
<b>Goal 3</b>	Improve the wellbeing of all students.
<b>Target 3.1</b>	<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> <li>• Student connectedness from 83 per cent in 2021 to 89 per cent</li> <li>• Student agency and voice from 83 per cent in 2021 to 85 per cent.</li> </ul>
<b>Target 3.2</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• Self awareness from 80 per cent in 2021 to 85 per cent</li> <li>• Social awareness from 76 per cent in 2021 to 81 per cent.</li> </ul>
<b>Target 3.3</b>	<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> <li>• Staff trust in colleagues from 54 per cent in 2021 to 70 per cent</li> <li>• Collective efficacy from 60 per cent in 2021 to 70 per cent</li> <li>• Active participation from 54 per cent in 2021 to 60 per cent</li> <li>• Build Resilience and a Resilient, Supportive Environment from 53 per cent in 2021 to 60 per cent.</li> </ul>
<b>Key Improvement Strategy 3.a</b>	Review and strengthen transition practices into, through and beyond the school.

<p>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p><b>Key Improvement Strategy 3.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Strengthen and embed the current wellbeing initiatives.</p>
<p><b>Key Improvement Strategy 3.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop a holistic approach to support students' access and engagement in the curriculum.</p>



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2022 Priorities Goal</b></p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Students will move within or above level in ABLES Reading and Writing and in Writing in the Teacher Judgement against the Victorian Curriculum</p>
Improved learning outcomes for all students.	No	<p>By 2026, increase the percentage of all students working at or above level against the Victorian Curriculum in:</p> <ul style="list-style-type: none"> <li>• Reading and Viewing from 71 per cent (2018 - 2021 mean) to 80 per cent</li> <li>• Speaking and Listening from 71 per cent (2018 - 2021 mean) to 80 per cent</li> </ul>	

		<ul style="list-style-type: none"> <li>• Writing from 71 per cent (2018 - 2021 mean) to 80 per cent</li> </ul>	
		<p>By 2026, increase the percentage of all students working at or above level against the Victorian Curriculum in:</p> <ul style="list-style-type: none"> <li>• Number and Algebra from 72 per cent (2018 - 2021 mean) to 80 per cent</li> <li>• Measurement and Geometry from 69 per cent (2018 - 2021 mean) to 75 per cent</li> </ul>	
		<p>By 2026, improve the percentage positive endorsement by all staff in the School Staff Survey for the following measure:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 44 per cent in 2021 to 55 per cent.</li> </ul> <p>By 2026, improve the percentage positive endorsement by teachers for the following measures:</p> <ul style="list-style-type: none"> <li>• Guaranteed and viable curriculum from 70 per cent in 2021 to 75 per cent</li> <li>• Understand curriculum from 63 per cent in 2021 to 70 per cent</li> <li>• Understand how to analyse data from 50 per cent to 55 per cent</li> </ul>	

		<ul style="list-style-type: none"> <li>• Use of student feedback to inform practice from 50 per cent in 2021 to 55 per cent.</li> </ul>	
Improve the wellbeing of all students.	No	<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> <li>• Student connectedness from 83 per cent in 2021 to 89 per cent</li> <li>• Student agency and voice from 83 per cent in 2021 to 85 per cent.</li> </ul>	
		<p>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:</p> <ul style="list-style-type: none"> <li>• Self awareness from 80 per cent in 2021 to 85 per cent</li> <li>• Social awareness from 76 per cent in 2021 to 81 per cent.</li> </ul>	
		<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> <li>• Staff trust in colleagues from 54 per cent in 2021 to 70 per cent</li> <li>• Collective efficacy from 60 per cent in 2021 to 70 per cent</li> </ul>	

		<ul style="list-style-type: none"> <li>• Active participation from 54 per cent in 2021 to 60 per cent</li> <li>• Build Resilience and a Resilient, Supportive Environment from 53 per cent in 2021 to 60 per cent.</li> </ul>	
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<b>Goal 1</b>	<b>2022 Priorities Goal</b> Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	
<b>12 Month Target 1.1</b>	Students will move within or above level in ABLES Reading and Writing and in Writing in the Teacher Judgement against the Victorian Curriculum	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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.

Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2022 Priorities Goal</b> Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
<b>12 Month Target 1.1</b>	Students will move within or above level in ABLES Reading and Writing and in Writing in the Teacher Judgement against the Victorian Curriculum
<b>KIS 1</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	A Learning Specialist has been appointed to model highly effective practice to staff and to provide coaching support to teachers Leaders will engage in RTI training to enable them to provide PL to teachers to identify and support students with learning and behaviour needs Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support Provide tutoring to students who have been identified from the data as going backwards or not engaging in remote learning Establish/embed consistent approaches to formative assessment in Writing
<b>Outcomes</b>	Community: Teachers will confidently and accurately identify the learning needs of their students Leaders will build teacher capacity to analyse data to identify students who require intervention Leaders will build tutor capacity to provide targeted intervention for identified students Teachers will monitor student progress using data walls in Writing Teachers will develop Pre, post and ongoing assessment tasks as part of the PLC cycle to assess student growth Students: Students in need of targeted academic support or intervention will be identified and supported
<b>Success Indicators</b>	Learning specialist coaching data to indicate targeted teacher support and the impact of this work Teachers' formative assessment data and teacher judgement data in Writing Teacher records and observations of student progress in Writing Data walls indicating clearly student progress in Writing Observations of teachers from Learning Walks and Peer observations focusing on Writing, Feedback and Formative Assessment PLC matrix in the domain "Data used to focus and drive collaborative improvement and evaluate impact on learning" will indicate

	<p>growth moving from "evolving" to "embedding".          100% of PLCs will engage in Inquiry cycles and develop pre, post and ongoing assessment tasks to monitor student progress          Staff Opinion Survey increase in positive endorsement in Evaluation summary in the area of "use of student feedback to improve practice from 50% to 55%.          HITs survey in the domain 'Feedback' will increase from Semester 1 to Semester 2          Students will demonstrate progress against goals identified from the targeted intervention from the tutor initiative</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Leaders will engage in RTI training to enable them to provide PL to teachers to identify and support students with learning and behaviour needs</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$4,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Leaders build the capacity of PLC leaders to use assessment for both formative and summative purposes</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$1,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which</p>

				may include DET funded or free items
Learning walks and Peer observations will focus on Writing and teachers' seeking feedback from students about their learning	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <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
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Our Mental Health Practitioner will work with identified cohorts of students who require wellbeing intervention A Psychologist will be employed as a consultant to work with staff to support with our Tier 2 & 3 students and students who have or are experiencing trauma. A Leading Teacher of student engagement and wellbeing has been appointed to drive our SWPBS program and ensure that all students who require a Behaviour Support Plan (BSP) will have their Personal and Social Capability ILP goal aligned to the BSP Designate time weekly for classroom staff and Allied Health to meet and discuss SWPBS in response to Compass Data Allied Health Staff will explore and implement states of Regulation strategies with identified students			
<b>Outcomes</b>	Community: Engaging families and all stakeholders e.g. NDIS therapists in case conferences so there is a 'team around the learner' for our out of home care students and Tier 2 & 3 students who require this intervention.  Leaders: Provide targeted Professional learning to staff in response to SAS data, TFI and Compass incident reports data to provide targeted supports in classrooms.  Teachers: Increase in use of Compass to track positive and minor/major incidents on Compass and using the data to inform weekly			



	discussions and implementation of strategies			
	Students: Students who require BSP will have one and the ATSS "school safety" will continue to be in the 90% range. Identified students will be supported to self regulate using the states of regulation			
<b>Success Indicators</b>	90% of students will show growth within or above their level in personal and social capabilities in ABLES & Judgement tool 100% of Tier 3 students will have Behaviour support plans The ATSS data will remain in the 90% for the domain of school safety. Learning walks will provide evidence of SWPS being implemented in the classroom There will be an increase of student incidents being logged on Compass in response to staff awareness of the importance of this			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Leaders will engage in positive behaviour support practices PL through Monash University	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <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
Leaders will provide PL to staff on how to log incidents and use functional behaviour assessments	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input 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
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## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$21,280.90	\$65,000.00	-\$43,719.10
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	\$21,280.90	\$65,000.00	-\$43,719.10

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Leaders will engage in RTI training to enable them to provide PL to teachers to identify and support students with learning and behaviour needs	\$4,000.00
Learning walks and Peer observations will focus on Writing and teachers' seeking feedback from students about their learning	\$10,000.00
Leaders will engage in positive behaviour support practices PL through Monash University	\$1,000.00
<b>Totals</b>	\$15,000.00

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Leaders will engage in RTI training to enable them to provide PL to teachers to identify and support students with learning and behaviour needs	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Learning walks and Peer observations will focus on Writing and teachers' seeking feedback from students about their learning	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Leaders will engage in positive behaviour support practices PL through Monash University	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<b>Totals</b>		\$15,000.00	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Small group based/1:1 tutoring	
<b>Totals</b>	

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Small group based/1:1 tutoring	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> Other Small group/1:1 tutoring
<b>Totals</b>		\$50,000.00	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Small group based/1:1 tutoring	from: Term 1 to: Term 4		
<b>Totals</b>			

### Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
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Small group based/1:1 tutoring	from: Term 1 to: Term 4		
<b>Totals</b>			

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Leaders will engage in RTI training to enable them to provide PL to teachers to identify and support students with learning and behaviour needs	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> MYLNS initiative professional learning	<input checked="" type="checkbox"/> Off-site Network PL
Leaders build the capacity of PLC leaders to use assessment for both formative and summative purposes	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources  <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Learning walks and Peer observations will focus on Writing and teachers' seeking feedback from students about their learning	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Leaders will engage in positive behaviour support practices PL through Monash University	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Monash	<input checked="" type="checkbox"/> On-site
Leaders will provide PL to staff on how to log incidents and use functional behaviour assessments	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Monash	<input checked="" type="checkbox"/> On-site