

2023 Annual Implementation Plan

for improving student outcomes

Knox Central Primary School (5429)



Submitted for review by Lisa Burt (School Principal) on 22 December, 2022 at 07:45 AM
Endorsed by Justin Butler (Senior Education Improvement Leader) on 05 January, 2023 at 12:10 PM
Endorsed by Liz Hoath (School Council President) on 29 March, 2023 at 04:09 PM

SSP Goals Targets and KIS

Goal 1	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.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve literacy and numeracy outcomes for all students
Target 2.1	The percentage of Year 5 students assessed as making high relative growth in NAPLAN reading will have increased from 20% in 2018 to 25% by 2023.
Target 2.2	The percentage of Year 3 students assessed in the middle and top two bands for NAPLAN Reading will have increased from 63% in 2018 to 85% by 2023.
Target 2.3	The percentage of Year 3 students assessed in the top two bands for NAPLAN Writing will have increased from 27% in 2018 to 40% by 2023.

Target 2.4

By 2023, 90% of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels 1-10 to make at least one VC level of learning progress in each school year during the SSP period.

Benchmark Learning Growth – Semester 1 2018 – Semester 1 2019

% of students making at least one VC level in each school year.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading and Viewing	57%	77%	68%	75%	70%	90%
Speaking and Listening	75%	89%	84%	88%	93%	100%
Writing	100%	63%	52%	76%	77%	94%
Measurement and Geometry	70%	100%	67%	88%	92%	100%
Number and Algebra	89%	100%	85%	50%	85%	95%
Statistics and Probability	80%	100%	90%	88%	92%	100%

Key Improvement Strategy 2.a
Curriculum planning and assessment

Develop whole school scope and sequence documents that promote high quality teaching in Reading, Writing and Numeracy

Key Improvement Strategy 2.b
Building practice excellence

Develop the capacity of all teachers to consistently deliver an agreed instructional model for literacy and numeracy

Key Improvement Strategy 2.c

Build and develop clarity around agreed staff performance expectations and associated processes of accountability

Instructional and shared leadership	
Key Improvement Strategy 2.d Evaluating impact on learning	Develop and implement a whole school approach to the collecting, analysing and interpreting of student achievement data in order to inform point of need teaching and learning
Goal 3	To empower students to be active participants in their own learning
Target 3.1	<p>For each year of the SSP, the percentage of Year 4-6 students responding positively to the following AtoSS factors will be at or above 90%:</p> <ul style="list-style-type: none"> ● Self-regulation and goal setting - (100% in 2019) ● Student voice and agency - (96% in 2019) ● Differentiated learning challenge - ((100% in 2019)
Target 3.2	For each year of the SSP, the percentage of parents responding positively to the POS survey factor ‘Student agency and voice’ will be at or above 90%.
Target 3.3	<p>For each year of the SSP, the percentage of parents responding positively to the POS survey domain ‘Student cognitive engagement’ factors:</p> <ul style="list-style-type: none"> - ‘High expectations for success’ - ‘Student motivation and support’ - ‘Stimulating learning environment’ - ‘Effective teaching’ <p>will be at or above 90%.</p>

Key Improvement Strategy 3.a Empowering students and building school pride	Develop and embed a consistent whole school approach to ensure student voice and agency is explicit in their learning - (building teacher capacity, setting individual learning goals; authentic learning partnerships – feedback, conferencing; promotion of student self-regulation)
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Develop collaborative decision-making processes that promote whole school approaches to teaching and learning
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Develop and build teacher expertise to deliver effective STEM teaching and learning programs as outlined in the Victorian Curriculum
Goal 4	To continue to develop respectful and resilient students who display behaviours and attitudes that reflect the school values
Target 4.1	By 2023, the percentage of Year 4-6 students responding positively to the AtoSS factor 'Not Experiencing Bullying' will increase from 69% (2018) to 75%.
Target 4.2	For each year of the SSP, the percentage of Year 4-6 students responding positively to the AtoSS factor 'Managing bullying' will be at or above 90%
Target 4.3	For each year of the SSP, the percentage of parents responding positively to the POS survey factor 'Managing bullying' will be at or above 90%
Target 4.4	For each year of the SSP, the percentage of Year 4-6 students responding positively to the AtoSS factor 'Resilience' will be at or above 90%

Key Improvement Strategy 4.a Empowering students and building school pride	Embed an explicit whole school positive behaviour model
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Develop, implement and monitor a consistent whole school student wellbeing approach

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<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>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>In 2023, increase the proportion of students assessed as working at or above the expected level in Writing from 59% (2022) to 65%. In 2023, decrease the proportion of students in year 4 working below the expected level in Reading and Viewing from 60% (2022) to 45%. In 2023, decrease the number of students with 20+ days absent from 54 (2022) to 35. In 2023, increase the school-wide positive endorsement of the AtoSS factor 'Teacher-Student Relations - teacher concern' from 67% (2022) to 80%. In 2023, decrease the proportion of students with a negative endorsement of the AtoSS factor 'Managing Bullying' from 19% (2022) to 10%.</p>
To improve literacy and numeracy outcomes for all students	No	The percentage of Year 5 students assessed as making high relative growth in NAPLAN reading will have increased from 20% in 2018 to 25% by 2023.	
		The percentage of Year 3 students assessed in the middle and top two bands for NAPLAN Reading will have increased from 63% in 2018 to 85% by 2023.	

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<p>To empower students to be active participants in their own learning</p>	<p>Yes</p>	<p>For each year of the SSP, the percentage of Year 4-6 students responding positively to the following AtoSS factors will be at or above 90%:</p> <ul style="list-style-type: none"> • Self-regulation and goal setting - (100% in 2019) • Student voice and agency - (96% in 2019) • Differentiated learning challenge - ((100%in 2019) 	<p>The percentage of Year 4-6 students responding positively to the following AtoSS factors will be at or above 90%.* Self-regulation and goal setting - (77% in 2022)* Student voice and agency - (51% in 2022)* Differentiated learning challenge - (91% in 2022)</p>																																																	

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To continue to develop respectful and resilient students who display behaviours and attitudes that reflect the school values	No	By 2023, the percentage of Year 4-6 students responding positively to the AtoSS factor 'Not Experiencing Bullying' will increase from 69% (2018) to 75%.	
		For each year of the SSP, the percentage of Year 4-6 students responding positively to the AtoSS factor 'Managing bullying' will be at or above 90%	
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Goal 1	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.	
12 Month Target 1.1	<p>In 2023, increase the proportion of students assessed as working at or above the expected level in Writing from 59% (2022) to 65%.</p> <p>In 2023, decrease the proportion of students in year 4 working below the expected level in Reading and Viewing from 60% (2022) to 45%.</p> <p>In 2023, decrease the number of students with 20+ days absent from 54 (2022) to 35</p> <p>In 2023, increase the school-wide positive endorsement of the AtoSS factor 'Teacher-Student Relations - teacher concern' from 67% (2022) to 80%</p> <p>In 2023, decrease the proportion of students with a negative endorsement of the AtoSS factor 'Managing Bullying' from 19% (2022) to 10%.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 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 2023.	
Goal 3	To empower students to be active participants in their own learning	
12 Month Target 3.1	The percentage of Year 4-6 students responding positively to the following AtoSS factors will be at or above 90%: * Self-regulation and goal setting - (77% in 2022)	

	* Student voice and agency - (51% in 2022) * Differentiated learning challenge - (91% in 2022)	
12 Month Target 3.2	Maintain the percentage of parents responding positively to the POS survey factor 'Student agency and voice' will be at or above 90%	
12 Month Target 3.3	Maintain the percentage of parents responding positively to the POS survey domain 'Student cognitive engagement' factors: - 'High expectations for success' - 'Student motivation and support' - 'Stimulating learning environment' - 'Effective teaching' at or above 90%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Empowering students and building school pride	Develop and embed a consistent whole school approach to ensure student voice and agency is explicit in their learning - (building teacher capacity, setting individual learning goals; authentic learning partnerships – feedback, conferencing; promotion of student self-regulation)	Yes
KIS 3.b Setting expectations and promoting inclusion	Develop collaborative decision-making processes that promote whole school approaches to teaching and learning	No
KIS 3.c Intellectual engagement and self-awareness	Develop and build teacher expertise to deliver effective STEM teaching and learning programs as outlined in the Victorian Curriculum	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.

Student voice and agency is an area that we have yet to address in our current SSP. AtoSS data also indicates that this needs to be a focus going forward - positive endorsement for 'stimulated learning' decreasing over the past few years (100% in 2019, 72% in 2022), positive endorsement for 'motivation and interest' decreasing also (100% in 2019 to 68% in 2022).

Define Actions, Outcomes and Activities

Goal 1	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.
12 Month Target 1.1	In 2023, increase the proportion of students assessed as working at or above the expected level in Writing from 59% (2022) to 65%. In 2023, decrease the proportion of students in year 4 working below the expected level in Reading and Viewing from 60% (2022) to 45%. In 2023, decrease the number of students with 20+ days absent from 54 (2022) to 35 In 2023, increase the school-wide positive endorsement of the AtoSS factor 'Teacher-Student Relations - teacher concern' from 67% (2022) to 80% In 2023, decrease the proportion of students with a negative endorsement of the AtoSS factor 'Managing Bullying' from 19% (2022) to 10%.
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Maintain PLC structures to support teacher collaboration and strengthen teaching practice. Support staff to embed the use of data walls to inform targeted planning. Build staff capacity to understand and implement IEPs and SSG's
Outcomes	Teachers will confidently and accurately identify learning needs of all of their students. PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons. Teachers will monitor student progress using data walls. Teachers and leaders will establish intervention/small group tutoring programs. Students will know what their next steps are to progress their learning.
Success Indicators	Classroom observations and learning walks demonstrating use of strategies from professional learning Data walls clearly indicating student progress Differentiated planning documents and evidence of student learning at different levels Students, staff and parent perception survey results Essential Assessments pre and post test data.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Organise Learning Walks to observe staff practice and collect data on the implementation of the agreed lesson structure in reading and numeracy.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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
Use PLCs for staff to develop data walls and collaboratively plan units of work with a focus on point of need teaching and differentiation.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <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
Review and refine assessment practices in Writing.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 2	<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
Maintain phonics intervention program for P-2	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
Tutor Learning Initiative to focus on year 3's and year 4's reading and numeracy.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$27,000.00 <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
Provide time and support to teachers to enable them to write IEP's and hold SSG meetings	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Embed our engagement model - Schoolwide Positive Behaviour Support (SWPBS) framework. Build staff capacity to collect, analyse and respond to student wellbeing data. Develop a plan for increasing the engagement of any parents/carers/kin or community groups that are under-represented or harder to reach. Develop attendance processes that encourages strong attendance and arriving at school on time.			
Outcomes	Teachers will implement and model consistent routines. Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting social, emotional and cultural wellbeing. Teachers and leaders will implement the School Wide Positive Behaviours framework. Teachers will implement a range of interventions in their classroom to support student wellbeing.			

Success Indicators	Internal and external professional learning attendance and shared readings for staff are documented Student/parent/carer wellbeing survey Students engagement in SWPBS program and RRRR lessons. Students, staff and parent perception survey results Attendance data			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Incorporate the DET behavior support modules (managing challenging behaviours, prevent-teach-reinforce and behavior response planning) into SWPBS meetings in terms 1 and 2 of 2023	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <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
Design and implement a survey to gather feedback from students about their wellbeing and how they are feeling at school.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Work with School Focused Youth Services to engage with students and families with poor attendance.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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
Partner with non-for-profit groups and external support agencies to provide targeted student support	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
Weekly, explicit lessons focussed on the RRRR program	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<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
Use DET tools such as the Mental Health Planning Tool to better understand student wellbeing needs	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$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
Continue to focus on staff wellbeing by engaging Nikki Bonus once per term	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,400.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

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Goal 3	To empower students to be active participants in their own learning			
12 Month Target 3.1	The percentage of Year 4-6 students responding positively to the following AtoSS factors will be at or above 90%: * Self-regulation and goal setting - (77% in 2022) * Student voice and agency - (51% in 2022) * Differentiated learning challenge - (91% in 2022)			
12 Month Target 3.2	Maintain the percentage of parents responding positively to the POS survey factor 'Student agency and voice' will be at or above 90%			
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KIS 3.a Empowering students and building school pride	Develop and embed a consistent whole school approach to ensure student voice and agency is explicit in their learning - (building teacher capacity, setting individual learning goals; authentic learning partnerships – feedback, conferencing; promotion of student self-regulation)			
Actions	Review and refine the curriculum plan to identify and implement authentic opportunities for students to co-design their learning Develop a whole-school understanding of what student voice, agency and leadership in learning looks like.			
Outcomes	Students will feel supported and engaged in class and contribute to a strong classroom culture. Staff can articulate their understanding of student voice and agency. Students have more voice in their learning.			

Success Indicators	Students, staff and parent perception survey results. Feedback from students.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Staff investigate the latest research into student voice and agency.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,000.00 <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
Teachers use the PLC to identify areas in their teaching where they can offer more choice and voice to the students.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <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

