

# Annual Implementation Plan - 2024

Bell Primary School (4309)



Submitted for review by David Twite (School Principal) on 24 December, 2023 at 03:59 PM  
Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 31 January, 2024 at 01:20 PM  
Awaiting endorsement by School Council President

## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	Improve student outcomes in literacy and numeracy.
<b>12-month target 2.1 target</b>	<p>Increase the percentage of students in the strong or exceeding bands Year 3 from 78% (2023) to 85% (2024)</p> <p>Increase the percentage of students in the strong or exceeding bands Year 5 from 84% (2023) to 87% (2024)</p> <p>Teacher judgement Increase the percentage of students at or above age expected levels from 93% (2023) to % (2024)</p>
<b>12-month target 2.2 target</b>	<p>Maintain the percentage of students in the strong or exceeding bands Year 3 at 86% (2023)</p> <p>Increase the percentage of students in the strong or exceeding bands Year 5 from 90% (2023) to 92%(2024)</p> <p>Teacher judgement Increase the percentage of students at or above age expected levels from 95% (2023) to % (2024)</p>
<b>12-month target 2.3 target</b>	<p>Increase the percentage of students in the strong or exceeding bands Year 3 from 88% (2023) to 91% (2024)</p> <p>Increase the percentage of students in the strong or exceeding bands Year 5 from 83% (2023) to 88% (2024)</p> <p>Teacher judgement Increase the percentage of students at or above age expected levels from 89% (2023) to % (2024)</p>
<b>12-month target 2.4 target</b>	<p>Increase the percentage of positive endorsement for the factor instructional leadership from 71% (2023) to 76% (2024)</p> <p>Increase the percentage of positive endorsement for the factor collective efficacy from 86% (2023) to 90% (2024).</p>
<b>KIS 2.a</b> Building practice excellence	Develop and implement an effective school instructional model
<b>Actions</b>	<p>Implementation of both direct and explorative instructional models.</p> <p>Further explore High Impact Teaching strategies and instructional practices within both models and across curriculum areas.</p> <p>Implement an organisational design that will maximise opportunities for Learning Specialists, Primary Maths Specialists and trained coaches to share knowledge and continue to support of best practice across a broad range of focus areas.</p>

<b>Outcomes</b>	<p>Teachers will use students' data to identify point of need teaching for individuals, small groups and/or class cohorts and prioritise the best lesson structure and HITS to ensure differentiation occurs.</p> <p>Teams will use unit overviews during collaborative planning times, to develop sequences of lessons and plan for appropriate instructional practices using direct instruction/ explorative lesson structures.</p> <p>Students will know how lessons are structured and how this supports their learning for both direct instruction and explorative lessons.</p> <p>Teachers will be supported at an individual and/or team level to develop their use of High Impact Teaching strategies including direct/explorative lessons and instructional practices through whole staff professional learning and coaching.</p>			
<b>Success Indicators</b>	<p>Staff work programs will reflect the agreed upon lesson structures, timing and language, and will include core elements of direct instruction or explorative lessons to plan for differentiation.</p> <p>Ongoing review of coaching/mentoring and staff development as part of the School Improvement team.</p> <p>obsrvations indicate a broad range of High Impact Teaching strategies and instructional practices within both models and across curriculum areas.</p> <p>Students will be able to articulate core elements and linked actions to each part of a direct instruction or explorative lesson structure.</p> <p>feedback from coaches/ semester 1 teacher judgement</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Sharing of 'Bell Instructional Model' with staff that aligns with DE approaches, FISO 2.O and provides a high level overview of aspects developed with staff, including vision for learning and wellbeing, lesson structures and High Impact Teaching strategies.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Implementation of both whole staff and more individualised professional learning that focuses on appropriate High Impact Teaching Strategies and instructional practices for Literacy, Numeracy and Inquiry and supports the implementation of both direct and explorative lesson structures.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Maximise opportunities for coaching and professional learning in Literacy, Maths and Wellbeing as part of the Organisation Design to support individual/ team based coaching and development of best practice across key priority areas, that is embedded within the school context.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<p>Clear expectations set and implementation of whole school professional learning on the purpose of work programs. Develop and implement non-negotiables and negotiables within individual planners including agreed upon lesson structures and relevant HITS.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School improvement team</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>Year end review of direct instruction and explorative lesson models, as well as coaching/mentoring and professional learning supports, to determine strengths of approaches and areas for further refinement.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> School improvement team</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00
<b>KIS 2.b</b> Curriculum planning and assessment	Develop and implement a guaranteed and viable curriculum			
<b>Actions</b>	<p>Continue to develop a whole school curriculum map (Guaranteed and viable curriculum) to ensure a comprehensive and sequential teaching and learning program across key curriculum areas.</p> <p>Writing scope and sequence Further of the Inquiry scope and sequence share draft scope and sequence for Reading and Maths will be ready to share with staff for implementation and feedback commencing next year. Strengthen planning documents to include adjustments and how we are catering for students</p>			
<b>Outcomes</b>	<p>Teaching teams will have a common understanding of essential learnings; knowledge and skills all students need to know, understand, and be able to do across key learning areas and year levels. A sequential curriculum map will ensure equal opportunity (time and access) to essential learnings across a year level as well as vertical coherence across the school.</p>			
<b>Success Indicators</b>	<p>Draft scope and sequence documents for key learning areas showing scaffolded learning expectations from P-6 based on the Victorian Curriculum. Clear links between scope and sequence documents, term overviews and work programs. Key questions for Inquiry units for each year level with Learning Assets incorporated in a sequential manner to complement Victorian</p>			

Curriculum learning areas of Health, Humanities, Science, Technologies, Civics and Citizenship.  
 Links to Literacy and Numeracy will be referenced within Inquiry units and Specialist subjects for holistic learning opportunities.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Draft whole school scope and sequence maps for Mathematics and Reading shared with staff and used to inform termly overviews.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Draft a whole school scope and sequence map for Writing based on the 6+1 Traits .	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Streamline approaches through the use of scope and sequence documents, adjustments to termly overviews and development of shared expectations around work programs and collaborative planning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Refine and implement the Inquiry map ensuring cross curricular links with Vic Curriculum learning areas and capabilities, as well as school based learning assets, and appropriate sequencing for reporting purposes.	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement STEAMS as an additional Specialist area and develop clarity regarding as to how the subject will work to support team Inquiry foci and implementation of cross-curricular learning areas within year levels.	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review and refine Mathematics and Reading scope and sequence documents in light of implementation and staff feedback.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 4	\$0.00

			to: Term 4	
<b>KIS 2.c</b> Evaluating impact on learning	Develop the effective use of data to inform and differentiate teaching and learning.			
<b>Actions</b>	Continue to develop staff data literacy skills and use of diagnostic assessment data to identify student learning needs at a cohort, class and individual level; including identifying differentiated practices (content, process, product) during collaborative planning. Year level teams will continue to investigate problems of practice through scheduled times to engage in reflective practice, evaluation, curriculum planning, assessment and lessons through the PLC Improvement Cycle. Strengthen tiered systems of support that enable teachers to identify and respond to students' individual learning needs.			
<b>Outcomes</b>	PLC Improvement Cycle foci will continue to focus on student learning needs identified from data sources with a combination of whole school and/or individual team priorities. Staff will have opportunities to receive coaching/mentoring focused on a particular area- Literacy, Mathematics, Wellbeing, that is determined through student data and/or staff reflection. All staff will have an opportunity for to engage in feedback and reflection through coaching/mentoring, team based or cross school peer observations. Teachers will confidently identify the learning needs of all of their students, including those requiring both support and extension and will provide opportunities for students to work at their level through differentiation. Students in need of targeted academic support will be identified and supported, within the classroom, team and/or through external intervention.			
<b>Success Indicators</b>	Demonstrated adjustments to learning strategies with a clear a link to team foci from PLC improvement cycle. Ongoing use of data to identify students requiring additional time and support with their learning. Continued support for instructional/ team leaders to facilitate PLC Improvement Cycles, with adjustments made to suit the context of different teams, foci and professional learning needs, as guided by data sets and implementation strategies. Documented assessment schedule and teacher records and observations of student progress. Evidence of student assessments (pre/ongoing) to inform planning at an individual classroom level. Work programs demonstrate evidence of student learning at different levels and targeted differentiation adjustments, strategies/ resources as supports. Strengthened staff capacity in developing, implementing and documenting progress within Individual Education Plan cycle.			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>

Investigate problems of practice through PLC Improvement Cycles. The foci/context will be guided by team based data sets and implementation strategies related to specific professional learning needs.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement peer observations focusing on norms, protocols and processes, with foci linked to teams' PLC Improvement Cycle foci, coaching/individual goals and/or network communities of practice.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement coaching and mentoring model across Literacy, Mathematics and Wellbeing with a continued focus on using student and staff data to identify focus areas and measure progress.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Continue to develop staff capacity for effective differentiation and within class/team based intervention, including the use of fluid groupings.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Continue to implement an intervention/tutoring model that engages students identified through ongoing data sets and supports teachers to implements IEPs and effective classroom based intervention strategies.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Numeracy improvement teacher <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,699.50  <input checked="" type="checkbox"/> Equity funding will be used
Strengthen staff capacity in developing, implementing and documenting progress within Individual Education Plan cycle including a refinement of templates to ensure alignment with Department guidelines.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>Goal 3</b>	Improve student independence, engagement and motivation in learning.			

<b>12-month target 3.1 target</b>	Increase the percentage of positive endorsement for the factors: Student voice and agency (SVA) from 58% (2023) to 65% (2024) Self-regulation and goal setting from 77% (2023) to 84% (2024) Stimulating learning from 77% (2023) to 80% (2024) Motivation and interest from 73% (2023) to 78% (2024)
<b>12-month target 3.2 target</b>	Maintain the percentage of positive endorsement for the factors: Use student feedback to improve practice 76% (2023) Promote student ownership of learning goals 88% (2023)
<b>12-month target 3.3 target</b>	Maintain the percentage of positive endorsement for the factors Student motivation and support 87% (2023)  Increase the percentage of positive endorsement for the factor: Stimulating learning environment 84% (2023) to 88% (2024)
<b>KIS 3.a</b> Empowering students and building school pride	Strengthen knowledge and practice to activate student voice and agency in learning
<b>Actions</b>	Develop staff knowledge and understanding of Student Voice and Agency including where opportunities already exist and how these can be expanded on. A broad program of events that promote a sense of belonging, inclusion and connectedness to the school and other students will be implemented. Continued use of student survey data in an ongoing manner throughout the year to ensure student voice is actively used as part of the classroom and broader school culture.
<b>Outcomes</b>	All stakeholders (staff, students and parents/carers) will have a shared understanding of Student Voice, Agency and leadership. Student voice will be evident in classroom and/or whole school processes/ decision making, where appropriate. The house system will continue to build pride, increase participation in multi-aged activities and foster stronger connectedness across the school. Student leaders will attend the GRIP conference, demonstrate greater leadership knowledge and have opportunities to drive the improvement agenda within their particular leadership role. All grade 6s with a position of responsibility will build a stronger level of student leadership to model across the school.



Success Indicators	<p>Increased student connectedness and school pride factors in ATOSS data.</p> <p>Increased percentage of positive endorsement for the factors student voice and agency (SVA), stimulating learning environment, motivation and interest and student feedback to improve practice.</p> <p>Opportunities for student voice embedded and evident across a range of school processes including school based/ DE surveys, Grade 6 leaders, JSC, classroom meetings.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Professional learning will make use of DET's Amplify toolkit to develop increase knowledge common language around of Student Voice and Agency. This will assist to identify where opportunities already exist and how we can expand on them.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School improvement team</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00
<p>Continue engaging in the network specialist CoP to enhance the school understanding of the student agency tool and how it can then be utilised both within specialist programs and grades.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Team leader(s)</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>Ongoing collect and analyses of student engagement through school-based student surveys and evidence of use to inform and refine classroom and school approaches, including</p> <ul style="list-style-type: none"> <li>* Student data used to inform start up planning and/or particular foci during SEL lessons.</li> <li>* Transparency from teachers that lessons are designed from the results of what the students had previously told us through surveys.</li> <li>* Sharing of data at a classroom level early in Terms 2 and 4 to initiate discussion on what is working well and areas for improvement.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>Refine approach to Grade 6 leadership utilising feedback from current year 6 students, including:</p> <ul style="list-style-type: none"> <li>- Prioritising positions to a manageable number</li> <li>-Timely feedback as part of the selection process for early position appointments to enable future improvements in later applications.</li> <li>- Clearly defined tasks and projects emerging from the Grip</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Student leadership coordinator</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<p>leadership conference. -Weekly timetabled leadership sessions with additional support from leadership and other staff to guide the range of leadership groups.</p>				
<p>A broad program of events that promote a sense of belonging, inclusion and connectedness to the school and other students will be implemented, including: * Prep/ Grade 6 buddies * Sports &amp; athletics events * Houses have talent * Sustainability actions including nude food and clean-up crew * Lunchtime clubs and activities for days/weeks of recognition/celebration e.g. Book week</p>	<p><input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>
<p><b>KIS 3.b</b> Empowering students and building school pride</p>	<p>Develop student learning opportunities that are targeted, challenging, engaging and promote curiosity</p>			
<p><b>Actions</b></p>	<p>To engage the community and families in opportunities to be involved in their child's learning and support their understanding of how they can support their child's learning at home in fun and engaging ways. Expand initiatives within the Resource Smart Program for students to engage in authentic learning experiences and sustainability projects that link to established Inquiry units of work at various year levels.</p>			
<p><b>Outcomes</b></p>	<p>Refinement of reporting/communication processes that engage/inform parents/carers of their child's learning. Expand initiatives within the Resource Smart Program for students to engage in authentic learning experiences and sustainability projects that link to established Inquiry units of work at various year levels. Priority areas identified and led by staff Key Improvement Team.</p>			
<p><b>Success Indicators</b></p>	<p>Formal reporting survey data collated and analysed for trends. Continued attendance of parents/carers at Celebrations of Learning and other opportunities for school involvement. Continued involvement of students and parents/carers as part of sustainability club/ parent-carer working party. Elements of sustainability education evident through cross curricular links within Inquiry units and STEAMS specialist.</p>			
<p><b>Activities</b></p>	<p><b>People responsible</b></p>	<p><b>Is this a PL priority</b></p>	<p><b>When</b></p>	<p><b>Activity cost and funding streams</b></p>

Formal reporting survey data from students, staff and parents/carers analysed and implementation of refinements or adjustments to approaches, where relevant, including celebrations of learning and termly parent/carer learning documents.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Expand initiatives within the Resource Smart Program for students to engage in authentic learning experiences and sustainability projects that link to established Inquiry units of work at various year levels.	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>Goal 4</b>	Enhance the health and wellbeing of all students.			
<b>12-month target 4.1 target</b>	Increase the percentage of positive endorsement for the factors: Sense of connectedness from 79% (2023) to 84% (2024) Teacher concern from 65% (2023) to 70% (2024) Normal/high resilience from 77% (2023) to 81% (2024) Managing bullying from 81% (2023) to 85% (2024)			
<b>12-month target 4.2 target</b>	Maintain the percentage of positive endorsement for the factors: Confidence and resiliency skills from 90% (2023) Maintain promoting positive behaviour from 91% (2023)			
<b>KIS 4.a</b> Health and wellbeing	Build a whole-school approach to the development of the social and emotional wellbeing of students			
<b>Actions</b>	Whole school framework implemented that includes regular a sequential approach to the explicit teaching of social and emotional learning, relevant school based policies and individualised/additional supports. Share updated Child Safe policies with staff, outlining changes to standards.			
<b>Outcomes</b>	Students will regularly engage in targeted social and emotional learning opportunities. Teachers will plan for and implement social and emotional learning opportunities as part of the curriculum. Students with emerging wellbeing needs are referred to appropriate personnel for additional support measures and adjustments including the development of an Individual Education Plan and student support group meetings that includes parents/carers, where required. School policies will be current, align with revised Child Safe practices and reflect school approaches.			

<b>Success Indicators</b>	<p>Teacher work programs will show plans for regular social and emotional learning opportunities.          Individual Education Plans for students with specific social and emotional needs will be developed and, where relevant, shared with all staff.          Increase the percentage of positive endorsement for ATOSS factors: sense of connectedness, teacher concern, resilience, confidence and managing bullying.          All Child Safe Policies finalised and shared with key stakeholders.</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Implement the revised SEL scope and sequence in light of implementation and staff feedback in 2023.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Identify additional relevant items from the Schools Mental Health Menu to support individuals and small groups or cohorts of students social and emotional learning.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,339.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Finalise updates to Child Safe Policies and share with key stakeholders.	<input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
<b>KIS 4.b</b> Health and wellbeing	Strengthen the partnership between staff, students and parents/families to create a shared responsibility for student wellbeing.			
<b>Actions</b>	Strengthen the school wide approach to social and emotional wellbeing. Commence implementation of disability inclusion reforms.			

	Individual Education Plans are updated to align with Department of Education adjustments and communication processes with parents/carers is strengthened.			
<b>Outcomes</b>	<p>Teachers will implement consistent start up practices across the school that support the development of purposeful routines and a positive classroom environment.</p> <p>Staff will utilise student engagement and wellbeing data to inform team-based approaches to the start-up program and ongoing social and emotional learning opportunities.</p> <p>Students will have strong relationships with peers/staff including having an identified safety network.</p> <p>Teachers will implement a range of proactive interventions in the classroom to support student wellbeing.</p> <p>Students 'at risk' will be supported in their learning through a partnership approach with all stakeholders.</p>			
<b>Success Indicators</b>	<p>Documentation of start-up guidelines for staff.</p> <p>Documentation of start-up program across teams with evidence of differentiation to length of time and foci based on cohort data.</p> <p>Ongoing use of student learning and wellbeing survey data to guide SEL planning and identification of individual students in need of additional social and emotional support.</p> <p>Development of Individual Education Plans/ Disability inclusion profiles.</p> <p>Staff work programs will reflect differentiation and adjustments required.</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Strengthen staff capacity in developing, implementing and documenting progress within Individual Education Plan cycle including a refinement of templates to ensure alignment with Department guidelines.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Commence professional learning regarding Disability Inclusion and development of a small number of disability inclusion profiles.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Professional development to collectively develop expectations on the purpose of work programs as a tool for documenting differentiation and adjustments for the needs of students.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
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