

2025 Annual Implementation Plan

for improving student outcomes

Sunbury College (8350)



Submitted for review by Craig O'bree (School Principal) on 11 March, 2025 at 08:18 AM

Endorsed by Jason Coningsby (Senior Education Improvement Leader) on 11 March, 2025 at 11:09 AM

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.	Evolving
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Embedding
	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	Embedding
	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	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 data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	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	Embedding
	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	Embedding

	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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Future planning	The increase in positive endorsement of students in Years 7 to 12 in the Attitudes of Students to School Survey (AtoSS) in the factors of respect for diversity, emotional awareness and regulation, resilience, and stimulated learning provide encouraging feedback that the strategies implemented through the first two years of the School Strategic Plan are gaining traction and having a positive impact. The strategic focus in 2025 on pastoral care, SWPBS practices, teaching to point-of-need, and student agency within curriculum and assessment practices provide continued strategic direction for the school community to increase the growth of student learning and wellbeing outcomes.
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
Empower students to be engaged partners in learning.	No	<p>Improve the per cent of positive endorsement of students in Years 7 to 12 in the Attitudes of Students to School Survey in the following measures:</p> <ul style="list-style-type: none"> • Student voice and agency from 34 per cent in 2021 to 45 percent by 2026 • School connectedness from 47 per cent in 2021 to 55 percent by 2026 	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
		<p>Increase the per cent of positive endorsement of staff in the School Staff Survey in the measure of:</p> <ul style="list-style-type: none"> • Trust in students and parents from 44 per cent in 2021 to 50 percent by 2026 	
		<p>Increase the per cent of positive endorsement of parents in the Parent Opinion Survey in the measure of:</p> <ul style="list-style-type: none"> • Student voice and agency from 81 per cent in 2021 to 83 percent by 2026 	
		<p>Increase the per cent of students with less than 20 days absent from 59 per cent in 2021 to 65 per cent by 2026</p>	

Optimise the learning and wellbeing outcomes of every student.	Yes	<p>Increase the per cent of students meeting and above Year 9 NAPLAN Benchmark growth in the domains of:</p> <ul style="list-style-type: none"> • Reading from 60.5 per cent in 2021 to 75 per cent by 2026 • Writing from 66.2 per cent in 2021 to 75 per cent by 2026 • Numeracy from 68.7 per cent in 2021 to 75 per cent by 2026. 	<p>Improve the proportion of students in the 'strong' and 'exceeding' proficiency levels of NAPLAN in year 9 in the domains of: Reading from 55% (2024 baseline); Writing from 49% (2024 baseline); Numeracy from 40% (2024 baseline). By 2026, reduce the number of 'needs additional support' students in reading and numeracy at Year 9 compared to the number of 'needs additional support' students in 2024.</p>
		<p>Increase the per cent of students achieving in the top two NAPLAN bands in Year 9 in the domains of:</p> <ul style="list-style-type: none"> • Reading from 10 per cent in 2021 to 15 per cent by 2026 • Writing from 4 per cent in 2021 to 8 per cent by 2026 • Numeracy from 6 per cent in 2021 to 15 per cent by 2026. 	<p>Improve the proportion of students in the 'exceeding' proficiency level of NAPLAN in year 9 in the domains of: Reading from 10% (2024 baseline); Writing from 9% (2024 baseline); Numeracy from 1% (2024 baseline).</p>
		<p>Increase the VCE Mean score for the following studies:</p> <ul style="list-style-type: none"> • All study from 26.27 in 2021 to 28.5 by 2026 • Maths Further from 25.85 in 2021 to 28.5 by 2026 • English from 25.67 in 2021 to 28.5 by 2026 	<p>Increase the VCE Mean score for the following studies: All study to 28.0 by 2025; Maths Further to 28.0 by 2025; English to 28.0 by 2025.</p>
		<p>Increase the per cent of positive endorsement of students in Years 7 to 12 in the Attitudes of Students to School Survey in the following measures:</p> <ul style="list-style-type: none"> • Respect for diversity from 38 per cent in 2021 to 45 percent by 2026 • Emotional awareness and regulation from 63 per cent in 2021 to 65 percent by 2026 	<p>Increase the per cent of positive endorsement of students in Years 7 to 12 in the Attitudes of Students to School Survey in the following measures: Respect for diversity from 37 percent in 2024 to 41 percent by 2025; Emotional awareness and</p>

		<ul style="list-style-type: none"> • Resilience from the 2022 benchmark of 65 percent to 70 percent by 2026 • Stimulated learning from 48 per cent in 2021 to 55 percent by 2026 	regulation from 64 percent in 2024 to 65 percent by 2025; Resilience from 68 percent on 2024 to 69 percent by 2025; Stimulated learning from 48 percent in 2024 to 51 percent by 2025.
		<p>Increase the per cent of positive endorsement of staff in the School Staff Survey in the following measures:</p> <ul style="list-style-type: none"> • Collective efficacy from 46 per cent in 2021 to 52 percent by 2026 • Academic emphasis from 37 per cent in 2021 to 42 percent by 2026 • Instructional leadership from 74 per cent in 2021 to 76 percent by 2026 • Monitoring effectiveness using data from 70 per cent in 2021 to 72 percent by 2026 • Seek feedback to improve practice from 63 per cent in 2021 to 65 percent by 2026 	<p>Increase the per cent of positive endorsement of staff in the School Staff Survey in the following measures: Collective efficacy from 37 percent in 2024 to 44 percent by 2025; Academic emphasis from 21 percent in 2024 to 31 percent by 2025; Instructional leadership from 59 percent in 2024 to 67 percent by 2025; Monitoring effectiveness using data from 51 percent in 2024 to 61 percent by 2025; Seek feedback to improve practice from 51 percent in 2024 to 58 percent by 2025.</p>

Goal 2	Optimise the learning and wellbeing outcomes of every student.
12-month target 2.1	<p>Improve the proportion of students in the 'strong' and 'exceeding' proficiency levels of NAPLAN in year 9 in the domains of: Reading from 55% (2024 baseline); Writing from 49% (2024 baseline); Numeracy from 40% (2024 baseline).</p> <p>By 2026, reduce the number of 'needs additional support' students in reading and numeracy at Year 9 compared to the number of 'needs additional support' students in 2024.</p>
12-month target 2.2	<p>Improve the proportion of students in the 'exceeding' proficiency level of NAPLAN in year 9 in the domains of: Reading from 10% (2024 baseline); Writing from 9% (2024 baseline); Numeracy from 1% (2024 baseline).</p>

12-month target 2.3	Increase the VCE Mean score for the following studies: All study to 28.0 by 2025; Maths Further to 28.0 by 2025; English to 28.0 by 2025.
12-month target 2.4	Increase the per cent of positive endorsement of students in Years 7 to 12 in the Attitudes of Students to School Survey in the following measures: Respect for diversity from 37 percent in 2024 to 41 percent by 2025; Emotional awareness and regulation from 64 percent in 2024 to 65 percent by 2025; Resilience from 68 percent on 2024 to 69 percent by 2025; Stimulated learning from 48 percent in 2024 to 51 percent by 2025.
12-month target 2.5	Increase the per cent of positive endorsement of staff in the School Staff Survey in the following measures: Collective efficacy from 37 percent in 2024 to 44 percent by 2025; Academic emphasis from 21 percent in 2024 to 31 percent by 2025; Instructional leadership from 59 percent in 2024 to 67 percent by 2025; Monitoring effectiveness using data from 51 percent in 2024 to 61 percent by 2025; Seek feedback to improve practice from 51 percent in 2024 to 58 percent by 2025.
Key Improvement Strategies	
	Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Strengthen the capability of teachers to differentiate their practice to enable all students to achieve their learning growth and wellbeing capabilities.
KIS 2.b Leadership	Deepen the capacity of leaders and teachers to provide an environment that reflects the school values and that enables effective learning and wellbeing.
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.	<p>In 2025 we will focus on KIS 2a and 2b from Goal 2 of the Schools Strategic Plan (SSP), with both KIS having a learning and wellbeing focus. Within the KIS's the school will focus on the following two high-level actions:</p> <ol style="list-style-type: none"> 1. The Sunbury College guaranteed and viable curriculum is responsive to student needs 2. The Sunbury College SWPBS implementation supports and enhances positive learning and student agency <p>The actions that stem from these goals will build upon those implemented in the 2024 Annual Improvement Plan (AIP) and aim to deliver further growth on the targets related to SSP Goal 2 - Optimise the learning and wellbeing outcomes of every student. While building a greater foundation for future growth in SSP Goal 1- Empower students to be engaged partners in learning.</p> <p>Significant resources will be focused on increasing the capacity of early careers teachers to implement the schools Flexible Teaching and Learning Framework, with early careers teachers contributing to an increasing proportion of the school's workforce in the coming year.</p>

Define actions, outcomes, success indicators and activities

Goal 2	Optimise the learning and wellbeing outcomes of every student.
12-month target 2.1	<p>Improve the proportion of students in the 'strong' and 'exceeding' proficiency levels of NAPLAN in year 9 in the domains of: Reading from 55% (2024 baseline); Writing from 49% (2024 baseline); Numeracy from 40% (2024 baseline).</p> <p>By 2026, reduce the number of 'needs additional support' students in reading and numeracy at Year 9 compared to the number of 'needs additional support' students in 2024.</p>
12-month target 2.2	Improve the proportion of students in the 'exceeding' proficiency level of NAPLAN in year 9 in the domains of: Reading from 10% (2024 baseline); Writing from 9% (2024 baseline); Numeracy from 1% (2024 baseline).
12-month target 2.3	Increase the VCE Mean score for the following studies: All study to 28.0 by 2025; Maths Further to 28.0 by 2025; English to 28.0 by 2025.
12-month target 2.4	Increase the per cent of positive endorsement of students in Years 7 to 12 in the Attitudes of Students to School Survey in the following measures: Respect for diversity from 37 percent in 2024 to 41 percent by 2025; Emotional awareness and regulation from 64 percent in 2024 to 65 percent by 2025; Resilience from 68 percent on 2024 to 69 percent by 2025; Stimulated learning from 48 percent in 2024 to 51 percent by 2025.
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KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen the capability of teachers to differentiate their practice to enable all students to achieve their learning growth and wellbeing capabilities.

Actions	The Sunbury College guaranteed and viable curriculum is responsive to student needs.
Outcomes	<p>Students will be supported to learn at their point of need.</p> <p>Students in need of targeted academic intervention will be identified and supported.</p> <p>Students will be able to use Developmental Rubrics to know the next steps to progress in their learning.</p> <p>Teachers will develop enhanced collaborative skills through actively participating in Collaborative Teacher Teams (CTT).</p> <p>Teachers will collaborate and build a shared understanding of best practice in teaching Mathematics from years 7-10.</p> <p>Teachers will work collaboratively to enhance their teaching practice through peer observations.</p> <p>Teachers will use Developmental Rubrics to meet students at their point of need.</p> <p>Education support staff will support teachers and students through contribution to the development of Individual Education Plans (IEP's), goal setting and adjustments.</p> <p>Education support staff will develop greater understanding of student wellbeing and mental health through professional learning.</p> <p>Leaders will provide teachers professional learning on identifying and meeting students at their point of need.</p> <p>Leaders will support all teaching staff to build inclusive teaching and learning practices through consistent, clear processes and professional learning.</p> <p>Leaders will implement and monitor a Mathematics/Numeracy Action Plan to strengthen teacher capacity in Mathematics curriculum design, assessment and pedagogy.</p> <p>Leaders will implement and monitor a Literacy Action Plan to strengthen teacher capacity to explicitly teach vocabulary, reading and writing.</p> <p>Leaders will develop and implement CTT framework.</p> <p>Leaders develop and implement professional learning and processes to support the transition of Key Learning Areas (KLAs) to Victorian Curriculum (VC) 2.0.</p>
Success Indicators	<p>Early indicators</p> <ul style="list-style-type: none"> - Professional Learning plans, agendas, and presentations. - Record of peer observations. - Documentation of Disability Inclusion framework. - Documentation of Mathematics / Numeracy Plan, Literacy Action Plan, and Literacy Professional Development Plan. - Examples of the implementation of student voice practices. - Curriculum documents demonstrating differentiation and responsiveness to student data sets. <p>Late indicators</p> <ul style="list-style-type: none"> - Curriculum and assessment documents alignment to Victorian Curriculum (VC) 2.0. - NAPLAN reading, writing and numeracy data.

	<ul style="list-style-type: none"> - VCE study score data: All study, Further Mathematics and English. - AtoSS factors: respect for diversity, emotional awareness and regulation, resilience, and stimulated learning. - SSS factors: Collective efficacy, academic emphasis, instructional leadership, monitoring effectiveness using data and seek feedback to improve practice. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop and implement new Collaborative Teacher Teams (CTT) framework to enhance collaboration across the school, build staff capacity to differentiate instruction to meet students at their point of need, and explicitly teach and provide students with opportunities to develop agency.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$21,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement and monitor Numeracy/ Mathematics Action Plan to enhance teaching and learning practices.	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide professional learning to the Teaching and Learning Team to increase collaboration within KLA's and across the school, and enhance curriculum, assessment, and pedagogical practices to meet VC 2.0.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop and implement purposeful data platforms that enhance data literacy, and wellbeing, teaching, learning and pedagogical practices that are responsive to student needs (including Compass pulse, Data Tracker and other formative data tools).	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement peer observations across the whole school that focuses on our Flexible Teaching and Learning Framework, SWPBS processes, and positive classroom managements practices.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

			to: Term 4	<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Develop staff capacity to teach to point of need through professional learning on the development of IEPs, goal setting and adjustments.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$186,783.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Develop, implement and monitor school-wide Disability Inclusion framework.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$92,678.71 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Develop and implement student voice practices to build student capacity to shape their learning, including student-led focus groups which reflect whole school improvement goals	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Other funding will be used
Implement the Literacy Action Plan and Professional Learning and Development Plan with a focus on developing teacher capacity to identify and teach tier two vocabulary across the curriculum. This will include- - Building teacher capacity for implementing vocabulary instruction that enables students to speak and write more precisely in each subject area. - Build teacher skills to teach strategically identify the key	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

vocabulary associated with their subject area that needs to be understood.					
Develop and implement Literacy intervention programs targeting year 7 students who need additional support in reading and/or writing.		<input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$94,412.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Implement the Literacy Action Plan and Professional Learning and Development Plan with a focus on developing teacher capacity to implement the Independent Reading and Writing program.		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,500.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2.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	Deepen the capacity of leaders and teachers to provide an environment that reflects the school values and that enables effective learning and wellbeing.				
Actions	The Sunbury College SWPBS implementation supports and enhances positive learning and student agency				
Outcomes	Students will share their insight into enhanced use of School Wide Positive Behavior Support (SWPBS) practices within and outside their classroom. Students will contribute to the development of the new pastoral care framework. Students will have the opportunity to participate and experience events and activities aimed to increase cultural understanding. Teachers will collaborate to consistently implement SWPBS practices within and outside their classroom. Teachers will develop and implement enhanced positive classroom management practices.				

	Teachers will support new staff members by mentoring early careers teachers. Education support staff provide high quality support to teachers and students in and out of the classroom. Leaders will develop and implement new pastoral care framework. Leaders will develop and implement professional learning for staff to collaborate and consistently implement SWPBS processes and positive classroom management practices. Leaders will implement the Graduate Teacher Development Program and an enhanced mentoring program for early careers teachers. The community will receive communication on the importance of attending school every day. The community will receive communication on the importance of key SWPBS processes and their link to school values.				
Success Indicators	Early indicators <ul style="list-style-type: none">- Professional Learning plans, agendas, and presentations.- Record of teacher mentors.- Documentation of Graduate Teacher Development Program.- Documentation of Pastoral Care Framework.- Examples of the implementation of student voice practices.- Documentation of learning and wellbeing supports for tier 2 and 3 students. Late indicators <ul style="list-style-type: none">- Attendance and other student engagement data sets.- NAPLAN reading, writing and numeracy data.- VCE study score data: All study, Further Maths and English.- AtoSS factors: respect for diversity, emotional awareness and regulation, resilience, and stimulated learning.- SSS factors: Collective efficacy, academic emphasis, instructional leadership, monitoring effectiveness using data and seek feedback to improve practice.				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
Establish School Improvement Team (SIT) on attendance to: <ul style="list-style-type: none">• Establish and regularly revise the school attendance policy• Document staff roles and responsibilities for recording and monitoring attendance, following up on student absences and escalation processes• Identify and monitor students with high absences	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used	

through the Panorama Absence Dashboard, Staying in Education Dashboard and the Student View Dashboard				
Evaluate, develop and implement the Graduate Teacher Development Program to support the professional learning and wellbeing of early careers teachers. This includes a focus on the school's Flexible Teaching and Learning Framework and classroom management processes.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Other funding will be used
Develop and implement an enhanced mentoring program for early careers teachers, with a focus on professional learning for mentors.	<input checked="" type="checkbox"/> Assistant principal <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"/> Other funding will be used
Provide professional learning and support to enhance staff collaboration, consistency of implementation, and explicit teaching of positive classroom management strategies that focus on student collaboration, motivation, and self-regulation to support and enhance positive learning and student agency.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide professional learning and support to enhance staff collaboration, consistency of implementation, and explicit teaching of key SWPBS processes that focus on student collaboration, motivation, and self-regulation to support and enhance positive learning and student agency.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop, implement and monitor the new Pastoral Care framework to enhance student learning, wellbeing and engagement outcomes.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop and implement strategies to continue to grow cultural understanding across the school.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1	\$20,000.00

	<input checked="" type="checkbox"/> Team leader(s)		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Develop, implement and monitor learning, engagement, and wellbeing supports for tier 2 and 3 students.	<input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Sub school leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$432,071.69 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

