

# 2024 Annual Implementation Plan

## for improving student outcomes

Yarraman Oaks Primary School (4807)



Submitted for review by Tina Ersch (School Principal) on 29 April, 2024 at 10:14 AM  
Endorsed by Amadeo Ferra (Senior Education Improvement Leader) on 29 April, 2024 at 12:07 PM  
Endorsed by David Zammit (School Council President) on 29 April, 2024 at 02:36 PM

## 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>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
To improve learning outcomes for all students.	Yes	<p>By 2027 increase the percentage of students in the NAPLAN Year 3 and Year 5 Exceeding proficiency levels in reading, writing, and numeracy.</p> <p>Year 3:</p> <ul style="list-style-type: none"> <li>• Reading from 19% in 2023 to 25%</li> <li>• Writing from 0% in 2023 to 15%</li> <li>• Numeracy from 7% in 2023 to 15%</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• Reading from 25% in 2023 to 29%</li> <li>• Writing from 20% in 2023 to 25%.</li> <li>• Numeracy 21% in 2023 to 25%.</li> </ul> <p>TBC</p>	In 2024, the percentage of students in Year 3 and Year 5 NAPLAN Exceeding Proficiency levels will increase as follows: Year 3 Reading from 19% in 2023 to 21% Writing from 0% in 2023 to 4% Year 5: Reading from 25% in 2023 to 26% Writing from 20% in 2023 to 21%
		<p>By 2027, decrease the proportion of students achieving below expected growth annual in the Victorian Curriculum strands:</p> <ul style="list-style-type: none"> <li>• Reading and Viewing from 30% (Semester 2 2022 to Semester 2 2023) to 25%</li> <li>• Writing from 29% (Semester 2 2022 to Semester 2 2023) to 24%</li> </ul>	In 2024, the proportion of students achieving below expected growth in the Victorian Curriculum strands will decrease as follows: - Reading and Viewing from 30% (Semester 2 2022 to Semester 2 2023) to 29% - Writing

		<ul style="list-style-type: none"> <li>• Measurement and Geometry from 36% (Semester 2 2022 to Semester 2 2023) to 31%</li> <li>• Number and algebra from 30% (Semester 2 2022 to Semester 2 2023) to 25%</li> <li>• Statistics and probability from 29% (Semester 2 2022 to Semester 2 2023) to 24%</li> </ul> <p>*Note that baseline data was drawn from the 'Teacher judgement growth - time series' report on Panorama.</p>	from 29% (Semester 2 2022 to Semester 2 2023) to 28%
		<p>By 2027, increase the percentage of staff reporting positive endorsement in the following School Staff Survey measures:</p> <ul style="list-style-type: none"> <li>• Monitor effectiveness using data from 50% in 2023 to 70%</li> <li>• Plan differentiated learning from 63% in 2023 to 75%</li> <li>• Understand formative assessment from 63% in 2023 to 75%.</li> </ul>	In 2024, the percentage of staff reporting positive endorsement of the following School Staff Survey measures will increase as follows:- Monitor effectiveness using data from 50% in 2023 to 55%- Plan differentiated learning from 63% in 2023 to 67%- Understand formative assessment from 63% in 2023 to 67%.
Enhance student mental health, wellbeing, and inclusion.	Yes	By 2027, the percentage of students with 20+ days absent F-6 students will decrease from 45% in 2022 to at or below 35%.	In 2024, the percentage of F-6 students with 20+ days absent will decrease from 45% in 2022 to at or below 43%.
		<p>By 2027, increase the percentage of Year 4-6 students reporting positive endorsement of the following Attitudes to School Survey measures:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 71% in 2023 to 75%</li> <li>• Motivation and Interest from 70% in 2023 to 75%</li> <li>• Respect for Diversity factor from 73% in 2023 to 77%.</li> </ul>	In 2024, the percentage of Year 4-6 students reporting positive endorsement of the following Attitude to School Survey measures will increase as follows:- Student voice and agency from 71% in 2023 to 72%- Motivation and Interest from 70% in 2023 to 71%- Respect for Diversity factor from 73% in 2023 to 74%
		By 2027, increase the percentage of parents reporting positive endorsement in Parent Opinion Survey measure Teacher communication from 74% in 2023 to 82%.	In 2024, the percentage of parents reporting positive endorsement in the Parent Opinion Survey measure Teacher communication will increase from 74% in 2023 to 77%.

<b>Goal 2</b>	<b>To improve learning outcomes for all students.</b>	
<b>12-month target 2.1-month target</b>	<p>In 2024, the percentage of students in Year 3 and Year 5 NAPLAN Exceeding Proficiency levels will increase as follows:</p> <p>Year 3  Reading from 19% in 2023 to 21%  Writing from 0% in 2023 to 4%</p> <p>Year 5:  Reading from 25% in 2023 to 26%  Writing from 20% in 2023 to 21%</p>	
<b>12-month target 2.2-month target</b>	<p>In 2024, the proportion of students achieving below expected growth in the Victorian Curriculum strands will decrease as follows:</p> <ul style="list-style-type: none"> <li>- Reading and Viewing from 30% (Semester 2 2022 to Semester 2 2023) to 29%</li> <li>- Writing from 29% (Semester 2 2022 to Semester 2 2023) to 28%</li> </ul>	
<b>12-month target 2.3-month target</b>	<p>In 2024, the percentage of staff reporting positive endorsement of the following School Staff Survey measures will increase as follows:</p> <ul style="list-style-type: none"> <li>- Monitor effectiveness using data from 50% in 2023 to 55%</li> <li>- Plan differentiated learning from 63% in 2023 to 67%</li> <li>- Understand formative assessment from 63% in 2023 to 67%.</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Teaching and learning	Build knowledge of and capabilities of staff to deliver evidence based differentiated classroom practices.	No
<b>KIS 2.b</b> Assessment	Build capabilities for accurate data analysis and understanding across the school to drive whole school improvement.	Yes
<b>KIS 2.c</b> Teaching and learning	Build knowledge and capabilities of staff in relation to a deeper understanding of 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.	KIS 2.b has been selected as a focus area for 2024 based on the recommendation of our 2023 School Review panel who identified building the capacity of staff to analyse data as an area that needed to be developed. The panel believed that improved staff capacity to analyse data would drive whole school improvement and lead to improved learning outcomes for our students.	
<b>Goal 3</b>	<b>Enhance student mental health, wellbeing, and inclusion.</b>	
<b>12-month target 3.1-month target</b>	In 2024, the percentage of F-6 students with 20+ days absent will decrease from 45% in 2022 to at or below 43%.	
<b>12-month target 3.2-month target</b>	In 2024, the percentage of Year 4-6 students reporting positive endorsement of the following Attitude to School Survey measures will increase as follows: - Student voice and agency from 71% in 2023 to 72% - Motivation and Interest from 70% in 2023 to 71% - Respect for Diversity factor from 73% in 2023 to 74%	
<b>12-month target 3.3-month target</b>	In 2024, the percentage of parents reporting positive endorsement in the Parent Opinion Survey measure Teacher communication will increase from 74% in 2023 to 77%.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Support and resources	Strengthen staff knowledge and skills to develop and implement effective reasonable adjustments for individual students.	Yes
<b>KIS 3.b</b> Support and resources	Enhance teacher capabilities to implement a multi-tiered, responsive approach to wellbeing, inclusion, and mental health.	No
<b>KIS 3.c</b> Support and resources	Develop and implement a cohesive wellbeing program inclusive of mental health across the school.	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.

Enhancing student mental health, wellbeing, and inclusion was identified as an area to develop during our 2023 School Review and is now one of our School Strategic Plan goals.  
KIS 3a has been selected as focus areas for 2024 as it aligns with the Program for Students with Disabilities (PSD) model being replaced with the Disability Inclusion model.

## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	To improve learning outcomes for all students.
<b>12-month target 2.1 target</b>	In 2024, the percentage of students in Year 3 and Year 5 NAPLAN Exceeding Proficiency levels will increase as follows: Year 3 Reading from 19% in 2023 to 21% Writing from 0% in 2023 to 4%  Year 5: Reading from 25% in 2023 to 26% Writing from 20% in 2023 to 21%
<b>12-month target 2.2 target</b>	In 2024, the proportion of students achieving below expected growth in the Victorian Curriculum strands will decrease as follows: - Reading and Viewing from 30% (Semester 2 2022 to Semester 2 2023) to 29% - Writing from 29% (Semester 2 2022 to Semester 2 2023) to 28%
<b>12-month target 2.3 target</b>	In 2024, the percentage of staff reporting positive endorsement of the following School Staff Survey measures will increase as follows: - Monitor effectiveness using data from 50% in 2023 to 55% - Plan differentiated learning from 63% in 2023 to 67% - Understand formative assessment from 63% in 2023 to 67%.
<b>KIS 2.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build capabilities for accurate data analysis and understanding across the school to drive whole school improvement.
<b>Actions</b>	Build staff capacity to analyse and use student data to plan and deliver learning experiences at student point of need in Reading.
<b>Outcomes</b>	Students will receive support at their point of need in Reading.  Teachers will administer Reading assessment tools appropriately and analyse data effectively.

	<p>Teachers will use data to identify students' point of need in learning and plan learning activities.</p> <p>Teachers will select and employ appropriate teaching approaches to support students' at their point of need.</p> <p>Leaders will support staff to improve their data and differentiation practices through coaching and providing professional development opportunities.</p>			
<b>Success Indicators</b>	<p>Work programs will show evidence of planning for differentiation.</p> <p>Notes from peer observations, learning walks and coaching sessions will show that staff are implementing effective differentiation practices.</p> <p>Improved Victorian Curriculum and NAPLAN data.</p> <p>Improved positive endorsement for AToS factor: Motivation and Interest.</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>
Appoint a Literacy Leader with an appropriate time fraction dedicated to the role.	<input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$137,879.22  <input checked="" type="checkbox"/> Equity funding will be used
Through modelling, observations and coaching sessions, the Literacy Leader will: - Build the capacity of F-6 classroom teachers to implement a structured literacy block - Build the capacity of all F-2 classroom teachers to implement the Little Learners Love Literacy program.	<input checked="" type="checkbox"/> Literacy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Literacy Leader will organise professional development sessions to build teacher capacity to: - Administer the CUBED Reading assessment tool.	<input checked="" type="checkbox"/> Literacy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00



<ul style="list-style-type: none"> <li>- Analyse and effectively use CUBED data to plan and implement differentiated literacy lessons.</li> </ul>			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
<p>The Literacy Leader will oversee and facilitate:</p> <ul style="list-style-type: none"> <li>- F-2 Tutor Learning sessions using the Little Learners Love Literacy program to build phonological awareness.</li> <li>- 3-6 Tutor Learning sessions using CUBED data to build reading comprehension.</li> <li>- Individual and small group intervention sessions delivered by Education support staff in Grades 1-6.</li> <li>- Weekly Little Learners Love Literacy sessions with the Yarraman Oaks Primary School Kindergarten 4-year old groups.</li> </ul>	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$139,029.59  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	Enhance student mental health, wellbeing, and inclusion.			
<b>12-month target 3.1 target</b>	In 2024, the percentage of F-6 students with 20+ days absent will decrease from 45% in 2022 to at or below 43%.			
<b>12-month target 3.2 target</b>	In 2024, the percentage of Year 4-6 students reporting positive endorsement of the following Attitude to School Survey measures will increase as follows: <ul style="list-style-type: none"> <li>- Student voice and agency from 71% in 2023 to 72%</li> <li>- Motivation and Interest from 70% in 2023 to 71%</li> <li>- Respect for Diversity factor from 73% in 2023 to 74%</li> </ul>			
<b>12-month target 3.3 target</b>	In 2024, the percentage of parents reporting positive endorsement in the Parent Opinion Survey measure Teacher communication will increase from 74% in 2023 to 77%.			
<b>KIS 3.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen staff knowledge and skills to develop and implement effective reasonable adjustments for individual students.			
<b>Actions</b>	To strengthen our whole school approach to inclusive learning.			

<b>Outcomes</b>	<p>Leaders will support the development, documentation and revision of inclusive learning at YOPS.</p> <p>The Disability Inclusion Leader will directly support students, parents, staff, and allied health professionals to actively participate in SSGs, analyse SSG minutes and take required actions.</p> <p>Teachers will use our agreed IEP template to create IEPs and follow agreed protocols in relation to the storing and sharing of IEPs.</p> <p>Teachers will create high quality IEPs goals.</p> <p>Students will have high quality IEPs and participate in learning activities at their point of need.</p> <p>Students with IEPs will be able to discuss their IEP goals and the progress they are making with their learning.</p> <p>Students, where appropriate, will actively participate in SSG meetings.</p>			
<b>Success Indicators</b>	<p>Teacher work programs will show documentation of inclusive learning.</p> <p>Curriculum documentation will include agreed whole school protocols for inclusive learning.</p> <p>Minutes from Student Support Group (SSG) meetings will be recorded on our new SSG template and the content included in SSG minutes will reflect our new protocols.</p> <p>Improved positive endorsement measures in the AtoS factors: student voice and agency and Motivation and Interest.</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>
<p>Appoint a Disability Inclusion Leader with an appropriate time fraction dedicated to the role</p>	<p><input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$110,249.87</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>
<p>Develop a whole school inclusion improvement plan with support from the Region.</p>	<p><input checked="" type="checkbox"/> Assistant principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1</p>	<p>\$0.00</p>

	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal		to: Term 2	
<p>The School Leadership Team and Disability Inclusion Leader will:</p> <ul style="list-style-type: none"> <li>- Create a whole school IEP template and establish protocols for the creation, storing and sharing of IEPs.</li> <li>- Review and update our SSG template, protocols, and processes.</li> </ul>	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
<p>The School Leadership Team and Disability Inclusion Leader will organise professional development sessions for staff to:</p> <ul style="list-style-type: none"> <li>- Improve their understanding of the Disability Inclusion model</li> <li>- Build their capacity to write high quality Individual Education Plans (IEPs).</li> </ul>	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$281,908.81	\$281,908.81	\$0.00
Disability Inclusion Tier 2 Funding	\$129,021.23	\$129,021.23	\$0.00
Schools Mental Health Fund and Menu	\$27,957.50	\$27,957.50	\$0.00
<b>Total</b>	<b>\$438,887.54</b>	<b>\$438,887.54</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Appoint a Literacy Leader with an appropriate time fraction dedicated to the role.	\$137,879.22
Literacy Leader will organise professional development sessions to build teacher capacity to: - Administer the CUBED Reading assessment tool. - Analyse and effectively use CUBED data to plan and implement differentiated literacy lessons.	\$5,000.00
The Literacy Leader will oversee and facilitate: - F-2 Tutor Learning sessions using the Little Learners Love Literacy program to build phonological awareness. - 3-6 Tutor Learning sessions using CUBED data to build reading comprehension. - Individual and small group intervention sessions delivered by Education support staff in Grades 1-6. - Weekly Little Learners Love Literacy sessions with the Yarraman Oaks Primary School Kindergarten 4-year old groups.	\$139,029.59

Appoint a Disability Inclusion Leader with an appropriate time fraction dedicated to the role	\$110,249.87
The School Leadership Team and Disability Inclusion Leader will organise professional development sessions for staff to: - Improve their understanding of the Disability Inclusion model - Build their capacity to write high quality Individual Education Plans (IEPs).	\$5,000.00
<b>Totals</b>	\$397,158.68

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Appoint a Literacy Leader with an appropriate time fraction dedicated to the role.	from: Term 1 to: Term 4	\$137,879.22	<input checked="" type="checkbox"/> School-based staffing
Literacy Leader will organise professional development sessions to build teacher capacity to: - Administer the CUBED Reading assessment tool. - Analyse and effectively use CUBED data to plan and implement differentiated literacy lessons.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> CRT
The Literacy Leader will oversee and facilitate: - F-2 Tutor Learning sessions using the Little Learners Love Literacy	from: Term 1	\$139,029.59	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT

<p>program to build phonological awareness.</p> <ul style="list-style-type: none"> <li>- 3-6 Tutor Learning sessions using CUBED data to build reading comprehension.</li> <li>- Individual and small group intervention sessions delivered by Education support staff in Grades 1-6.</li> <li>- Weekly Little Learners Love Literacy sessions with the Yarraman Oaks Primary School Kindergarten 4-year old groups.</li> </ul>	<p>to: Term 4</p>		
<b>Totals</b>		\$281,908.81	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<p>Appoint a Disability Inclusion Leader with an appropriate time fraction dedicated to the role</p>	<p>from: Term 1 to: Term 1</p>	\$110,249.87	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Disability inclusion coordinator</li> </ul>
<p>The School Leadership Team and Disability Inclusion Leader will organise professional development sessions for staff to:</p> <ul style="list-style-type: none"> <li>- Improve their understanding of the Disability Inclusion model</li> <li>- Build their capacity to write high quality Individual Education Plans (IEPs).</li> </ul>	<p>from: Term 2 to: Term 4</p>	\$5,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>•</li> </ul>

<b>Totals</b>		\$115,249.87	
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### 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
Speech Pathologist	\$38,169.68
Education Support Staff	\$13,771.36
<b>Totals</b>	\$51,941.04

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Speech Pathologist	from: Term 1 to: Term 4	\$0.00	
Education Support Staff	from: Term 1	\$0.00	

	to: Term 4		
<b>Totals</b>		\$0.00	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Speech Pathologist	from: Term 1 to: Term 4	\$0.00	
Education Support Staff	from: Term 1 to: Term 4	\$13,771.36	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Totals</b>		\$13,771.36	

### Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Speech Pathologist	from: Term 1 to: Term 4	\$27,957.50	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 1 tailored support for students
Education Support Staff	from: Term 1 to: Term 4	\$0.00	



<b>Totals</b>		\$27,957.50	
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## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Through modelling, observations and coaching sessions, the Literacy Leader will: - Build the capacity of F-6 classroom teachers to implement a structured literacy block - Build the capacity of all F-2 classroom teachers to implement the Little Learners Love Literacy program.	<input checked="" type="checkbox"/> Literacy leader	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"/> Literacy leaders	<input checked="" type="checkbox"/> On-site
Literacy Leader will organise professional development sessions to build teacher capacity to: - Administer the CUBED Reading assessment tool. - Analyse and effectively use CUBED data to plan and implement differentiated literacy lessons.	<input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole school pupil free day <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"/> Literacy leaders	<input checked="" type="checkbox"/> On-site
The School Leadership Team and Disability Inclusion Leader will organise professional development sessions for staff to: - Improve their understanding of the Disability Inclusion	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Departmental resources Disability Inclusion PAL information and documents. Region Disability Inclusion support staff.	<input checked="" type="checkbox"/> On-site

model - Build their capacity to write high quality Individual Education Plans (IEPs).						
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