

2022 Annual Implementation Plan

for improving student outcomes

Westall Secondary College (8470)



Submitted for review by Tristan Lanarus (School Principal) on 02 December, 2021 at 12:01 PM
Endorsed by Leanne Marshall (Senior Education Improvement Leader) on 28 January, 2022 at 02:42 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

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	

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

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

Enter your reflective comments	The school continues to perform strongly against AIP targets and we are entering the final year of our current 4 year SSP. We have significant structures and processes in place across the KIS' of the school. The aim in 2022 will be to move to excelling by reaching a consistently high level of implementation of our structures and processes.
Considerations for 2022	A new Inclusion team and learning specialist leader role have been established for 2022. A new staffroom and team of staff to ensure that no students are left behind and all students receive the additional support to which they are entitled.

Documents that support this plan	
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SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student outcomes in Literacy and Numeracy across all levels.
Target 2.1	<ul style="list-style-type: none"> • NAPLAN Writing -Year 9 Relative Growth – 85 per cent of students achieving high or medium growth. • NAPLAN Numeracy – Year 9 Relative Growth – 90 per cent of students achieving high or medium growth.
Target 2.2	<ul style="list-style-type: none"> • NAPLAN Reading – Year 9 Relative Growth – 85 per cent of students achieving high or medium growth. • Increase the proportion of students achieving top two NAPLAN bands in Numeracy to at least 25 per cent.
Target 2.3	<ul style="list-style-type: none"> • Increase the proportion of students achieving top two NAPLAN bands in Reading to at least 15 per cent. • Increase aggregated VCE mean to 32 across the Mathematics domain.

Target 2.4	<ul style="list-style-type: none"> • Increase the proportion of students achieving top two NAPLAN bands in Writing to at least 10 per cent.
Target 2.5	Increase VCE 'all study' mean to 30.
Key Improvement Strategy 2.a Building practice excellence	Develop and embed the Westall Institute of Teaching (WIT) as the model for building teacher capability across the college.
Key Improvement Strategy 2.b Building practice excellence	Embed the Explicit Direct Instruction (EDI) model of classroom practice across the college in all domains.
Key Improvement Strategy 2.c Curriculum planning and assessment	Ensure the curriculum is guaranteed, viable and documented for each domain.
Goal 3	To empower students in their learning and personal development.
Target 3.1	<p>Using data from the Attitudes to School Survey</p> <ul style="list-style-type: none"> • Student voice and agency – 80 per cent positive responses. • Resilience – 80 per cent positive responses. • Self-regulation and goal setting – 80 per cent positive responses. • Advocate at school – 80 per cent positive responses.
Target 3.2	Using data from the School staff survey

	<ul style="list-style-type: none"> • Support growth and learning of the whole student – 75 per cent positive responses.
Key Improvement Strategy 3.a Health and wellbeing	Develop and implement a school-wide, pro-active wellbeing program with appropriate training for staff.
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Develop clearly defined role/responsibility descriptions for Year-level coordinators (YLC).
Goal 4	To improve EAL student English language outcomes.
Target 4.1	Each student enrolled in the WELC achieves two progression points on the EAL continuum between their entry and exit from the facility.
Key Improvement Strategy 4.a Strategic resource management	Establish a Foundation to Year 10 Westall English Language Centre within the Westall Education Precinct.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	<p>Yes</p>	<p>Support for the 2022 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>NAPLAN Writing -Year 9 Relative Growth – 85 per cent of students achieving high or medium growth. NAPLAN Numeracy – Year 9 Relative Growth – 90 per cent of students achieving high or medium growth. NAPLAN Reading – Year 9 Relative Growth – 85 per cent of students achieving high or medium growth. Increase the proportion of students achieving top two NAPLAN bands in Numeracy to at least 25 per cent. Increase the proportion of students achieving top two NAPLAN bands in Reading to at least 15 per cent. Increase aggregated VCE mean to 32 across the Mathematics domain. Increase the proportion of students achieving top two NAPLAN bands in Writing to at least 10 per cent. Increase VCE ‘all study’ mean to 30.</p> <p>To empower students in their learning and personal development.</p> <p>Using data from the Attitudes to School Survey</p>

			<p>Student voice and agency – 80 per cent positive responses.</p> <p>Resilience – 80 per cent positive responses.</p> <p>Self-regulation and goal setting – 80 per cent positive responses.</p> <p>Advocate at school – 80 per cent positive responses.</p> <p>Using data from the School staff survey</p> <p>Support growth and learning of the whole student – 75 per cent positive responses.</p> <p>Each student enrolled in the WELC achieves two progression points on the EAL continuum between their entry and exit from the facility.</p>
To improve student outcomes in Literacy and Numeracy across all levels.	No	<ul style="list-style-type: none"> • NAPLAN Writing -Year 9 Relative Growth – 85 per cent of students achieving high or medium growth. • NAPLAN Numeracy – Year 9 Relative Growth – 90 per cent of students achieving high or medium growth. 	
		<ul style="list-style-type: none"> • NAPLAN Reading – Year 9 Relative Growth – 85 per cent of students achieving high or medium growth. • Increase the proportion of students achieving top two NAPLAN bands in Numeracy to at least 25 per cent. 	
		<ul style="list-style-type: none"> • Increase the proportion of students achieving top two NAPLAN bands in Reading to at least 15 per cent. 	

		<ul style="list-style-type: none"> • Increase aggregated VCE mean to 32 across the Mathematics domain. 	
		<ul style="list-style-type: none"> • Increase the proportion of students achieving top two NAPLAN bands in Writing to at least 10 per cent. 	
		Increase VCE 'all study' mean to 30.	
To empower students in their learning and personal development.	No	<p>Using data from the Attitudes to School Survey</p> <ul style="list-style-type: none"> • Student voice and agency – 80 per cent positive responses. • Resilience – 80 per cent positive responses. • Self-regulation and goal setting – 80 per cent positive responses. • Advocate at school – 80 per cent positive responses. 	
		<p>Using data from the School staff survey</p> <ul style="list-style-type: none"> • Support growth and learning of the whole student – 75 per cent positive responses. 	
To improve EAL student English language outcomes.	No	Each student enrolled in the WELC achieves two progression points on the EAL continuum between their entry and exit from the facility.	

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<p>Goal 1</p>	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<p>12 Month Target 1.1</p>	<p>NAPLAN Writing -Year 9 Relative Growth – 85 per cent of students achieving high or medium growth. NAPLAN Numeracy – Year 9 Relative Growth – 90 per cent of students achieving high or medium growth. NAPLAN Reading – Year 9 Relative Growth – 85 per cent of students achieving high or medium growth. Increase the proportion of students achieving top two NAPLAN bands in Numeracy to at least 25 per cent. Increase the proportion of students achieving top two NAPLAN bands in Reading to at least 15 per cent. Increase aggregated VCE mean to 32 across the Mathematics domain. Increase the proportion of students achieving top two NAPLAN bands in Writing to at least 10 per cent. Increase VCE ‘all study’ mean to 30.</p> <p>To empower students in their learning and personal development.</p> <p>Using data from the Attitudes to School Survey</p> <p>Student voice and agency – 80 per cent positive responses. Resilience – 80 per cent positive responses. Self-regulation and goal setting – 80 per cent positive responses. Advocate at school – 80 per cent positive responses. Using data from the School staff survey</p> <p>Support growth and learning of the whole student – 75 per cent positive responses.</p> <p>Each student enrolled in the WELC achieves two progression points on the EAL continuum between their entry and exit from the facility.</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
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<p>KIS 1 Priority 2022 Dimension</p>	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>

Actions	Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs Develop a multi-tiered response to meet students' individual learning needs			
Outcomes	Students in need of targeted academic support or intervention will be identified and supported Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs Students will know what the next steps are to progress their learning Teachers will identify student learning needs based on diagnostic assessment data Teachers and tutors will plan for differentiation based on student learning data Teachers will implement differentiated teaching and learning to meet individual student needs Tutors will provide targeted academic support to students Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning			
Success Indicators	Early indicators: Curriculum documentation will show plans for differentiation Notes from TLI meetings will show plans to support individual students' learning needs Formative and summative assessment rubrics will show student learning growth Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. Late indicators: Victorian Curriculum judgements will show growth in learning SSS factors: instructional leadership, collective efficacy AtoSS factors: stimulated learning, advocate at school			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Recruit and induct new role (Inclusion Learning Specialist) against Inclusion Funding. Set up new staff team and staff space for Inclusion/Literacy/EAL/Numeracy Intervention. This will go across Inclusion, MYLNS and Tutoring.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$95,000.00 <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
Implement Impact Coaching Program with all staff across whole school including peer observation, coaching and reflection activities against KIS'	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Establish a multi-tiered response model to support students' mental health Embed positive mental health approaches in staff professional practice			
Outcomes	Student leaders will able to recognise, respond to and refer mental heath emergencies Students will be able to explain what positive mental health means and where they can seek support at school Students will report improved mental health Teachers will plan for and implement social and emotional learning within their curriculum areas			

	Teachers will be able to recognise, respond to and refer students' mental health needs Wellbeing team will directly support students' mental health and/or provide referrals			
Success Indicators	<p>Early indicators: Policies and programs will show documentation of multi-tiered response model Curriculum documentation will show plans for social and emotional learning Student support resources displayed around the school will show how students can seek support</p> <p>Late indicators: Victorian Curriculum: Personal and Social Capability SSS factors: instructional leadership, collective efficacy, trust in colleagues AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Organise workshops with wellbeing staff and student leaders to seek input into the development of multi-tiered responses to support student mental health	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of student mental health and identify how to support student needs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$725,000.00	\$725,000.00	\$0.00
Disability Inclusion Tier 2 Funding	\$197,000.00	\$197,000.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$40,000.00	-\$40,000.00
Total	\$922,000.00	\$962,000.00	-\$40,000.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Recruit and induct new role (Inclusion Learning Specialist) against Inclusion Funding. Set up new staff team and staff space for Inclusion/Literacy/EAL/Numeracy Intervention. This will go across Inclusion, MYLNS and Tutoring.	\$95,000.00
Organise workshops with wellbeing staff and student leaders to seek input into the development of multi-tiered responses to support student mental health	\$20,000.00
Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current	\$20,000.00

understandings of student mental health and identify how to support student needs	
Totals	\$135,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Recruit and induct new role (Inclusion Learning Specialist) against Inclusion Funding. Set up new staff team and staff space for Inclusion/Literacy/EAL/Numeracy Intervention. This will go across Inclusion, MYLNS and Tutoring.	from: Term 1 to: Term 4	\$95,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Inclusion Leader
Totals		\$95,000.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Organise workshops with wellbeing staff and student leaders to seek input into the development of multi-tiered responses to support student mental health	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health
Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of student mental health and identify how to support student needs	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health
Totals		\$40,000.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
2nd Assistant Principal	\$140,000.00
Sub School ES Support	\$180,000.00
Literacy and Numeracy Aides	\$120,000.00
I Create Program Subsidy	\$120,000.00
Offering additional small VCE classes	\$50,000.00
Running smaller Year 7 and 8 Numeracy and Literacy Groups	\$55,000.00

The Writing Revolution Program and PD	\$60,000.00
Disability Inclusion/Integration Aides	\$102,000.00
Totals	\$827,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
2nd Assistant Principal	from: Term 1 to: Term 4	\$140,000.00	<input checked="" type="checkbox"/> School-based staffing
Sub School ES Support	from: Term 1 to: Term 4	\$180,000.00	<input checked="" type="checkbox"/> School-based staffing
Literacy and Numeracy Aides	from: Term 1 to: Term 4	\$120,000.00	<input checked="" type="checkbox"/> School-based staffing
I Create Program Subsidy	from: Term 1 to: Term 4	\$120,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Offering additional small VCE classes	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing
Running smaller Year 7 and 8 Numeracy and Literacy Groups	from: Term 1	\$55,000.00	

	to: Term 4		
The Writing Revolution Program and PD	from: Term 1 to: Term 4	\$60,000.00	
Disability Inclusion/Integration Aides	from: Term 1 to: Term 4	\$0.00	
Totals		\$725,000.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
2nd Assistant Principal	from: Term 1 to: Term 4	\$0.00	
Sub School ES Support	from: Term 1 to: Term 4	\$0.00	
Literacy and Numeracy Aides	from: Term 1 to: Term 4	\$0.00	
I Create Program Subsidy	from: Term 1	\$0.00	

	to: Term 4		
Offering additional small VCE classes	from: Term 1 to: Term 4	\$0.00	
Running smaller Year 7 and 8 Numeracy and Literacy Groups	from: Term 1 to: Term 4	\$0.00	
The Writing Revolution Program and PD	from: Term 1 to: Term 4	\$0.00	
Disability Inclusion/Integration Aides	from: Term 1 to: Term 4	\$102,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education Support Staff
Totals		\$102,000.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
2nd Assistant Principal	from: Term 1 to: Term 4	\$0.00	
Sub School ES Support	from: Term 1	\$0.00	

	to: Term 4		
Literacy and Numeracy Aides	from: Term 1 to: Term 4	\$0.00	
I Create Program Subsidy	from: Term 1 to: Term 4	\$0.00	
Offering additional small VCE classes	from: Term 1 to: Term 4	\$0.00	
Running smaller Year 7 and 8 Numeracy and Literacy Groups	from: Term 1 to: Term 4	\$0.00	
The Writing Revolution Program and PD	from: Term 1 to: Term 4	\$0.00	
Disability Inclusion/Integration Aides	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Implement Impact Coaching Program with all staff across whole school including peer observation, coaching and reflection activities against KIS'	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	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"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Ian Wallace	<input checked="" type="checkbox"/> On-site
Organise workshops with wellbeing staff and student leaders to seek input into the development of multi-tiered responses to support student mental health	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Departmental resources SSSO Team. Mental Health menu and programs	<input checked="" type="checkbox"/> On-site