**2025 Annual Implementation Plan**

Submitted for review by Bryan Field (School Principal) on 18 December, 2024 at 11:48 AM  
Endorsed by Debby Chaves (Senior Education Improvement Leader) on 12 March, 2025 at 04:28 PM

**for improving student outcomes**

Monterey Secondary College (8809)



**Self-evaluation summary**

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|  | **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. | Embedding |

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| **Wellbeing** | Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life. | Embedding |

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|  | **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 |

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| **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 |

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| **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 |

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

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| **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** | We have reintroduced our TLI program, and have begun an approach with Explicit Direct Instruction. We are seeing improved practice in all classrooms. We anticipate the improved practice leading to improved results in the future.  The timing of this change fits perfectly with the rollout of the VTLM 2.0  We feel well placed to continue to improve our practice across 2025 before our next School Review in Term 1 2026. |
| **Documents that support this plan** |  |

**Select annual goals and KIS**

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| Four-year strategic goals | Is this selected for focus this year? | **Four-year strategic targets** | 12-month targetThe 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
| Improve learning achievement and growth for all students in literacy and numeracy. | Yes | NAPLAN benchmark growth years 7-9   * By 2025, increase the percentage of students meeting or above benchmark growth in reading from 68% (Av. 2018- 2021) to 75% or more (including above benchmark growth from 21% (Av. 2018 - 2021) to 25% or more each year) * By 2025, increase the percentage of students meeting or above benchmark growth in writing from 64% (Av. 2018-2021) to 75% or more (including above benchmark growth from 15% (Av. 2018-2021) to 25% or more each year) * By 2025, increase the percentage of students meeting or above benchmark growth in numeracy from 78% (2021) to 80% or more (including above benchmark growth from 23% (2021) to 25% or more each year) | To decrease the percentage in students in 'low growth' for both Reading and NumeracyThe percentage of students in NAPLAN Numeracy proficiencies for Strong or Exceeding will increase (\*\*modified FGG Target due to NAPLAN changes)The percentage of students in NAPLAN Numeracy proficiencies for Needs Assistance will decrease (\*\*modified FGG Target due to NAPLAN changes)NumeracyYear 9- (great than 0%) students in exceeding, below 21% in NASReading:Year 9- (exceeding 10%) students in exceeding, below 13% in NAS |
| NAPLAN – Middle 2 bands and top 2 bands (combined) - Year 9  1.2.1 By 2025, increase the percentage of students achieving in the middle two and top two NAPLAN bands (combined) in reading from 57% (Av. 2018-2021) to 65% or above (including from 4% to 10% in the top two bands)  1.2.2 By 2025, increase the percentage of students achieving in the middle two and top two NAPLAN bands (combined) in writing from 39% (Av. 2018-2021) to 65% or above (including from 2% to 10% in the top two bands)  1.2.3 By 2025, increase the percentage of students achieving in the middle two and top two NAPLAN bands (combined) in numeracy from 69% (Av. 2018- 2021) to 75% or above (including from 5% to 10% in the top two bands) | By end of 2025, reduce the percentage of NAS students in each of reading(decrease from 13%) and numeracy in Year 9 (decrease from 21%) compared to the number of NAS students in 2024. |
| Teacher judgement growth  By 2025, increase the percentage of students in each Year level (7-10) above expected growth in reading from Av. 2018-2021 data each year to the following:   * Year 7: From 25% to 55% * Year 8: From 38% to 55% * Year 9: From 21% to 55% * Year 10: From 33% to 55%   By 2025, increase the percentage of students in each Year level (7-10) above expected growth in writing from Av. 2018-2021 data each year to the following:   * Year 7: From 43% to 60% * Year 8: From 30% to 55% * Year 9: From 21% to 55% * Year 10: From 33% to 55%   1.3.3 By 2025, increase the percentage of students in each Year level (7-10) above expected growth in number from Av. 2018-2021 data and algebra each year to the following:   * Year 7: From 46% to 60% * Year 8: From 50% to 60% * Year 9: From 33% to 55% * Year 10: From 22% to 55% | By end of 2025 increase the percentage of students in each Year level (7-10) above expected growth in reading |
| From 2022 to 2025 increase the percentage of students completing the VCE from 94% (Av. 2018-2021) to 95% or more. | By end of 2025 increase the completion rates of students VCE |
| VCAL / VCE Vocational major completion rates  From 2022 to 2025 increase the percentage of students completing the VCAL / VCE Vocational major from 80% (Av. 2018-2021) to 85% or more. | By end of 2025 increase the completion rates of students completing the VCE Vocational major. |
| VET completion rates  From 2022 to 2025 increase the percentage of students completing VET from 73% (Av. 2018-2021) to 80% or more. | By end of 2026 increase completion rates of students completing VET. |
| Build student engagement and ownership of their learning. | No | Attitudes to School Survey (AToSS)  Increase the percentage of positive responses (Year 7-12) to the following by 2025:   * Stimulated learning from 56% (Av. 2018- 2021) to 70% or more * Student voice and agency from 46% (Av. 2018- 2021) to 65% or more * Self-regulation and goal setting from 59% (Av. 2018- 2021) to 70% or more * Sense of confidence from 59% (Av. 2018- 2021) to 70% or more * Managing bullying from 54% (Av. 2018- 2021) to 65% or more |  |
| School Staff Survey (SSS)  Increase the percentage positive endorsement each year to 2025 of the following factors:  School climate module:   * Collective efficacy from 36% (Av. 2018- 2021) to 65% or more * Academic emphasis from 32% (Av. 2018- 2021) to 60% or more   School leadership module:   * Instructional leadership from 69% (Av. 2018- 2021) to 75% or more   Teaching and learning module factors:   * Professional learning through peer observation from 47% (Av. 2018- 2021) to 75% or more * Use student feedback to improve practice from 59% (Av. 2018- 2021) to 70% or more * Understand how to analyse data from 48% (Av. 2018- 2021) to 70% or more * Promote student ownership of learning from 65% (Av. 2018- 2021) to 80% or more |  |
| Student absence:  Reduce the number of students absent for 20 days or more each year (2022-2025) from 46% (average 2018-2021) to less than 30% by 2025. |  |
| Strengthen student wellbeing and community engagement. | Yes | AToSS Survey  Increase the percentage of positive responses (Year 7-12) each year from Av 2018-2021 data to 2025 to the following:   * Sense of connectedness from 53% to 65% (Social engagement) * Emotional awareness and regulation from 73% (2021) to 75% (Emotional & relational engagement) * Teacher concern from 50% to 70% (Teacher /student relations) | Increase or maintain the percentage of positive responses (Year 7-12) each year from - - sense of connectedness (63%)-emotional awareness and regulation (70%)-teacher concern (60%) |
| School Staff Survey (SSS)  Increase the percentage positive endorsement each year from Av 2018-2021 data to 2025 of the following factors:   * Trust in students and parents from 29% to 60% or more * Parent and community engagement from 54% to 70% or more * Teacher collaboration from 50% to 75% or more | To increase or maintain:SSS Guaranteed and Viable Curriculum > 60% Positive Endorsement (FGG Target)- instructional leadership and collective efficacy (77%)- trust in students and parents (49%)-teacher collaboration (69%)- parent and community engagement (80%) |
| Parent Opinion Survey:  Increase the percentage of positive responses to Parent Community engagement (3 factors combined) from 60% from Av 2018-2021 data to 70% by 2025. | Maintain or increase positive responses from parent community engagement (>70%) |

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| **Goal 1** | **Improve learning achievement and growth for all students in literacy and numeracy.** | |
| 12-month target 1.1 | To decrease the percentage in students in 'low growth' for both Reading and Numeracy  The percentage of students in NAPLAN Numeracy proficiencies for Strong or Exceeding will increase (\*\*modified FGG Target due to NAPLAN changes)  The percentage of students in NAPLAN Numeracy proficiencies for Needs Assistance will decrease (\*\*modified FGG Target due to NAPLAN changes)  Numeracy Year 9- (great than 0%) students in exceeding, below 21% in NAS  Reading: Year 9- (exceeding 10%) students in exceeding, below 13% in NAS | |
| 12-month target 1.2 | By end of 2025, reduce the percentage of NAS students in each of reading(decrease from 13%) and numeracy in Year 9 (decrease from 21%) compared to the number of NAS students in 2024. | |
| 12-month target 1.3 | By end of 2025 increase the percentage of students in each Year level (7-10) above expected growth in reading | |
| 12-month target 1.4 | By end of 2025 increase the completion rates of students VCE | |
| 12-month target 1.5 | By end of 2025 increase the completion rates of students completing the VCE Vocational major. | |
| 12-month target 1.6 | By end of 2026 increase completion rates of students completing VET. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1.a**  Excellence in teaching and learning | Deepen the whole school approach to reading and numeracy. | Yes |
| **KIS 1.b**  Excellence in teaching and learning | Develop and embed a whole school approach to writing. | No |
| **KIS 1.c**  Excellence in teaching and learning | Deepen a whole school approach to student data and assessment to inform point of need learning and teaching. | No |
| **KIS 1.d**  Excellence in teaching and learning | Deepen teacher practice by embedding regular modelling, coaching, feedback and reflection processes through the PLTs. | 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. | In 2025 we will explore the VTLM 2.0 within our teaching practice and monitor success through coaching, feedback and reflection to increase students in 'strong and exceeding' and reduce students in 'needs additional support' in reading and numeracy.   Numeracy  Year 9- (above 0%) students in exceeding, below 21% in NAS  Reading:  Year 9- (above 10%) students in exceeding, below 13% in NAS | |
| **Goal 3** | **Strengthen student wellbeing and community engagement.** | |
| 12-month target 3.1 | Increase or maintain the percentage of positive responses (Year 7-12) each year from -  - sense of connectedness (63%) -emotional awareness and regulation (70%) -teacher concern (60%) | |
| 12-month target 3.2 | To increase or maintain: SSS Guaranteed and Viable Curriculum > 60% Positive Endorsement (FGG Target) - instructional leadership and collective efficacy (77%) - trust in students and parents (49%) -teacher collaboration (69%) - parent and community engagement (80%) | |
| 12-month target 3.3 | Maintain or increase positive responses from parent community engagement (>70%) | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 3.a**  Positive climate for learning | Strengthen the school/FNEP approach to student engagement and wellbeing including development of student leadership. | No |
| **KIS 3.b**  Community engagement in learning | Strengthen partnerships across educational settings and the FNEP community. | 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. | The FNEP will engage in FNEP professional learning sessions across the year related to the AIP to improve students outcomes in well being  Professional learning to improve practice maintains or increases (87%) | |

**Define actions, outcomes, success indicators and activities**

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| **Goal 1** | Improve learning achievement and growth for all students in literacy and numeracy. | | | | |
| 12-month target 1.1 | To decrease the percentage in students in 'low growth' for both Reading and Numeracy  The percentage of students in NAPLAN Numeracy proficiencies for Strong or Exceeding will increase (\*\*modified FGG Target due to NAPLAN changes)  The percentage of students in NAPLAN Numeracy proficiencies for Needs Assistance will decrease (\*\*modified FGG Target due to NAPLAN changes)  Numeracy Year 9- (great than 0%) students in exceeding, below 21% in NAS  Reading: Year 9- (exceeding 10%) students in exceeding, below 13% in NAS | | | | |
| 12-month target 1.2 | By end of 2025, reduce the percentage of NAS students in each of reading(decrease from 13%) and numeracy in Year 9 (decrease from 21%) compared to the number of NAS students in 2024. | | | | |
| 12-month target 1.3 | By end of 2025 increase the percentage of students in each Year level (7-10) above expected growth in reading | | | | |
| 12-month target 1.4 | By end of 2025 increase the completion rates of students VCE | | | | |
| 12-month target 1.5 | By end of 2025 increase the completion rates of students completing the VCE Vocational major. | | | | |
| 12-month target 1.6 | By end of 2026 increase completion rates of students completing VET. | | | | |
| KIS 1.a Curriculum planning and assessment | Deepen the whole school approach to reading and numeracy. | | | | |
| **Actions** | Support both those who need scaffolding and those who have thrived to continue to extend their learning. Develop an FNEP Intervention Community of Practice with ongoing professional learning using the Schools Plus Grant.  Explore the new VTLM 2.0 and begin transferring, where needed, into the FNEP Instructional Model | | | | |
| **Outcomes** | - Continue to evolve Intervention team small group tutoring programs.  - PLC/PLTs through the FNEP will meet to engage in reflective practice, evaluate and plan curriculum, assessments, and lessons.  - Teachers will use evidence based resources to differentiate teaching and learning. | | | | |
| **Success Indicators** | - FNEP classroom observations and learning walks demonstrating use of strategies from professional learning, against rubric or checklist, where needed - Curriculum documentation includes evidence of differentiation in relation to Instruction and Assessments  - Data used to identify students for tailored support (tiered approach to intervention) - Assessment data from intervention groups.  - Evidence from AToSS related to the outcomes | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| - Documentation demonstrating induction/coaching/observations. | | 🗹 Assistant principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $100,000.00 |
| - Schedule, explore and organise professional learning on strategies to support students with specific learning requirements throughout the year. (Funded through Schools Plus Grant demonstrating induction/coaching/observations) | | 🗹 Assistant principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $60,000.00 |
| Teachers explore new evidence-based practices in their classrooms. (EDI, VTLM 2.0) | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $100,000.00 |
| Review the professional learning calendar and update to prioritise collaboration time in the PLCS. | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $100,000.00 |
| FNEP AP and Middle Leaders network to collaborate and support implementation of VTLM 2.0. | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $100,000.00 |
| FNEP middle leaders to work with and build practice with Dr Ryan Dunn. | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $60,000.00 |
| Monitor the implementation of our writing approach. | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $100,000.00 |
| Maintain regular review of AIP through School Improvement Team Meetings. | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $100,000.00 |
| **Goal 3** | Strengthen student wellbeing and community engagement. | | | | |
| 12-month target 3.1 | Increase or maintain the percentage of positive responses (Year 7-12) each year from -  - sense of connectedness (63%) -emotional awareness and regulation (70%) -teacher concern (60%) | | | | |
| 12-month target 3.2 | To increase or maintain: SSS Guaranteed and Viable Curriculum > 60% Positive Endorsement (FGG Target) - instructional leadership and collective efficacy (77%) - trust in students and parents (49%) -teacher collaboration (69%) - parent and community engagement (80%) | | | | |
| 12-month target 3.3 | Maintain or increase positive responses from parent community engagement (>70%) | | | | |
| KIS 3.b Building communities | Strengthen partnerships across educational settings and the FNEP community. | | | | |
| **Actions** | Sustain Trauma-Informed Positive Education (TIPE) across the school. Deliver a community-based TIPE model across the FNEP. | | | | |
| **Outcomes** | -Teachers will incorporate trauma informed practices in classes and model consistent routines -At-risk students will be identified and receive targeted support in a timely manner -Teachers, leaders and the FNEP school community will share a common understanding of the whole school approach to supporting physical, social, emotional, cultural and civic wellbeing | | | | |
| **Success Indicators** | -Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns - Checklist for PCMS developed and staff referring to it -Documentation of frameworks, policies or programs -Data used to identify students in need of targeted support (Webex data and OCR development) -At-risk families identified and supported -Trauma-Informed, Positive Education promoted across the Frankston North community -FNEP Learning walks | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Embed extended school day activities that promote healthy habits and positive relationships | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $100,000.00  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Research, identify and implement wellbeing programs to create positive learning environments that promote positive mental health | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $100,000.00 |
| Track and celebrate staff using PBS in the classrooms as part of our ‘positive classroom strategies’ framework | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $100,000.00 |
| Identify and schedule appropriate professional learning for teachers implementing wellbeing programs | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $100,000.00 |
| Partner with non-for-profit groups and external support agencies to provide targeted student support | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $100,000.00 |
| Establish protocols and processes to support at-risk students and check-in with families | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $100,000.00 |
| Mobilise human resources through equity and Tier 3 funding to support the most vulnerable | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 3 | $100,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Maintain clear referral processes, linked to the disability and inclusion model | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $100,000.00 |
| Embed the scope and sequence for the teaching of the Personal and Social General Capability (Respectful Relationships and Strengths based practice) | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $100,000.00 |
| Identify and apply for new students for Disability and Inclusion Profiling | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $100,000.00 |
| Maintain and embed school processes for tracking attendance | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $100,000.00 |
| Embed and monitor the Year 7 and new students intake process to support new student transition | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $100,000.00 |
| Refine Leadership Team to prioritise Wellbeing through Sub Schools teams and the Wellbeing team to ensure AIP actions are regularly monitored and achieved | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $100,000.00 |
| TIPE FNEP team will explore, research and prepare a plan to provide professional learning on the FNEP TIPE 'positive classroom management strategies’ checklist | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $100,000.00 |
| TIPE Team to participate in the Frankston North Wellbeing Community of Practice to build capacity within schools | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $100,000.00 |
| Participate in 6 FNEP joint staff meetings with a mixed focus of Learning and Well being professional learning | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $100,000.00 |

**Funding planner**

Summary of budget and allocated funding

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| **Summary of budget** | **School’s total funding ($)** | **Funding allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $959,385.68 | $0.00 | $959,385.68 |
| Disability Inclusion Tier 2 Funding | $262,135.78 | $60,000.00 | $202,135.78 |
| Schools Mental Health Fund and Menu | $50,656.11 | $50,000.00 | $656.11 |
| **Total** | $1,272,177.57 | $110,000.00 | $1,162,177.57 |

Activities and milestones – Total Budget

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| **Activities and milestones** | **Budget** |
| Embed extended school day activities that promote healthy habits and positive relationships | $100,000.00 |
| Mobilise human resources through equity and Tier 3 funding to support the most vulnerable | $100,000.00 |
| **Totals** | $200,000.00 |

Activities and milestones - Equity Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

Activities and milestones - Disability Inclusion Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Mobilise human resources through equity and Tier 3 funding to support the most vulnerable | from: Term 1  to: Term 3 | $60,000.00 |  |
| **Totals** |  | $60,000.00 |  |

Activities and milestones - Schools Mental Health Fund and Menu

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Embed extended school day activities that promote healthy habits and positive relationships | from: Term 1  to: Term 4 | $50,000.00 |  |
| **Totals** |  | $50,000.00 |  |

Additional funding planner – Total Budget

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| **Activities and milestones** | **Budget** |
| **Totals** | $0.00 |

Additional funding planner – Equity Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

Additional funding planner – Disability Inclusion Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

Additional funding planner – Schools Mental Health Fund and Menu

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

**Professional learning plan**

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| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
| - Documentation demonstrating induction/coaching/observations. | 🗹 Assistant principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Collaborative inquiry/action research team | 🗹 Formal school meeting / internal professional learning sessions | 🗹 School improvement partnerships  🗹 Learning specialist  🗹 Numeracy leader | 🗹 On-site |
| - Schedule, explore and organise professional learning on strategies to support students with specific learning requirements throughout the year. (Funded through Schools Plus Grant demonstrating induction/coaching/observations) | 🗹 Assistant principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Collaborative inquiry/action research team | 🗹 Formal school meeting / internal professional learning sessions | 🗹 School improvement partnerships  🗹 External consultants  Dr Ryan Dunn  🗹 Numeracy leader | 🗹 On-site |