**2024 Annual Implementation Plan**

Submitted for review by Peter Langham (School Principal) on 18 December, 2023 at 02:19 PM
Endorsed by Michael Devine (Senior Education Improvement Leader) on 18 January, 2024 at 12:28 PM
Endorsed by Emma Boag (School Council President) on 07 February, 2024 at 11:45 AM

**for improving student outcomes**

Monterey Secondary College (8809)



**Self-evaluation summary**

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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 | Evolving |
| 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 | Evolving |
| 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** | Overall, as a leadership team, we're happy with the gains that we've made in 2023. Particularly when considering the current school climate with staff shortages, increasing dysregulation in students and increased school refusal. The community climate, with food and housing security issues, worsens matters. Despite this, the view at Monterey SC and more broadly is that we're system leaders in trauma-informed, positive education and in engaging complex students whilst managing their barriers to learning. With two years of fully on-site learning since the last covid-lockdown, we've also embedded a new culture and expectations, we have new routines and programs which are now being refined and reworked rather than being built from scratch as they had been in previous years. |
| **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. |
| **Priorities goal**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. | Yes | Support for the priorities | KIS 1a LEARNINGAction:Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in 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)-SSS factors: instructional leadership and collective efficacy to maintain or increase-AtoSS factors: stimulated learning and advocate at school to maintain or increase-AtoSS Stimulated Learning > 60% Positive Endorsement (FGG Target)-SSS Guaranteed and Viable Curriculum > 60% Positive Endorsement (FGG Target)KIS 1b WELLBEINGAction:Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable-Meet or exceed similar schools AtoSS Emotional Factors: Sense of Connectedness, Psychological distress, Resilience and Emotional Awareness and Regulation-Meet or exceed similar schools SSS Factors Instructional Leadership, Collective Efficacy and Trust in Colleagues- Reduction in chronic absences |
| Improve learning achievement and growth for all students in literacy and numeracy.  | No | 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)
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| 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) |  |
| Teacher judgement growthBy 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%
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| From 2022 to 2025 increase the percentage of students completing the VCE from 94% (Av. 2018-2021) to 95% or more. |  |
| VCAL / VCE Vocational major completion ratesFrom 2022 to 2025 increase the percentage of students completing the VCAL / VCE Vocational major from 80% (Av. 2018-2021) to 85% or more. |  |
| VET completion ratesFrom 2022 to 2025 increase the percentage of students completing VET from 73% (Av. 2018-2021) to 80% or more. |  |
| 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
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| 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
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| 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. | No | 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)
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| 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
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| 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. |  |

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| **Goal 1** | **Priorities goalIn 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.** |
| 12-month target 1.1 | KIS 1a LEARNINGAction:Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in 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)-SSS factors: instructional leadership and collective efficacy to maintain or increase-AtoSS factors: stimulated learning and advocate at school to maintain or increase-AtoSS Stimulated Learning > 60% Positive Endorsement (FGG Target)-SSS Guaranteed and Viable Curriculum > 60% Positive Endorsement (FGG Target)KIS 1b WELLBEINGAction:Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable-Meet or exceed similar schools AtoSS Emotional Factors: Sense of Connectedness, Psychological distress, Resilience and Emotional Awareness and Regulation-Meet or exceed similar schools SSS Factors Instructional Leadership, Collective Efficacy and Trust in Colleagues- Reduction in chronic absences |
| **Key Improvement Strategies** | Is this KIS selected for focus this year? |
| **KIS 1.a** | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | Yes |
| **KIS 1.b** | 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 2024. |

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

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| **Goal 1** | **Priorities goal**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. |
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| KIS 1.aThe strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy |
| **Actions** | A whole school approach to writing will be developed, with sufficient training for staff. Embed the FNEP Numeracy strategy. |
| **Outcomes** | -Teachers will provide students with the opportunity to work at their level using differentiated resources-Teachers and leaders will establish intervention/small group tutoring programs -PLC/PLTs through the FNEP will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons |
| **Success Indicators** | -Evidence of communication with parents/carers/kin -Differentiated curriculum documents and evidence of student learning at different levels -Data used to identify students for tailored supports -Assessment data and student surveys from intervention groups-FNEP classroom observations and learning walks demonstrating use of strategies from professional learning -A documented FNEP assessment schedule and evidence of teachers inputting data and moderating assessments  |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Establish a process for collecting and monitoring school-wide data | 🗹 School leadership team | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Document plans for coaching/mentoring/observation  | 🗹 Assistant principal | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year | 🗹 Learning specialist(s) | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Research evidence-based approaches to identifying students requiring individual and tailored support and establish criteria for use by staff | 🗹 Assistant principal🗹 Disability inclusion coordinator🗹 Learning specialist(s)🗹 Sub school leader/s | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| FNEP AP and middle leaders network to collaborate to design the assessment schedule and FNEP meetings | 🗹 Assistant principal | 🞎 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Review the professional calendar and update to prioritise collaboration time in PLCs/PLTs | 🗹 Assistant principal | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Embed the updated Literacy Scope and Sequence with a focus on consistent approach to Writing. | 🗹 Learning specialist(s) | 🗹 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Organise FNEP Learning Walks to observe staff practice. | 🗹 Assistant principal | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Support MRPS and APS to introduce a consistent whole school approach to Writing.  | 🗹 Assistant principal🗹 Learning specialist(s) | 🗹 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Refine Leadership Team to prioritise Learning through Domains to ensure AIP actions are regularly monitored and achieved | 🗹 Principal | 🞎 PLP Priority | from:Term 1to:Term 4 | $500,000.00🗹 Equity funding will be used🗹 Disability Inclusion Tier 2 Funding will be used🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 1.bThe strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable |
| **Actions** | Embed the Trauma-Informed Positive Education (TIPE) across the school. Develop 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-Documentation of frameworks, policies or programs-Data used to identify students in need of targeted support -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 | 🗹 School leadership team | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Research, identify and implement wellbeing programs to create classroom environments that promote positive mental health | 🗹 SWPBS leader/team | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Identify and schedule appropriate professional learning for teachers implementing wellbeing programs | 🗹 SWPBS leader/team | 🗹 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Partner with non-for-profit groups and external support agencies to provide targeted student support | 🗹 Leadership team🗹 Principal | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Establish protocols and processes to support at-risk students and check-in with families | 🗹 Sub school leader/s | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Within the FNEP TIPE team (Trauma-Informed, Positive Education) investigate professional learning opportunities, including subsequent sessions to determine impact and review actions | 🗹 Leadership team | 🗹 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Mobilise human resources through equity and Tier 3 funding to support the most vulnerable | 🗹 Sub school leader/s | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Maintain clear referral processes, linked to the disability and inclusion model | 🗹 Disability inclusion coordinator | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Embed the scope and sequence for the teaching of the Personal and Social General Capability (Respectful Relationships and Strengths based practice) | 🗹 Assistant principal🗹 Curriculum co-ordinator (s) | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Identify and apply for new students for Disability and Inclusion Profiling | 🗹 Disability inclusion coordinator | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Embed and refine the Year 7 and new students intake process to support new student transition and increase enrolments | 🗹 Assistant principal🗹 Sub school leader/s | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Maintain and embed school processes for tracking attendance | 🗹 Administration team🗹 Assistant principal🗹 Sub school leader/s | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Refine Leadership Team to prioritise Wellbeing through Sub Schools teams and the Wellbeing team to ensure AIP actions are regularly monitored and achieved | 🗹 Principal | 🞎 PLP Priority | from:Term 1to:Term 4 | $500,000.00🗹 Equity funding will be used🗹 Disability Inclusion Tier 2 Funding will be used🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| TIPE FNEP team will monitor the FNEP TIPE Instructional Model to ensure consistency across schools | 🗹 Leadership team | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| TIPE Team to participate in the Frankston North Wellbeing Community of Practice to build capacity within schools | 🗹 Leadership team | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Participate in 6 FNEP joint staff meetings | 🗹 All staff | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |

**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 | $957,650.20 | $1,000,000.00 | -$42,349.80 |
| Disability Inclusion Tier 2 Funding | $218,905.11 | $200,000.00 | $18,905.11 |
| Schools Mental Health Fund and Menu | $46,540.29 | $40,000.00 | $6,540.29 |
| **Total** | $1,223,095.60 | $1,240,000.00 | -$16,904.40 |

Activities and milestones – Total Budget

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| --- | --- |
| **Activities and milestones** | **Budget** |
| Refine Leadership Team to prioritise Learning through Domains to ensure AIP actions are regularly monitored and achieved | $500,000.00 |
| Refine Leadership Team to prioritise Wellbeing through Sub Schools teams and the Wellbeing team to ensure AIP actions are regularly monitored and achieved | $500,000.00 |
| **Totals** | $1,000,000.00 |

Activities and milestones - Equity Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Refine Leadership Team to prioritise Learning through Domains to ensure AIP actions are regularly monitored and achieved | from:Term 1to:Term 4 | $500,000.00 | 🗹 School-based staffing |
| Refine Leadership Team to prioritise Wellbeing through Sub Schools teams and the Wellbeing team to ensure AIP actions are regularly monitored and achieved | from:Term 1to:Term 4 | $500,000.00 | 🗹 School-based staffing |
| **Totals** |  | $1,000,000.00 |  |

Activities and milestones - Disability Inclusion Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Refine Leadership Team to prioritise Learning through Domains to ensure AIP actions are regularly monitored and achieved | from:Term 1to:Term 4 | $100,000.00 | 🗹 Other workforces to support students with disability |
| Refine Leadership Team to prioritise Wellbeing through Sub Schools teams and the Wellbeing team to ensure AIP actions are regularly monitored and achieved | from:Term 1to:Term 4 | $100,000.00 | 🗹 Other workforces to support students with disability |
| **Totals** |  | $200,000.00 |  |

Activities and milestones - Schools Mental Health Fund and Menu

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Refine Leadership Team to prioritise Learning through Domains to ensure AIP actions are regularly monitored and achieved | from:Term 1to:Term 4 | $20,000.00 | 🗹 Employ teaching staff to support Tier 2 initiatives |
| Refine Leadership Team to prioritise Wellbeing through Sub Schools teams and the Wellbeing team to ensure AIP actions are regularly monitored and achieved | from:Term 1to:Term 4 | $20,000.00 | 🗹 Employ teaching staff to support Tier 2 initiatives |
| **Totals** |  | $40,000.00 |  |

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 |
| Embed the updated Literacy Scope and Sequence with a focus on consistent approach to Writing. | 🗹 Learning specialist(s) | from:Term 1to:Term 4 | 🗹 Planning🗹 Preparation🗹 Formalised PLC/PLTs | 🗹 Formal school meeting / internal professional learning sessions🗹 PLC/PLT meeting | 🗹 Literacy expertise | 🗹 On-site |
| Support MRPS and APS to introduce a consistent whole school approach to Writing.  | 🗹 Assistant principal🗹 Learning specialist(s) | from:Term 1to:Term 4 | 🗹 Planning🗹 Preparation🗹 Formalised PLC/PLTs | 🗹 Formal school meeting / internal professional learning sessions🗹 PLC/PLT meeting | 🗹 Literacy expertise | 🗹 On-site |
| Identify and schedule appropriate professional learning for teachers implementing wellbeing programs | 🗹 SWPBS leader/team | from:Term 1to:Term 4 | 🗹 Planning🗹 Preparation🗹 Formalised PLC/PLTs | 🗹 Formal school meeting / internal professional learning sessions🗹 PLC/PLT meeting | 🗹 Literacy expertise | 🗹 On-site |
| Within the FNEP TIPE team (Trauma-Informed, Positive Education) investigate professional learning opportunities, including subsequent sessions to determine impact and review actions | 🗹 Leadership team | from:Term 1to:Term 4 | 🗹 Planning🗹 Preparation🗹 Formalised PLC/PLTs | 🗹 Formal school meeting / internal professional learning sessions🗹 PLC/PLT meeting | 🗹 Literacy expertise | 🗹 On-site |