

2025 Annual Implementation Plan

for improving student outcomes

Horsham College (8818)



Submitted for review by Megan Woolford (School Principal) on 19 December, 2024 at 11:01 AM
Endorsed by Therese Allen (Senior Education Improvement Leader) on 19 December, 2024 at 02:01 PM

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Embedding
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Embedding
	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	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 data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Excelling

	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	Developing staff understanding of student agency and implementing it as part of our practice will be key moving forward as we begin moving to disability inclusion. 2025 will also focus on the implementation for the VC 2.0, and continued focus on reading to lower the number of students Needing Additional Support. The KIS will remain the same for 2025, as we continue to embed and move towards excelling across these.	
Documents that support this plan		

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Improve student achievement in Literacy and Numeracy	Yes	NAPLAN: To be determined once more information to schools has been provided for Year 9.	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. Year 9 % Strong + Exceeding READING: 64%WRITING: 65%NUMERACY: 67%Year 9 % Reduce Needing Additional SupportREADING: less than 15%WRITING: less than 15%NUMERACY: less than 12%Year 7 to 9 Medium or High Relative Growth: READING: 60%NUMERACY: 60%
		VCE By 2027, increase: • Mean study score for English from 32.7 (2022) to 34 or above • Mean study score for General Maths from 31.9 (2022) to 33 or above • All study mean score from 31.6 (2022) to 33 or above	Mean study score: English: 31+General Maths: 32+All Study: 31+
		By 2027, increase the percentage of positive endorsement for the following factors in the student Attitudes to School Survey (AtoSS): • Stimulated Learning from 59% (2022) to 65%	Stimulated Learning: 62% Differentiated Learning Challenge: 65%

		Differentiated Learning Challenge from 63% (2022) to 70%	
		By 2027, increase the overall percentage of positive endorsement for the School Climate module in the School Staff Survey (SSS) from 68% (2023) to 75%.	Positive endorsement for the School Climate module in the School Staff Survey (SSS): 70%
		By 2027, increase the percentage of positive endorsement in the School Staff Survey (SSS) for the factor Instructional Leadership from 67% (2023) to 75%.	Positive endorsement for the Instructional Leadership module in the School Staff Survey (SSS): 74%+
Increase the active participation of all students in their learning and wellbeing.	Yes	By 2027, improve Year 10–12 positive exit destinations from 87.2% (2022) to 90%	Year 10–12 positive exit destinations 88%+
		By 2027, increase the percentage of positive endorsement for the following factors in the student Attitudes to School Survey: - Sense of Connectedness from 53% (2022) to 63% - Self–regulation and Goal Setting from 56% (2022) to 65% - Student Voice and Agency from 50% (2022) to 60% - Sense of Confidence from 60% (2022) to 65%	Sense of Connectedness: 54% Self–regulation and Goal Setting: 58% Student Voice and Agency: 54% Sense of Confidence: >60% (59% 2023) Emotional Awareness and Regulation: 66%+ Managing Bullying: 52%+
		By 2027, increase the overall percentage of positive endorsement for the School Staff Survey module Professional Learning from 57% (2022) to 70%.	Positive endorsement for the Professional Learning module in the School Staff Survey (SSS): 64%+
		By 2027, reduce the percentage of:	Reduce the percentage of: Overall student 20+ absent days to less than

		• Overall student 20+ absent days from 46% (2022) to 30% • Aboriginal and Torres Strait Islander student 20+ absent days from 49% (2022) to 35%	40%Aboriginal and Torres Strait Islander student 20+ absent days to less than 40%
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Goal 1	Improve student achievement in Literacy and Numeracy
12-month target 1.1	Year 9 % Strong + Exceeding READING: 64% WRITING: 65% NUMERACY: 67% Year 9 % Reduce Needing Additional Support READING: less than 15% WRITING: less than 15% NUMERACY: less than 12% Year 7 to 9 Medium or High Relative Growth: READING: 60% NUMERACY: 60%
12-month target 1.2	Mean study score: English: 31+ General Maths: 32+ All Study: 31+
12-month target 1.3	Stimulated Learning: 62% Differentiated Learning Challenge: 65%
12-month target 1.4	Positive endorsement for the School Climate module in the School Staff Survey (SSS): 70%

12-month target 1.5	Positive endorsement for the Instructional Leadership module in the School Staff Survey (SSS): 74%+	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Develop and embed structures and processes that support teacher collaboration	Yes
KIS 1.b Leadership	Refine and embed the school's instructional model across all areas of the curriculum	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.	From the Self-Evaluation, analysis of school data, and staff consultation the following was determined: 2a. Strengthening our PLC (whole staff) to provide opportunity to up-skill all teachers' practice in literacy (reading and writing instruction) and inclusive practices. Protocols will be utilised for curriculum planning and evaluation to support the Maths teachers in implementing the Mathematics Victorian Curriculum 2.0 to improve NAPLAN, VCE, and AtoSS data. 2b. Utilising the Horsham College Teaching Model, in line with the Victorian Teaching & Learning Model 2.0 to allow leverage the up-skilling of all teachers in explicit instruction as well as using inclusive practices as part of the Disability and Inclusion Reform which will be monitored through learning walks and observations.	
Goal 2	Increase the active participation of all students in their learning and wellbeing.	
12-month target 2.1	Year 10–12 positive exit destinations 88%+	
12-month target 2.2	Sense of Connectedness: 54% Self-regulation and Goal Setting: 58% Student Voice and Agency: 54% Sense of Confidence: >60% (59% 2023) Emotional Awareness and Regulation: 66%+ Managing Bullying: 52%+	
12-month target 2.3	Positive endorsement for the Professional Learning module in the School Staff Survey (SSS): 64%+	

12-month target 2.4	Reduce the percentage of: Overall student 20+ absent days to less than 40% Aboriginal and Torres Strait Islander student 20+ absent days to less than 40%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Engagement	Strengthen teacher knowledge and practice to activate student voice and agency so student can act as partners in improving outcomes.	Yes
KIS 2.b Support and resources	Embed a school culture that prioritises student wellbeing and learning through systematic and responsive structures and processes.	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.	From the Self-Evaluation, analysis of school data (attitude to school, attendance), and staff consultation the following was determined: 3a. Horsham College Staff still need further knowledge and upskilling in supporting students' to have agency in their learning and their wellbeing, this will support AtoSS, School staff survey and attendance. 3b. Horsham College's structures and processes are sound, but required further refinement and review. Our attendance data has shown some improvement, but there is opportunity to improve in responding early to students with attendance concerns. We have reviewed and will continue to refine our At-Risk data wall, but it was determined that our wellbeing processes, need strengthening.	

Define actions, outcomes, success indicators and activities

Goal 1	Improve student achievement in Literacy and Numeracy
12-month target 1.1	Year 9 % Strong + Exceeding READING: 64% WRITING: 65% NUMERACY: 67% Year 9 % Reduce Needing Additional Support READING: less than 15% WRITING: less than 15% NUMERACY: less than 12% Year 7 to 9 Medium or High Relative Growth: READING: 60% NUMERACY: 60%
12-month target 1.2	Mean study score: English: 31+ General Maths: 32+ All Study: 31+
12-month target 1.3	Stimulated Learning: 62% Differentiated Learning Challenge: 65%
12-month target 1.4	Positive endorsement for the School Climate module in the School Staff Survey (SSS): 70%
12-month target 1.5	Positive endorsement for the Instructional Leadership module in the School Staff Survey (SSS): 74%+
KIS 1.a Documented teaching and learning program based on	Develop and embed structures and processes that support teacher collaboration

the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs				
Actions	Maintain PLC structures to support teacher collaboration and strengthen teaching practice. Plan whole school professional learning in evidence-based inclusive practice to supporting students with additional needs and/or disability in the classroom.			
Outcomes	Students will be supported to learn at point of need. Student will report higher levels of confidence with numeracy and literacy (reading & writing) skills. Teachers will utilise data (internal and external) to understand students' point of need, and scaffold resources to support and extend all learners. Teaching teams will meet to engage in reflective practice, evaluate and plan curriculum, and assessments. Leader will provide strategic direction and resourcing to prioritise teacher collaboration and professional learning. Leaders will engage in Area's Secondary School Literacy Community of Practice			
Success Indicators	Early Success Indicators Evidence of professional learning (including schedule and resources) Teacher records of student achievement data (formative and summative) Classroom observations and learning walks demonstrating use of strategies from professional learning Late Success Indicators Semester 2: Teacher Judgements in English (reading & viewing) and Mathematics (number and algebra), PAT Data - Reading and Maths (adaptive) NAPLAN - achievement data & VCE outcomes School Staff Survey results - Professional Learning			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Schedule and organise professional learning on embedding literacy across curriculum areas, and allocate time for teachers to plan for implementation	☒ All staff	☒ PLP Priority	from: Term 1 to: Term 4	\$10,000.00
Engage in Secondary School Literacy Community of Practice and Maths Learning Community	☒ Assistant principal ☒ Learning specialist(s) ☒ Literacy leader ☒ Principal	☒ PLP Priority	from: Term 1 to: Term 4	\$10,000.00 ☒ Equity funding will be used
Staffing for McKenzie Creek and McKenzie Creek Blue literacy and Numeracy support and Year 7, 8 & 9 English and Maths	☒ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$450,000.00 ☒ Equity funding will be used ☒ Disability Inclusion Tier 2 Funding will be used
Internal AIP for Teaching & Learning & Alternate Programs	☒ Assistant principal ☒ Principal ☒ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Time release for English and Maths teachers for moderation.	☒ Assistant principal ☒ Literacy leader ☒ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$30,000.00 ☒ Equity funding will be used
KIS 1.b	Refine and embed the school's instructional model across all areas of the curriculum			

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				
Actions	Build staff's capacity to provide differentiated instruction in line with the school's instructional model to meet students' individual needs, with a focus on year's 7 to 9			
Outcomes	Students in need of targeted academic support or intervention will be identified and supported. Students will know how lessons are structured and how this supports their learning. Teachers will confidently and accurately identify student learning needs of all of their students. Teachers will use learning data to implement differentiated instruction. Leaders will support all teachers build inclusive explicit teaching practices through consistent use of the LEARN teaching model and professional learning. Leaders engage in professional learning to support the implementation of the VTLM 2.0			
Success Indicators	Early Success Indicators Evidence of professional learning (including schedule and resources) Classroom observations and learning walks demonstrating use of strategies from professional learning Late Success Indicators Attitude to School Survey data NAPLAN - growth data & VCE outcomes School Staff Survey results - positive climate and instructional leadership			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Organise School Improvement Team Learning Walks to observe staff practice and collect data on student	✔ School improvement team	✔ PLP Priority	from: Term 1	\$0.00

experiences in the LEARN Teaching Model and inclusive practices			to: Term 4	
Engage with the Department's VTLM 2.0 and evidence-based practice to strengthen the Learning walks process and guide the professional learning activities.	☒ School improvement team	☒ PLP Priority	from: Term 2 to: Term 4	\$0.00
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	☒ Assistant principal ☒ Disability inclusion coordinator	☒ PLP Priority	from: Term 1 to: Term 4	\$15,000.00 ☒ Disability Inclusion Tier 2 Funding will be used
Disability and Inclusion Staff (including Assistant Principal and Learning Specialist)	☒ Principal	☐ PLP Priority	from: Term 1 to: Term 4	\$170,000.00 ☒ Disability Inclusion Tier 2 Funding will be used
Explore the Horsham College LEARN Teaching Model with the VTLM 2.0 to strengthen teacher practice.	☒ Leadership team ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 2	Increase the active participation of all students in their learning and wellbeing.			
12-month target 2.1	Year 10–12 positive exit destinations 88%+			

12-month target 2.2	Sense of Connectedness: 54% Self-regulation and Goal Setting: 58% Student Voice and Agency: 54% Sense of Confidence: >60% (59% 2023) Emotional Awareness and Regulation: 66%+ Managing Bullying: 52%+
12-month target 2.3	Positive endorsement for the Professional Learning module in the School Staff Survey (SSS): 64%+
12-month target 2.4	Reduce the percentage of: Overall student 20+ absent days to less than 40% Aboriginal and Torres Strait Islander student 20+ absent days to less than 40%
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen teacher knowledge and practice to activate student voice and agency so student can act as partners in improving outcomes.
Actions	Review and strengthen school attendance policy and practices involving staff, students and families Identify and schedule appropriate professional learning for teachers implementing student agency strategies in class
Outcomes	Students will feel supported and engaged Students will demonstrate increased confidence in sharing their opinions related to the issues that affect them Students will have greater understanding of the importance of regular attendance Teachers will implement inclusive practices that support students to remain connected to school and engaged in learning Teachers will implement strategies to enhance student agency Leaders will review current school attendance policy and engage key stake holders (Staff, Students and Parents) Leaders will support all teachers to establish routines that allow for student agency

Success Indicators	Early Indicators: Students, families and staff provide feedback on school attendance policy Student Attendance YTD data - Chronic absenteeism (Reduction in 10+ days) Classroom observations and learning walks demonstrating use of strategies from professional learning Late Indicators: Student Attendance YTD data - Chronic absenteeism (Reduction in 20+ days) School Staff Survey - Professional Learning Exit destination data			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review of attendance policy and processes	☒ Assistant principal ☒ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	\$0.00
Professional learning in activating student voice and agency	☒ All staff	☒ PLP Priority	from: Term 1 to: Term 2	\$10,000.00 ☒ Other funding will be used
Student Wellbeing Coordination Staff including McKenzie Creek to support tier 1, 2, and 3 mental health support for students	☒ Assistant principal ☒ Principal	☐ PLP Priority	from: Term 1 to: Term 4	\$458,920.55 ☒ Equity funding will be used ☒ Schools Mental Health Menu items will be used which may include DET

				funded or free items
KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed a school culture that prioritises student wellbeing and learning through systematic and responsive structures and processes.			
Actions	Strengthen school wide approach to tiered student behaviour and wellbeing support Build staff capacity to notice and respond to signs of student distress through professional development Implement RRR curriculum			
Outcomes	At-risk students will be identified and receive targeted support in a timely manner. Students will feel supported and engaged across classes to contribute to a positive classroom environment. Teachers will implement a range of interventions in their classrooms to support student wellbeing. Teacher will utilise Positive Classroom Management Strategies. Leaders will facilitate the reviewing and refining of the College's tiered behaviour and wellbeing processes.			
Success Indicators	Early Indicators: Professional learning in RRR curriculum Updated RRR curriculum documentation Updated tiered behaviour and wellbeing processes and supports Classroom observations and learning walks demonstrating use of strategies from professional learning Late Indicators: Student Attitude to School Survey School Staff Survey - Professional Learning			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Refine PLC approach for identifying and supporting at-risk students, including academic, wellbeing and attendance data	☒ Assistant principal ☒ Wellbeing team ☒ Year level co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
RRRR Professional Learning for implementing the curriculum modules in 2025.	☒ Respectful relationships implementation team ☒ Wellbeing team	☒ PLP Priority	from: Term 1 to: Term 2	\$5,000.00 ☒ Schools Mental Health Menu items will be used which may include DET funded or free items
SEQTA Online management system -including Wellbeing data for data analysis to support student wellbeing and in particular at risk students	☒ Assistant principal ☒ Principal ☒ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	\$90,000.00 ☒ Equity funding will be used
Internal AIP for Student Engagement and Wellbeing are developed and implemented in alignment with AIP 2025	☒ Assistant principal ☒ School improvement team ☒ Year level co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
All in classroom staff to engage in professional learning for incorporating High Impact Wellbeing Strategies (HIWS), Positive Classroom Strategies and complete De-escalation eLearning modules.	☒ Education support ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$1,027,514.05	\$1,027,514.05	\$0.00
Disability Inclusion Tier 2 Funding	\$381,323.07	\$381,323.07	\$0.00
Schools Mental Health Fund and Menu	\$113,920.55	\$113,920.55	\$0.00
Total	\$1,522,757.67	\$1,522,757.67	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Engage in Secondary School Literacy Community of Practice and Maths Learning Community	\$10,000.00
Staffing for McKenzie Creek and McKenzie Creek Blue literacy and Numeracy support and Year 7, 8 & 9 English and Maths	\$450,000.00
Time release for English and Maths teachers for moderation.	\$30,000.00
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	\$15,000.00
Disability and Inclusion Staff (including Assistant Principal and Learning Specialist)	\$170,000.00
Student Wellbeing Coordination Staff including McKenzie Creek to support tier 1, 2, and 3 mental health support for students	\$458,920.55

RRRR Professional Learning for implementing the curriculum modules in 2025.	\$5,000.00
SEQTA Online management system -including Wellbeing data for data analysis to support student wellbeing and in particular at risk students	\$90,000.00
Totals	\$1,228,920.55

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Engage in Secondary School Literacy Community of Practice and Maths Learning Community	from: Term 1 to: Term 4	\$10,000.00	✅ Professional development (excluding CRT costs and new FTE)
Staffing for McKenzie Creek and McKenzie Creek Blue literacy and Numeracy support and Year 7, 8 & 9 English and Maths	from: Term 1 to: Term 4	\$250,000.00	✅ School-based staffing ✅ Professional development (excluding CRT costs and new FTE)
Time release for English and Maths teachers for moderation.	from: Term 1 to: Term 4	\$30,000.00	✅ CRT
Student Wellbeing Coordination Staff including McKenzie Creek to support tier 1, 2, and 3 mental health support for students	from: Term 1 to: Term 4	\$350,000.00	✅ School-based staffing

SEQTA Online management system -including Wellbeing data for data analysis to support student wellbeing and in particular at risk students	from: Term 1 to: Term 4	\$90,000.00	✓ Teaching and learning programs and resources
Totals		\$730,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Staffing for McKenzie Creek and McKenzie Creek Blue literacy and Numeracy support and Year 7, 8 & 9 English and Maths	from: Term 1 to: Term 4	\$200,000.00	✓ Education workforces and/or assigning existing school staff to inclusive education duties • Education support staff • Leading teacher ✓ Teaching and learning programs and resources • ✓ Equipment, adaptive technology, devices, or materials to support learning •
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	from: Term 1 to: Term 4	\$15,000.00	✓ Professional learning for school-based staff • Principal class • Middle school leaders • Teachers

Disability and Inclusion Staff (including Assistant Principal and Learning Specialist)	from: Term 1 to: Term 4	\$166,323.07	☒ Education workforces and/or assigning existing school staff to inclusive education duties • Disability inclusion coordinator • Classroom teacher • Learning specialist ☒ Teaching and learning programs and resources • Other Online teaching programs ☒ Equipment, adaptive technology, devices, or materials to support learning • Literacy aids • Subscription to online resources • Sensory resources
Totals		\$381,323.07	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Student Wellbeing Coordination Staff including McKenzie Creek to support tier 1, 2, and 3 mental health support for students	from: Term 1 to: Term 4	\$108,920.55	☒ Resilience, Rights and Respectful Relationships teaching resources (free) This activity will use Mental Health Menu staffing ○ Build staff capacity (conference, course, seminar) ○ Employ Mental Health Staff in school (eduPay or non-teaching staff)

			Mental health practitioner
RRRR Professional Learning for implementing the curriculum modules in 2025.	from: Term 1 to: Term 2	\$5,000.00	☒ Resilience, Rights and Respectful Relationships teaching resources (free) This activity will use Mental Health Menu staffing ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Totals		\$113,920.55	

Additional funding planner – Total Budget

Activities and milestones	Budget
Time release	\$297,514.05
Totals	\$297,514.05

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Time release	from: Term 1 to: Term 4	\$297,514.05	☒ School-based staffing
Totals		\$297,514.05	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Time release	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Time release	from: Term 1 to: Term 4		
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Schedule and organise professional learning on embedding literacy across curriculum areas, and allocate time for teachers to plan for implementation	☒ All staff	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Formalised PLC/PLTs	☒ Formal school meeting / internal professional learning sessions	☒ Literacy expertise	☒ On-site
Engage in Secondary School Literacy Community of Practice and Maths Learning Community	☒ Assistant principal ☒ Learning specialist(s) ☒ Literacy leader ☒ Principal	from: Term 1 to: Term 4	☒ Planning ☒ Preparation	☒ Network professional learning ☒ Communities of practice ☒ Area principal forums	☒ School improvement partnerships ☒ Internal staff	☒ Off-site Webex meetings, Area Forums
Organise School Improvement Team Learning Walks to observe staff practice and collect data on student experiences in the LEARN Teaching Model and inclusive practices	☒ School improvement team	from: Term 1 to: Term 4	☒ Peer observation including feedback and reflection	☒ Timetabled planning day	☒ Internal staff ☒ Literacy leaders ☒ Pedagogical Model ☒ High Impact Teaching Strategies (HITS)	☒ On-site
Engage with the Department's VTLM 2.0 and evidence-based	☒ School improvement team	from: Term 2	☒ Collaborative inquiry/action research team	☒ Timetabled planning day	☒ Internal staff	☒ On-site

practice to strengthen the Learning walks process and guide the professional learning activities.		to: Term 4				
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	☒ Assistant principal ☒ Disability inclusion coordinator	from: Term 1 to: Term 4	☒ Curriculum development	☒ Formal school meeting / internal professional learning sessions	☒ Internal staff ☒ Departmental resources Disability and Inclusion team	☒ On-site
Explore the Horsham College LEARN Teaching Model with the VTLM 2.0 to strengthen teacher practice.	☒ Leadership team ☒ Teacher(s)	from: Term 1 to: Term 4	☒ Curriculum development ☒ Demonstration lessons	☒ Formal school meeting / internal professional learning sessions ☒ Network professional learning ☒ Area principal forums	☒ Departmental resources VTLM 2.0	☒ On-site
Professional learning in activating student voice and agency	☒ All staff	from: Term 1 to: Term 2	☒ Planning ☒ Student voice, including input and feedback	☒ Formal school meeting / internal professional learning sessions	☒ Internal staff ☒ High Impact Teaching Strategies (HITS)	☒ On-site
RRRR Professional Learning for implementing the curriculum modules in 2025.	☒ Respectful relationships implementation team ☒ Wellbeing team	from: Term 1 to: Term 2	☒ Planning	☒ Regional leadership conferences	☒ Departmental resources RRR Team	☒ Off-site Location TBC

All in classroom staff to engage in professional learning for incorporating High Impact Wellbeing Strategies (HIWS), Positive Classroom Strategies and complete De-escalation eLearning modules.	☒ Education support ☒ Teacher(s)	from: Term 1 to: Term 4	☒ Planning	☒ Formal school meeting / internal professional learning sessions ☒ Timetabled planning day	☒ Internal staff ☒ Departmental resources HIWS Positive Classroom Strategies eLearning Modukles	☒ On-site
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