2025 Annual Implementation Plan

for improving student outcomes

Montague Continuing Education Centre (2784)

Submitted for review by David Casas (School Principal) on 14 May, 2025 at 12:15 PM
Endorsed by Rachel George (Senior Education Improvement Leader) on 14 May, 2025 at 02:20 PM

Self-evaluation summary

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

	FISO 2.0 Dimensions	Self-evaluation level
Teaching and learning	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	

	FISO 2.0 Dimensions	Self-evaluation level
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

	FISO 2.0 Dimensions	Self-evaluation level
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	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	
Considerations for 2025	
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

The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
|---|---|---|---|
| Improve the learning growth of each student. | Yes | *Placeholder target:
By 2028, increase the percentage of IEP goal achievement from (baseline to be determined) in 2025 to (numerical target to be determined when baseline data available). | Students will progress toward IEP goals, showing measurable growth in targeted skills on a 5-point scale, aligned with the updated reporting structure. |
| | | By 2028, increase the 3-year average percentage positive endorsement on the student Attitudes to School Survey (AtoSS):
Differentiated learning challenge from 61% (2024) to 65% (2026-2028) Stimulated learning from 36% (2024) to 50% (2026-2028) Effective teaching time from 41% (2024) to 50% (2026-2028). | Differentiated Learning Challenge: 63%Stimulated Learning: 43%Effective Teaching Time: 45% |
| | | By 2028, increase the 3-year average percentage positive endorsement on the School Staff Survey (SSS):
Academic emphasis from 50% (2024) to 60% (2026-2028) Guaranteed and viable curriculum from 58% (2024) to 75% (2026-2028) Teacher collaboration from 54% (2024) to 65% (2026-2028) | Academic Emphasis: 55%Guaranteed and Viable Curriculum: 63%Teacher Collaboration: 58%Understand How to Analyse Data: 55%Understand Curriculum: 62%Professional Learning Through Peer Observation: 60% |

		• Understand how to analyse data from 50% (2024) to 60% (2026-2028) • Understand curriculum from 50% (2024) to 75% (2026-2028) • Professional learning through peer observation from 50% (2024) to 75% (2026-2028).	
Maximise the wellbeing and engagement of all students.	Yes	By 2028, reduce the percentage of students absent for 20 or more days from 71% (2023) to 50%.	Reduce the percentage of students absent for 20 or more days from 81% (2024) to 70%, leveraging student ownership and community engagement.
		By 2028, increase the 3-year average percentage positive endorsement on the student Attitudes to School Survey (AtoSS): • Student voice and agency from 83% (2024) to 85% (2026-2028) • Sense of confidence from 71% (2024) to 75% (2026-2028) • Perseverance from 61% (2024) to 65% (2026-2028) • Self-regulation and goal setting from 79% (2024) to 80% (2026-2028).	Student voice and agency to 84%Sense of confidence to 73%Perseverance to 63%Self-regulation and goal setting to 80%
		By 2028, increase the 3-year average percentage positive endorsement on the School Staff Survey (SSS): • Parent and community involvement from 65% (2024) to 70% • Staff trust in colleagues from 71% (2024) to 76%.	Parent and community involvement to 70%Staff trust in colleagues to 76%
		By 2028, increase the number of respondents to the Parent Opinion Survey (POS) from 0 (2024) to 20.	x

Goal 1	**Improve the learning growth of each student.**	
12-month target 1.1	Students will progress toward IEP goals, showing measurable growth in targeted skills on a 5-point scale, aligned with the updated reporting structure.	
12-month target 1.2	Differentiated Learning Challenge: 63% Stimulated Learning: 43% Effective Teaching Time: 45%	
12-month target 1.3	Academic Emphasis: 55% Guaranteed and Viable Curriculum: 63% Teacher Collaboration: 58% Understand How to Analyse Data: 55% Understand Curriculum: 62% Professional Learning Through Peer Observation: 60%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Leadership	Enhance organisational and leadership structures to promote clarity of purpose, consistency of practice and accountability.	No
KIS 1.b Teaching and learning	Deliver a guaranteed and viable curriculum through evidence-based pedagogy and assessment.	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 school will deliver a guaranteed and viable curriculum through evidence-based pedagogy and assessment, to enhance collective efficacy and align with VTLM 2.0.	
Goal 2	**Maximise the wellbeing and engagement of all students.**	
12-month target 2.1	Reduce the percentage of students absent for 20 or more days from 81% (2024) to 70%, leveraging student ownership and community engagement.	
12-month target 2.2	Student voice and agency to 84% Sense of confidence to 73% Perseverance to 63% Self-regulation and goal setting to 80%	
12-month target 2.3	Parent and community involvement to 70% Staff trust in colleagues to 76%	
12-month target 2.4	x	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Engagement	Strengthen student ownership of their learning and wellbeing, opportunities and pathways.	No
KIS 2.b Leadership	Leverage community connections and engagement to create a culture of excellence and to raise the profile of the school.	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 school will leverage community connections and engagement to create a culture of excellence and raise its profile, while strengthening student ownership of learning and wellbeing to align with FISO 2.0 priorities.

Define actions, outcomes, success indicators and activities

Goal 1	Improve the learning growth of each student.
12-month target 1.1	Students will progress toward IEP goals, showing measurable growth in targeted skills on a 5-point scale, aligned with the updated reporting structure.
12-month target 1.2	Differentiated Learning Challenge: 63% Stimulated Learning: 43% Effective Teaching Time: 45%
12-month target 1.3	Academic Emphasis: 55% Guaranteed and Viable Curriculum: 63% Teacher Collaboration: 58% Understand How to Analyse Data: 55% Understand Curriculum: 62% Professional Learning Through Peer Observation: 60%
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Deliver a guaranteed and viable curriculum through evidence-based pedagogy and assessment.
Actions	The school will embed VTLM 2.0 explicit teaching practices to enhance student engagement and foundational skills, improving learning outcomes through evidence-based instructional strategies.
Outcomes	Leaders will train staff on VTLM 2.0 explicit teaching strategies through workshops, observed via classroom evaluations, using VTLM 2.0 guides and Arc platform modules. Leaders will assess VTLM 2.0 implementation through bi-monthly classroom observations and feedback, tracking progress with 2025 AIP questions, using AIP templates and VTLM 2.0 rubrics. Teachers will collaboratively design VTLM 2.0-based lessons with clear explanations via professional learning

	communities, using VTLM 2.0 templates and Arc resources. Teachers will deliver Arc's Victorian Lesson Plans and assess skills using VTLM and Arc toolkits and Essential Assessments. Students will engage in interactive VTLM 2.0 lessons, showing a 5% increase in positive Attitudes to School Survey responses, using Arc lesson materials, Kahoot, and AtoSS data. Students will show literacy and numeracy gains through explicit instruction, tracked with Arc VLPs and PAT Reading/Maths assessments.
Success Indicators	Coaching conversations will show enhanced VTLM 2.0 knowledge, with feedback forms evidencing strategy articulation, using VTLM 2.0 guides. Professional learning will achieve high staff satisfaction, with surveys showing VTLM 2.0 training boosts confidence, using Arc modules. Classroom Observation Templates will confirm VTLM 2.0 explicit teaching consistency, using VTLM 2.0 rubrics. Lesson plans will evidence VTLM 2.0 daily review application, using Arc's Victorian Lesson Plans. Student focus groups will report increased engagement in VTLM 2.0 lessons, using qualitative data. Classroom Observation Templates will link VTLM 2.0 teaching to improved participation, using rubrics and student data.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Analyse current lesson plans to identify gaps in VTLM 2.0 explicit teaching practices, informing professional learning.	☑ Leadership team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Other funding will be used
Develop a digital toolkit with VTLM 2.0 templates and exemplars, including Arc platform VLPs, for teacher use.	☑ Teacher(s)	☑ PLP Priority	from: Term 3 to: Term 4	$0.00
Train leaders on using Classroom Observation Templates to assess VTLM 2.0 practices and provide feedback.	☑ Learning specialist(s) ☑ Principal	☑ PLP Priority	from: Term 3 to: Term 4	$0.00

Build and implement a coaching timetable to support the professional learning sequence.	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Implement peer observations with structured feedback to refine VTLM 2.0 teaching strategies.	☑ Learning specialist(s)	☑ PLP Priority	from: Term 3 to: Term 4	$5,000.00 ☑ Other funding will be used
Embed formative assessments (e.g., exit tickets) in VTLM 2.0 lessons to inform instruction, especially for IEP cohorts.	☑ Learning specialist(s) ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 3 to: Term 4	$0.00
Host showcases of VTLM 2.0-aligned lessons and student work to celebrate and refine practices.	☑ All staff	☐ PLP Priority	from: Term 4 to: Term 4	$0.00

Goal 2	Maximise the wellbeing and engagement of all students.
12-month target 2.1	Reduce the percentage of students absent for 20 or more days from 81% (2024) to 70%, leveraging student ownership and community engagement.
12-month target 2.2	Student voice and agency to 84% Sense of confidence to 73% Perseverance to 63% Self-regulation and goal setting to 80%
12-month target 2.3	Parent and community involvement to 70% Staff trust in colleagues to 76%

12-month target 2.4	x
KIS 2.b 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	Leverage community connections and engagement to create a culture of excellence and to raise the profile of the school.
Actions	The school will forge vibrant community connections to cultivate a culture of excellence, transform the school's reputation, and inspire a collaborative network driving pride, innovation, and achievement for all.
Outcomes	Leaders will facilitate improved attendance and stronger family partnerships through targeted communication strategies to engage the community. Leaders will facilitate increased parent and community involvement, evidenced by the establishment of new councils and initiatives. Teachers will learn to identify and respond to trauma and dysregulation using tiered supports within the MTSS framework to create safe, supportive learning environments. Teachers will differentiate instruction and implement inclusive practices aligned with DIP adjustments and IEPs to better support diverse learners. Students will demonstrate and apply improved attendance habits, as evidenced by consistent participation in school and peer-driven attendance initiatives. Students will demonstrate and apply enhanced goal-setting and leadership skills through proactive involvement in advisory councils and mentorship programs.
Success Indicators	School attendance records will show a higher percentage of students attending regularly, reflecting the effectiveness of student-led attendance programs and family engagement workshops. AtoSS will indicate higher levels of student voice, confidence, perseverance, and self-regulation, demonstrating the impact of advisory councils and peer mentorship programs. Event logs and feedback forms will reveal greater parent and community involvement in school activities, driven by community engagement events and the parent ambassador network. Staff surveys will report increased trust and collaboration among colleagues, resulting from professional learning communities and peer recognition initiatives.

	Analytics will show elevated participation in school surveys, indicating success of the student- and parent-designed communication campaign and accessible community events.			
Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Launch a digital campaign using surveys and social media to gather community input on improving school culture and visibility.	☑ Leadership team	☐ PLP Priority	from: Term 3 to: Term 4	$12,602.50 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Host forums with students, staff, and leaders to define shared values and boost school pride.	☑ Disability inclusion coordinator ☑ Leadership team ☑ Respectful relationships implementation team ☑ Wellbeing team	☐ PLP Priority	from: Term 2 to: Term 3	$10,903.21 ☑ Disability Inclusion Tier 2 Funding will be used
Adopt a whole-school approach to relationships and gender equality practices supported by a curriculum program.	☑ Respectful relationships implementation team	☑ PLP Priority	from: Term 2 to: Term 4	$5,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Student ambassadors lead school-wide events with community sponsors to boost engagement and showcase achievements.	☑ Careers leader/team ☑ Leadership team ☑ Student(s) ☑ Wellbeing team	☐ PLP Priority	from: Term 2 to: Term 4	$10,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Pair teachers with community volunteers from other schools to plan student leadership activities, followed by reflection.	☑ Respectful relationships implementation team ☑ School leadership team ☑ Student(s) ☑ Teacher(s) ☑ Wellbeing team	☑ PLP Priority	from: Term 3 to: Term 4	$10,462.70 ☑ Equity funding will be used
Facilitate staff workshops on using community resources to enrich classrooms and promote excellence and sustainability.	☑ Disability inclusion coordinator ☑ Managed individual pathways coordinator ☑ Mental health and wellbeing leader ☑ Wellbeing team	☐ PLP Priority	from: Term 3 to: Term 4	$5,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Form a coalition of staff, students, and advocates to oversee engagement, track outcomes, and refine strategies via roundtables.	☑ All staff	☐ PLP Priority	from: Term 3 to: Term 4	$8,000.00 ☑ Disability Inclusion Tier 2 Funding will be used

Develop a brief school excellence guide on community collaboration, student leadership, and recognition to boost reputation.	☑ Wellbeing team	☐ PLP Priority	from: Term 4 to: Term 4	$5,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$10,462.70	$10,462.70	$0.00
Disability Inclusion Tier 2 Funding	$28,903.21	$28,903.21	$0.00
Schools Mental Health Fund and Menu	$27,602.50	$27,602.50	$0.00
Total	$66,968.41	$66,968.41	$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Launch a digital campaign using surveys and social media to gather community input on improving school culture and visibility.	$12,602.50
Host forums with students, staff, and leaders to define shared values and boost school pride.	$10,903.21
Adopt a whole-school approach to relationships and gender equality practices supported by a curriculum program.	$5,000.00
Student ambassadors lead school-wide events with community sponsors to boost engagement and showcase achievements.	$10,000.00

Pair teachers with community volunteers from other schools to plan student leadership activities, followed by reflection.	$10,462.70
Facilitate staff workshops on using community resources to enrich classrooms and promote excellence and sustainability.	$5,000.00
Form a coalition of staff, students, and advocates to oversee engagement, track outcomes, and refine strategies via roundtables.	$8,000.00
Develop a brief school excellence guide on community collaboration, student leadership, and recognition to boost reputation.	$5,000.00
Totals	$66,968.41

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Pair teachers with community volunteers from other schools to plan student leadership activities, followed by reflection.	from: Term 3 to: Term 4	$10,462.70	☑ School-based staffing ☑ Teaching and learning programs and resources
Totals		$10,462.70	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category

Host forums with students, staff, and leaders to define shared values and boost school pride.	from: Term 2 to: Term 3	$10,903.21	☑ Education workforces and/or assigning existing school staff to inclusive education duties
			
			    • Education support staff
			
			☑ Equipment, adaptive technology, devices, or materials to support learning
			
			    • Sensory resources
			    • Inclusive recreation equipment and resources

Student ambassadors lead school-wide events with community sponsors to boost engagement and showcase achievements.	from: Term 2 to: Term 4	$10,000.00	☑ Professional learning for school-based staff
			
			    • Whole school
			
			☑ Education workforces and/or assigning existing school staff to inclusive education duties
			
			    • Education support staff
			
			☑ Equipment, adaptive technology, devices, or materials to support learning
			
			    • Inclusive recreation equipment and resources

Form a coalition of staff, students, and advocates to oversee engagement, track outcomes, and refine strategies via roundtables.	from: Term 3 to: Term 4	$8,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education support staff ☑ Equipment, adaptive technology, devices, or materials to support learning

			•
Totals		$28,903.21	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Launch a digital campaign using surveys and social media to gather community input on improving school culture and visibility.	from: Term 3 to: Term 4	$12,602.50	☑ Employ teaching staff to support Tier 2 initiatives **This activity will use Mental Health Menu programs** o Assign existing staff member to initiative (eduPay)
Adopt a whole-school approach to relationships and gender equality practices supported by a curriculum program.	from: Term 2 to: Term 4	$5,000.00	☑ Employ allied health professional to provide Tier 2 tailored support for students
Facilitate staff workshops on using community resources to enrich classrooms and promote excellence and sustainability.	from: Term 3 to: Term 4	$5,000.00	☑ Government schools Community Understanding and Safety Training (free) **This activity will use Mental Health Menu programs** o Build staff capacity (conference, course, seminar)
Develop a brief school excellence guide on community collaboration, student leadership, and recognition to boost reputation.	from: Term 4 to: Term 4	$5,000.00	☑ Employ teaching staff to support Tier 2 initiatives **This activity will use Mental Health Menu programs** o Assign existing staff member to initiative (eduPay)
Totals		$27,602.50	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	$0.00

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Analyse current lesson plans to identify gaps in VTLM 2.0 explicit teaching practices, informing professional learning.	☑ Leadership team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting ☑ Regional leadership conferences	☑ Internal staff ☑ Learning specialist ☑ Departmental resources VTLM 2.0 ☑ Pedagogical Model	☑ On-site
Develop a digital toolkit with VTLM 2.0 templates and exemplars, including Arc platform VLPs, for teacher use.	☑ Teacher(s)	from: Term 3 to: Term 4	☑ Curriculum development ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day ☑ PLC/PLT meeting	☑ Teaching partners ☑ Internal staff ☑ Learning specialist	☑ On-site
Train leaders on using Classroom Observation Templates to assess VTLM 2.0 practices and provide feedback.	☑ Learning specialist(s) ☑ Principal	from: Term 3 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Teaching partners ☑ School improvement partnerships ☑ Learning specialist	☑ On-site

Build and implement a coaching timetable to support the professional learning sequence.	☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ School improvement partnerships ☑ Learning specialist ☑ External consultants IOC	☑ On-site
Implement peer observations with structured feedback to refine VTLM 2.0 teaching strategies.	☑ Learning specialist(s)	from: Term 3 to: Term 4	☑ Planning ☑ Preparation ☑ Moderated assessment of student learning	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day ☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist ☑ Departmental resources Guides and templates	☑ On-site
Embed formative assessments (e.g., exit tickets) in VTLM 2.0 lessons to inform instruction, especially for IEP cohorts.	☑ Learning specialist(s) ☑ Principal ☑ Teacher(s)	from: Term 3 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Whole school pupil free day ☑ Network professional learning ☑ PLC/PLT meeting	☑ School improvement partnerships ☑ Internal staff ☑ Learning specialist	☑ On-site
Adopt a whole-school approach to relationships and gender equality practices supported by a curriculum program.	☑ Respectful relationships implementation team	from: Term 2 to: Term 4	☑ Collaborative inquiry/action research team ☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions ☑ Network professional learning ☑ PLC/PLT meeting	☑ Leadership partners ☑ Internal staff ☑ External consultants DET, Headspace, RR	☑ On-site

			☑ Student voice, including input and feedback	☑ Regional leadership conferences		
Pair teachers with community volunteers from other schools to plan student leadership activities, followed by reflection.	☑ Respectful relationships implementation team ☑ School leadership team ☑ Student(s) ☑ Teacher(s) ☑ Wellbeing team	from: Term 3 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative inquiry/action research team	☑ Whole school pupil free day ☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day ☑ Network professional learning ☑ Communities of practice ☑ PLC/PLT meeting ☑ Regional leadership conferences	☑ VCAA curriculum specialist ☑ Teaching partners ☑ Leadership partners ☑ School improvement partnerships ☑ External consultants Similar Schools	☑ On-site