

2022 Annual Implementation Plan

for improving student outcomes

Kurunjang Secondary College (8718)



Submitted for review by John Mitsinikos (School Principal) on 25 March, 2022 at 11:39 AM
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 25 March, 2022 at 01:59 PM
Endorsed by Craig Matthews (School Council President) on 25 March, 2022 at 09:04 PM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	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	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	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	<p>The recent School Review recommended the following goals and key directions for the next School Strategic Plan (SSP). At its core, the emphasis is on continued improvement on student outcomes and student engagement in a safe and inclusive environment for all students.</p> <p>The College's three goals are specifically as follows:</p> <ol style="list-style-type: none"> 1. To improve student learning outcomes. 2. To improve student engagement and responsibility for learning.
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	<p>3. To provide a safe, positive and inclusive learning environment.</p> <p>The key directions for the next School Strategic Plan (SSP) include the following:</p> <ul style="list-style-type: none"> • Continued emphasis in improving literacy and numeracy outcomes. • Continued emphasis on improving VCE outcomes and Senior pathways • Building health, wellbeing and resilience of all students • Student voice, agency and leadership • Attendance, particularly in reducing the number of students with absences exceeding 20 days
<p>Considerations for 2022</p>	<p>Our Annual Implementation Plans (AIPs) over the next four years will be developed to not only continue the emphasis that we have had during the last SSP in many of these areas, but also further refine and focus with fidelity its Key Improvement Strategies to achieve further gains.</p> <p>Our AIPs over the next four years will align with the identified goals and key directions from improvement that were identified during the recent review process.</p> <p>The importance and rationale of these Goals and Key Improvement Strategies for the college is based on research and on continuing the work and gains that have been achieved during the life of the last SSP.</p> <p>Research shows that a vibrant and positive school culture with a shared enthusiasm for learning is key to successful student outcomes. Intentional design and creative and thoughtful planning are essential to achieving this. Research shows that a school environment that is safe, inclusive and empowering, valuing the positive contributions of students and creating a sense of connectedness that is conducive to positive behaviours and engagement. All of which contributes to greater student outcomes.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve student learning outcomes.
Target 2.1	<p>NAPLAN Benchmark Growth</p> <p>By 2025, increase the percentage of Year 9 students achieving high benchmark NAPLAN growth.</p> <ul style="list-style-type: none"> • Reading to 26 or above (from 24 in 2021) • Numeracy to 21 or above (from 19 in 2021)
Target 2.2	NAPLAN top two bands

	<p>By 2025, increase the percentage of Year 9 students achieving in the top two bands of NAPLAN.</p> <ul style="list-style-type: none"> • Reading to 17 or above (from 15 in 2021) • Numeracy to 12 or above (from 10 in 2021)
Target 2.3	<p>Senior Secondary</p> <ul style="list-style-type: none"> • By 2025 increase the mean VCE English score to 26 from 23 in 2020 • By 2025 increase the mean VCE study score to 27 from 25 in 2020 • By 2025 increase the percentage of students completing senior VCAL to 94% from 91% 2020
Target 2.4	<p>By 2025, the per cent positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> • Monitor effectiveness using data—50 or above (from 39 in 2021) • Understand how to analyse data—45 or above (from 24 in 2021)
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Strengthen the data literacy and evidence informed skills of all teachers.
Key Improvement Strategy 2.b Building practice excellence	Develop and embed structures and processes that support teacher collaboration.
Key Improvement Strategy 2.c Curriculum planning and assessment	Further develop and embed the guaranteed and viable curriculum with a focus on differentiation and feedback.

Goal 3	To improve student engagement and responsibility for learning.
Target 3.1	<p>By 2025, the overall per cent positive responses score on the AToSS for Years 7–12 will be:</p> <ul style="list-style-type: none"> • Effort—68 or above (from 62 in 2019) • Sense of connectedness—47 or above (from 43 in 2019) • Student voice and agency—40 or above (from 36 in 2019) • Self-regulation and goal setting—58 or above (from 53 in 2019) • High expectations—78 or above (from 71 in 2019)
Target 3.2	By 2025, decrease the percentage of students with 20 or more days absence to 34 or less (from 44 in 2019)
Target 3.3	<p>By 2025, the per cent positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> • Trust in parents and students—35 or above (from 32 in 2021)
Key Improvement Strategy 3.a Empowering students and building school pride	Activate student voice, agency and leadership to strengthen student participation and engagement at school.
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Develop and implement whole-college opportunities for student goal setting that empowers high expectation, high aspiration and student agency.
Key Improvement Strategy 3.c	Review and implement the college action plan to improve attendance.

Empowering students and building school pride	
Goal 4	To provide a safe, positive and inclusive learning environment.
Target 4.1	<p>By 2025, the overall per cent positive responses score on the AToSS for Years 7–12 will be:</p> <ul style="list-style-type: none"> • Advocate at school—67 or above (from 66 in 2019) • Experience of bullying—49 or above (from 45 in 2019) • Respect for diversity—42 or above (from 37 in 2019) • Classroom behaviour—57 or above (from 52 in 2019)
Target 4.2	Increase the positive responses to the SWPB survey—48 or above (from 44 in 2021)
Target 4.3	<p>By 2025, the per cent positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> • Trust in colleagues—67 or above (from 61 in 2021) • Collective efficacy—40 or above (from 37 in 2021) • Instructional leadership—51 or above (from 47 in 2021)
Key Improvement Strategy 4.a Health and wellbeing	Embed a college culture that prioritises wellbeing through systematic and responsive structures and processes.
Key Improvement Strategy 4.b Health and wellbeing	Implement strategies to foster resilience, positive behaviour and wellbeing.

Key Improvement Strategy 4.c
Building communities

Continue working across the whole college and broader community to support the mental and physical health, wellbeing, inclusion and engagement of all students.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p> <p>We will use the existing relevant strategic 12 month targets from the College's new SSP to measure impact in this goal.</p>
Improve student learning outcomes.	Yes	<p>NAPLAN Benchmark Growth</p> <p>By 2025, increase the percentage of Year 9 students achieving high benchmark NAPLAN growth.</p> <ul style="list-style-type: none"> • Reading to 26 or above (from 24 in 2021) 	<p>NAPLAN Benchmark Growth</p> <p>By 2022, increase the percentage of Year 9 students achieving high benchmark NAPLAN growth.</p>

		<ul style="list-style-type: none"> Numeracy to 21 or above (from 19 in 2021) 	<p>Reading to 24.5 or above (from 24 in 2021) Numeracy to 19.5 or above (from 19 in 2021)</p>
		<p>NAPLAN top two bands</p> <p>By 2025, increase the percentage of Year 9 students achieving in the top two bands of NAPLAN.</p> <ul style="list-style-type: none"> Reading to 17 or above (from 15 in 2021) Numeracy to 12 or above (from 10 in 2021) 	<p>NAPLAN top two bands</p> <p>By 2022, increase the percentage of Year 9 students achieving in the top two bands of NAPLAN.</p> <p>Reading to 15.5 or above (from 15 in 2021) Numeracy to 10.5 or above (from 10 in 2021)</p>
		<p>Senior Secondary</p> <ul style="list-style-type: none"> By 2025 increase the mean VCE English score to 26 from 23 in 2020 By 2025 increase the mean VCE study score to 27 from 25 in 2020 By 2025 increase the percentage of students completing senior VCAL to 94% from 91% 2020 	<p>Senior Secondary</p> <p>By 2022 increase the mean VCE English score to 26 from 24 in 2020 By 2022 increase the mean VCE study score to 25.5 from 25 in 2020 By 2022 increase the percentage of students completing senior VCAL to 92% from 91% 2020</p>
		<p>By 2025, the per cent positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> Monitor effectiveness using data—50 or above (from 39 in 2021) 	<p>By 2022, the per cent positive endorsement on the SSS will be:</p> <p>Monitor effectiveness using data—42 or above (from 39 in 2021)</p>

		<ul style="list-style-type: none"> • Understand how to analyse data—45 or above (from 24 in 2021) 	Understand how to analyse data—29 or above (from 24 in 2021)
To improve student engagement and responsibility for learning.	Yes	<p>By 2025, the overall per cent positive responses score on the AToSS for Years 7–12 will be:</p> <ul style="list-style-type: none"> • Effort—68 or above (from 62 in 2019) • Sense of connectedness—47 or above (from 43 in 2019) • Student voice and agency—40 or above (from 36 in 2019) • Self-regulation and goal setting—58 or above (from 53 in 2019) • High expectations—78 or above (from 71 in 2019) 	<p>By 2022, the overall per cent positive responses score on the AToSS for Years 7–12 will be:</p> <p>Effort—63.5 or above (from 62 in 2019) Sense of connectedness—44 or above (from 43 in 2019) Student voice and agency—37 or above (from 36 in 2019) Self-regulation and goal setting—54 or above (from 53 in 2019) High expectations—73 or above (from 71 in 2019)</p>
		By 2025, decrease the percentage of students with 20 or more days absence to 34 or less (from 44 in 2019)	By 2022, decrease the percentage of students with 20 or more days absence to 41.5 or less (from 44 in 2019)
		<p>By 2025, the per cent positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> • Trust in parents and students—35 or above (from 32 in 2021) 	<p>By 2022, the per cent positive endorsement on the SSS will be:</p> <p>Trust in parents and students—33 or above (from 32 in 2021)</p>
To provide a safe, positive and inclusive learning environment.	Yes	By 2025, the overall per cent positive responses score on the AToSS for Years 7–12 will be:	By 2022, the overall per cent positive responses score on the AToSS for Years

		<ul style="list-style-type: none"> • Advocate at school—67 or above (from 66 in 2019) • Experience of bullying—49 or above (from 45 in 2019) • Respect for diversity—42 or above (from 37 in 2019) • Classroom behaviour—57 or above (from 52 in 2019) 	<p>7–12 will be:</p> <p>Advocate at school—66.25 or above (from 66 in 2019)</p> <p>Experience of bullying—46 or above (from 45 in 2019)</p> <p>Respect for diversity—38.5 or above (from 37 in 2019)</p> <p>Classroom behaviour—53.5 or above (from 52 in 2019)</p>
		Increase the positive responses to the SWPB survey—48 or above (from 44 in 2021)	Increase the positive responses to the SWPB survey—45 or above (from 44 in 2021)
		<p>By 2025, the per cent positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> • Trust in colleagues—67 or above (from 61 in 2021) • Collective efficacy—40 or above (from 37 in 2021) • Instructional leadership—51 or above (from 47 in 2021) 	<p>By 2022, the per cent positive endorsement on the SSS will be:</p> <p>Trust in colleagues—62.5 or above (from 61 in 2021)</p> <p>Collective efficacy—38 or above (from 37 in 2021)</p> <p>Instructional leadership—48 or above (from 47 in 2021)</p>

Goal 1	<p>2022 Priorities Goal
</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
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12 Month Target 1.1	<p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families.</p> <p>In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p> <p>We will use the existing relevant strategic 12 month targets from the College's new SSP to measure impact in this goal.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	Improve student learning outcomes.	
12 Month Target 2.1	<p>NAPLAN Benchmark Growth</p> <p>By 2022, increase the percentage of Year 9 students achieving high benchmark NAPLAN growth.</p> <p>Reading to 24.5 or above (from 24 in 2021) Numeracy to 19.5 or above (from 19 in 2021)</p>	

12 Month Target 2.2	<p>NAPLAN top two bands</p> <p>By 2022, increase the percentage of Year 9 students achieving in the top two bands of NAPLAN.</p> <p>Reading to 15.5 or above (from 15 in 2021) Numeracy to 10.5 or above (from 10 in 2021)</p>	
12 Month Target 2.3	<p>Senior Secondary</p> <p>By 2022 increase the mean VCE English score to 26 from 24 in 2020 By 2022 increase the mean VCE study score to 25.5 from 25 in 2020 By 2022 increase the percentage of students completing senior VCAL to 92% from 91% 2020</p>	
12 Month Target 2.4	<p>By 2022, the per cent positive endorsement on the SSS will be:</p> <p>Monitor effectiveness using data—42 or above (from 39 in 2021) Understand how to analyse data—29 or above (from 24 in 2021)</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Evidence-based high-impact teaching strategies	Strengthen the data literacy and evidence informed skills of all teachers.	Yes
KIS 2 Building practice excellence	Develop and embed structures and processes that support teacher collaboration.	Yes
KIS 3 Curriculum planning and assessment	Further develop and embed the guaranteed and viable curriculum with a focus on differentiation and feedback.	Yes

<p>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.</p>	<p>Based on its student numbers and based on its SRP, Kurunjang SC is considered to be a larger schools. Consequently, in considering our focus for this year, the leadership team of the collage has determined that we have the both the capacity and the resources to focus on all 3 of the KIS that have been recommended from the recent School Review.</p>	
<p>Goal 3</p>	<p>To improve student engagement and responsibility for learning.</p>	
<p>12 Month Target 3.1</p>	<p>By 2022, the overall per cent positive responses score on the AToSS for Years 7–12 will be:</p> <p>Effort—63.5 or above (from 62 in 2019) Sense of connectedness—44 or above (from 43 in 2019) Student voice and agency—37 or above (from 36 in 2029) Self-regulation and goal setting—54 or above (from 53 in 2019) High expectations—73 or above (from 71 in 2019)</p>	
<p>12 Month Target 3.2</p>	<p>By 2022, decrease the percentage of students with 20 or more days absence to 41.5 or less (from 44 in 2019)</p>	
<p>12 Month Target 3.3</p>	<p>By 2022, the per cent positive endorsement on the SSS will be:</p> <p>Trust in parents and students—33 or above (from 32 in 2021)</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Empowering students and building school pride</p>	<p>Activate student voice, agency and leadership to strengthen student participation and engagement at school.</p>	<p>Yes</p>
<p>KIS 2 Setting expectations and promoting inclusion</p>	<p>Develop and implement whole-college opportunities for student goal setting that empowers high expectation, high aspiration and student agency.</p>	<p>Yes</p>

KIS 3 Empowering students and building school pride	Review and implement the college action plan to improve attendance.	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.	Based on its student numbers and based on its SRP, Kurunjung SC is considered to be a larger schools. Consequently, in considering our focus for this year, the leadership team of the collage has determined that we have the both the capacity and the resources to focus on all 3 of the KIS that have been recommended from the recent School Review.	
Goal 4	To provide a safe, positive and inclusive learning environment.	
12 Month Target 4.1	By 2022, the overall per cent positive responses score on the AToSS for Years 7–12 will be: Advocate at school—66.25 or above (from 66 in 2019) Experience of bullying—46 or above (from 45 in 2019) Respect for diversity—38.5 or above (from 37 in 2019) Classroom behaviour—53.5 or above (from 52 in 2019)	
12 Month Target 4.2	Increase the positive responses to the SWPB survey—45 or above (from 44 in 2021)	
12 Month Target 4.3	By 2022, the per cent positive endorsement on the SSS will be: Trust in colleagues—62.5 or above (from 61 in 2021) Collective efficacy—38 or above (from 37 in 2021) Instructional leadership—48 or above (from 47 in 2021)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Embed a college culture that prioritises wellbeing through systematic and responsive structures and processes.	Yes

KIS 2 Health and wellbeing	Implement strategies to foster resilience, positive behaviour and wellbeing.	Yes
KIS 3 Building communities	Continue working across the whole college and broader community to support the mental and physical health, wellbeing, inclusion and engagement of all students.	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.	Based on its student numbers and based on its SRP, Kurunjung SC is considered to be a larger schools. Consequently, in considering our focus for this year, the leadership team of the collage has determined that we have the both the capacity and the resources to focus on all 3 of the KIS that have been recommended from the recent School Review.	

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. We will use the existing relevant strategic 12 month targets from the College's new SSP to measure impact in this goal.
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	See Goal 2 below
Outcomes	See Goal 2 below
Success Indicators	See Goal 2 below

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
See Goal 2 below	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	See Goal 4 below			
Outcomes	See Goal 4 below			
Success Indicators	See Goal 4 below			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
See Goal 4 below	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	Improve student learning outcomes.			
12 Month Target 2.1	NAPLAN Benchmark Growth By 2022, increase the percentage of Year 9 students achieving high benchmark NAPLAN growth. Reading to 24.5 or above (from 24 in 2021) Numeracy to 19.5 or above (from 19 in 2021)			
12 Month Target 2.2	NAPLAN top two bands By 2022, increase the percentage of Year 9 students achieving in the top two bands of NAPLAN. Reading to 15.5 or above (from 15 in 2021) Numeracy to 10.5 or above (from 10 in 2021)			
12 Month Target 2.3	Senior Secondary By 2022 increase the mean VCE English score to 26 from 24 in 2020 By 2022 increase the mean VCE study score to 25.5 from 25 in 2020 By 2022 increase the percentage of students completing senior VCAL to 92% from 91% 2020			
12 Month Target 2.4	By 2022, the per cent positive endorsement on the SSS will be: Monitor effectiveness using data—42 or above (from 39 in 2021) Understand how to analyse data—29 or above (from 24 in 2021)			

KIS 1 Evidence-based high-impact teaching strategies	Strengthen the data literacy and evidence informed skills of all teachers.
Actions	<ol style="list-style-type: none"> 1. Assessment schedule is created from 7 - 12 2. The creation of a data policy and protocols for use in examining data 3. Professional Learning provided to support understanding of Data Policy and Protocols, included modelled examples of data policy in practice 4. Model and increase the use of data and data literacy at staff meetings, TLC, PLTs, Leadership and Learning Areas (all meetings). 5. PLT's to plan and reflect using data as evidence.
Outcomes	<p>Students will: Understand the common assessment schedule.</p> <p>Teachers will: Develop an understanding of the protocols within the data policy. Use the data policy. Implement a common assessment schedule across the college.</p> <p>Leaders will: Develop the data policy and protocols. Develop the assessment schedule. Model the use of the policy and protocols, whenever engaging with data.</p>
Success Indicators	<ol style="list-style-type: none"> 1. 6 months: Summative assessment schedule from 7 - 12 template is agreed upon and created . This is published to a central location (this location to be decided and communicated to staff). Agreed protocols for use are created. 12 months: Assessment schedule is populated for 2023 use. 2. 6 months: Policy drafted and approved. Protocols are used to support data use in meetings 12 months: Any necessary adjustments made. Condensed version is placed in the teaching and learning manual. Protocols are included in the policy document

	<p>3. 6 Months: Professional Learning and modelled examples of policy and practice. 12 months: Evidence within PLT and LA minutes of use of data policy and protocols?? Ongoing: Data LT is supported to create PL by members of TLC?</p> <p>4. 6 months: Agendas and minutes to reflect the regular use of data. Build capacity of leaders in use of data. Data is a regular agenda item. 12 months: All meetings use data to inform decision making and as part of their inquiry.</p> <p>5. 6 months: PLT inquiry cycles ensure evidence is used to inform inquiry cycles 12 months: Facilitators use data protocols to support data use.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
1. Assessment schedule is created from 7 - 12	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
2. The creation of a data policy and protocols for use in examining data	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
3. Professional Learning provided to support understanding of Data Policy and Protocols, included modelled examples of data policy in practice	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
4. Model and increase the use of data and data literacy at staff meetings, TLC, PLTs, Leadership and Learning Areas (all meetings).	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
5. PLT's to plan and reflect using data as evidence.	<input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Building practice excellence	Develop and embed structures and processes that support teacher collaboration.
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Actions	<ol style="list-style-type: none"> 1. Review coaching model and KSC coaching agreement 2. Review walk-through data policy 3. Introduce Kurunjang version of TMF 4. Review peer observations as an element of the schools practice. Differentiate this from the coaching cycle. 5. Development of a whole year Professional Learning plan 6. Use the PLT maturity matrix to measure the college's progression 7. PLT's to regularly and consistently complete cycle of inquiry's 8. Technology effectively used to support teacher collaboration and enhance student learning.
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<p>Outcomes</p>	<p>Students will: Experience consistent teaching and learning across the college.</p> <p>Teachers will: Articulate and implement their learning from: Coaching Cycle PLT Inquiry Peer observations</p> <p>Leaders will: Ensure a collective responsibility is taken for an effective inquiry cycle. Review the coaching model</p>
<p>Success Indicators</p>	<ol style="list-style-type: none"> 1. 6 months: 2022 process agreed upon and outlined for staff. Staff development Leader and coaching team meet, review 2022 process. Teachers complete a coaching cycle 12 months: Teachers complete a coaching cycle. Develop 2023 Coaching process and take to leadership. Communicate 2023 process to staff 2. 6 months: 2022 data collection – short-term using existing method. Review current policy presented to Leadership. 12 Months: New policy developed and implemented 3. 6 months: Term 1: creation of policy, outline and timeline. Applications open for staff. Term 2: Staff start their ‘project’ and their Professional Learning to support. 12 months: Term 3 : High potential leaders ‘shadow a leader’ continue their Professional learning program and complete their project Term 4: High potential leaders present their project. Program is reviewed and adaptations made for 2023 implementation 4. 6 months: 2022 process developed and shared with leadership. 12 months: Staff volunteer to trial the peer observation process 5. 6 months: 2022 PL calendar to be created. WDC undertaken to assess progress from 2022 and to establish a base line of instructional practice for 2022. 12 months: WDC used to assess progress of PL / instructional practices. 2023 PL calendar drafted. 6. 6 months: PLTs self-assess against the continuum

	<p>12 months: PLTs self-assess against the continuum</p> <p>7. 6 months: Evidence of ongoing inquiry cycles shared in celebration. 12 months: Evidence of ongoing inquiry cycles shared in celebration.</p> <p>8. 6 months: Learning Areas review their SMART goals, identify supports and enact their goals. Learning Areas review their progress. 12 months: Learning Areas set a new goal and undertake the cycle above; This is reviewed by TMG to assess progress.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
1. Review coaching model and KSC coaching agreement	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Staff Development Coordinator <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
2. Review walk-through data policy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Staff Development Coordinator <input checked="" type="checkbox"/> Teaching and Learning Coordinator			<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
3. Introduce Kurunjang version of TMF	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Staff Development Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
4. Review peer observations as an element of the schools practice. Differentiate this from the coaching cycle.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Staff Development Coordinator	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
5. Development of a whole year Professional Learning plan	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
6. Use the PLT maturity matrix to measure the college's progression	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
7. PLT's to regularly and consistently complete cycle of inquiry's	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
8. Technology effectively used to support teacher collaboration and enhance student learning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Information Technology Leader/Team <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 3 Curriculum planning and assessment	Further develop and embed the guaranteed and viable curriculum with a focus on differentiation and feedback.			
Actions	1. Review of KSC GVC that includes: Create central repository, Protocols for adaptations and editors, Development of timetable for creation and review 2. Creation, publication and use of student friendly continuums of learning to support Differentiation and Feedback			

	<p>3. Identify and enrich students into the top two bands in NAPLAN.</p> <p>4. Identify the gaps in student learning and use differentiation to plan accordingly in PLTs</p> <p>5. Professional Learning used to support teachers in: Feedback, What is a GVC and its use, How a GVC can be used to differentiate and provide feedback</p> <p>6. Assessment and reporting review</p>
<p>Outcomes</p>	<p>Students will: Experience increased frequency of differentiation and feedback.</p> <p>Teachers will: Enhanced their ability to differentiate and provide effective feedback. Have a clear understanding what a GVC is and looks like at KSC.</p> <p>Leaders will: Audit the GVC for all LAs. Support teachers to audit their GVC (including what continuums look like at KSC). Provide a central location for curriculum documents with clear protocols for use.</p>
<p>Success Indicators</p>	<p>1. 6 months: Audit undertaken using VCAA documentation, Identification of areas of focus for second semester. Central repository agreed upon and created, Protocols for use are established 12 months: Develop a shared understanding of what the KSC GVC documentation process is and create a shared understanding of the documentation and its format. Professional learning is provided to leaders and teachers on GVC. Protocols for use are communicated to staff, Repository populated as documents are created including (but not limited to): Assessment schedule, GVC, Continuums</p> <p>2. 6 months: Sharing of practice across learning areas regarding rubrics and continuums, Agreement regarding the template/s used is established. PL provided at Learning Area at point of need: Rubrics and continuums – including their relationship to feedback and differentiation. 12 months: Time provided for the creation and editing of ‘granular’ continuums. Where appropriate rubrics are provided to students and used to support learning.</p> <p>3. 6 months: POR established to drive this work. Students in the top two bands identified.</p>

	<p>12 months: Implement the DET's Virtual Program. Professional Learning in place for teachers.</p> <p>4. 6 months: TLI and MYLNS students identified. 12 months: Cohort tracking data used to measure impact of program/s</p> <p>5. 6months: Leadership starts the learning re GVC, explore theory and establish a base understanding, Teaching staff undertake PL in feedback – formative 12 Months: Teaching staff undertake PL in feedbacks relationship to GVC and differentiation, Whole school PL on developing KSC GVC</p> <p>6. 12months: review conducted with recommendations for 2023 published</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
1. Review of KSC GVC that includes: Create central repository, Protocols for adaptations and editors, Development of timetable for creation and review	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
2. Creation, publication and use of student friendly continuums of learning to support Differentiation and Feedback	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
3. Identify and enrich students into the top two bands in NAPLAN.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
4. Identify the gaps in student learning and use differentiation to plan accordingly in PLTs	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
5. Professional Learning used to support teachers in: Feedback, What is a GVC and its use, How a GVC can be used to differentiate and provide feedback	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
6. Assessment and reporting review	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 3	To improve student engagement and responsibility for learning.
12 Month Target 3.1	By 2022, the overall per cent positive responses score on the AToSS for Years 7–12 will be: Effort—63.5 or above (from 62 in 2019) Sense of connectedness—44 or above (from 43 in 2019) Student voice and agency—37 or above (from 36 in 2019) Self-regulation and goal setting—54 or above (from 53 in 2019) High expectations—73 or above (from 71 in 2019)
12 Month Target 3.2	By 2022, decrease the percentage of students with 20 or more days absence to 41.5 or less (from 44 in 2019)
12 Month Target 3.3	By 2022, the per cent positive endorsement on the SSS will be: Trust in parents and students—33 or above (from 32 in 2021)
KIS 1 Empowering students and building school pride	Activate student voice, agency and leadership to strengthen student participation and engagement at school.
Actions	<ol style="list-style-type: none"> 1. Work with staff to build an understanding of what “Agency and Voice” means and looks like at KSC 2. Teachers co-design opportunities for students to exercise authentic agency in their own learning. 3. Review and refine current student leadership and student voice opportunities 4. Establish Student Voice Teams (SVT) to: <ul style="list-style-type: none"> - ensure the voices of student cohorts are heard through support from a student representative group - empower a student action team to undertake a short-term community-based project on behalf of the school - convene a diverse student representative team that participates in various aspects of school review
Outcomes	<p>Students will: Experience consistent opportunities in decision making process for the benefit of all across the college.</p> <p>Teachers will:</p>

	<p>Articulate and implement their learning of Student Voice and Agency from:</p> <ul style="list-style-type: none"> - Professional Learning - PLT Inquiry - Student Feedback - Analysis of ATOSS data <p>Leaders will:</p> <p>Ensure a collective responsibility for an effective process for Student Voice and Agency. Reflect on the structures, processes and practices that strengthen student empowerment. Review the process for student involvement in decision making processes and involvement in their own learning. Support teachers and students in developing an understanding of Student Voice and Agency . Improved results in relevant factors of ATOSS (sense of connectedness, student voice and agency), particularly at Years 11 & 12. Increased student engagement shown by the profile of student leadership and participation, voice, and agency across the school. Improvement in relevant factors of Parent Opinion Survey (student agency & voice, school pride & confidence) Data collected from student focus groups and structured feedback from relevant staff indicates an increase in student agency and impact on decisions that directly relate to students.</p>			
<p>Success Indicators</p>	<ol style="list-style-type: none"> 1. 12 months: Professional Learning is provided to leaders about Student Voice and Agency. Leaders develop an understanding of SV&A and create a process by which KSC will implement it. 2. 12 months: Time provided for Learning Areas and PLTs to outline where they will embed opportunities for student agency. 3. 12 months: Working Party creates a policy and processes for Student Leadership at KSC. Implementation of a system with defined roles for all members of the Student Leadership Team (SLT). 4. 12 months: Student Voice Teams (SVT) are established with structured meeting times. Students engage is external and internal learning opportunities to enhance their skills in public speaking, speech, and leadership. SVTs and SLT are linked, and clear lines of communication, plans, and actions are delegated to appropriate bodies and individuals. 			
<p>Activities and Milestones</p>	<p>People Responsible</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Funding Streams</p>
<p>1. Work with staff to build an understanding of what “Agency and Voice” means and looks like at KSC</p>	<p><input checked="" type="checkbox"/> Assistant Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1</p>	<p>\$150,000.00</p>

	<input checked="" type="checkbox"/> Leadership Team		to: Term 2	<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
2. Teachers co-design opportunities for students to exercise authentic agency in their own learning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
3. Review and refine current student leadership and student voice opportunities	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>4. Establish Student Voice Teams (SVT) to:</p> <ul style="list-style-type: none"> - ensure the voices of student cohorts are heard through support from a student representative group - empower a student action team to undertake a short-term community-based project on behalf of the school - convene a diverse student representative team that participates in various aspects of school review 	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Setting expectations and promoting inclusion	Develop and implement whole-college opportunities for student goal setting that empowers high expectation, high aspiration and student agency.			
Actions	<ol style="list-style-type: none"> 1. Identify persistent and emerging issues in student engagement using data form ATOSS and SOS. 2. Provide Professional Learning in the use of student data for point of need goal setting for students. 3. Teachers use consistent ELF processes to promote self-regulated learning, goal setting and review, regular use of thinking skills and effective use of feedback mechanisms. 4. Students develop the skills and attributes to set high expectations of themselves as learners 5. Develop staff capabilities to set high expectations of all students. 			

	<p>6. Develop a targeted and differentiated Student Success curriculum from 7-12 to complement other Learning Areas</p> <p>7. Embed SWPBS practices across the college to foster a positive learning environment.</p> <p>8. Embed a coherent behaviour management process across the college which is used by all staff.</p>
Outcomes	<p>Students will: Experience consistent opportunities to direct and take responsibility for their learning Track and measure their own learning growth</p> <p>Teachers will: Strengthen their ability to identify strategies that support students to attain their goals Provide opportunities for students to reflect on the effectiveness of their learning and plan for future development</p> <p>Leaders will: Support staff to develop the skills to help students to set their own goals Explore opportunities for improvement through the Practice Principles for Excellence in Teaching and Learning</p>
Success Indicators	<ol style="list-style-type: none"> 1. 12 months: 2021 data analysis by SEAT which identify the issues. SEAT develop a plan of action to address areas for improvement. SEAT works with TLC to provide PL in collective efficacy. 2. 12 months: House Meetings are used to track and monitor student data. Protocols are produced to guide staff in setting student goals through student conferences. 3. 12 months: ELF is refined to include appropriate moments for goal setting, student tracking and monitoring of learning. 4. 12 months: Student Success is used to develop the key skills of students to set high expectations for themselves. 5. 12 months: PL on collective efficacy and time to develop a shared understanding of how to set consistent high expectations. 6. 12 months: Curriculum available on the server and teachers are using it consistently in classes. 7. 12 months: School orderly learning environment data and SWPBS surveys reflecting more positive behaviours. 8. 12 months: Audit current processes and refine and realign behaviour management to complement SWPBS, RR, 7 BSEM. Peer

observations to support effective management strategies. Coaching opportunities provided for staff. WDC to monitor the use of protocols and processes.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
1. Identify persistent and emerging issues in student engagement using data form ATOSS and SOS.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
2. Provide Professional Learning in the use of student data for point of need goal setting for students.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
3. Teachers use consistent ELF processes to promote self-regulated learning, goal setting and review, regular use of thinking skills and effective use of feedback mechanisms.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
4. Students develop the skills and attributes to set high expectations of themselves as learners	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
5. Develop staff capabilities to set high expectations of all students.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from: Term 3	\$0.00

	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
6. Develop a targeted and differentiated Student Success curriculum from 7-12 to complement other Learning Areas	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
7. Embed SWPBS practices across the college to foster a positive learning environment.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
8. Embed a coherent behaviour management process across the college which is used by all staff.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 3 Empowering students and building school pride	Review and implement the college action plan to improve attendance.			
Actions	1. Review Attendance Policy. 2. Improve our engagement with the community and seek their support and understanding of the importance of attendance and the link to academic success. 3. Consistent language around absences and building the capacity of staff to engage in absence data and the conversations with students 4. The role of the Home Group Teacher and the process of the allocation of HG Teachers to follow their students. Change of name of			

	HG. For example: Mentor.			
Outcomes	<p>Students will: Consistently attending school and taking to direct and take responsibility for their learning</p> <p>Teachers will: Strengthen their ability to identify strategies that support students to attend Provide opportunities for students to reflect on the effectiveness of their learning and plan for future development Track and measure student attendance</p> <p>Leaders will: Support staff to develop the skills to help students improve their attendance Provide opportunities for students to reflect on the effectiveness of their learning and plan for future development Track and measure student attendance</p>			
Success Indicators	<p>1. 12 months: Refine Attendance Policy to reflect the high expectations and aspirations of the college.</p> <p>2. 12 months: Regular Parent/Carer meetings, information sessions that highlight the research on student attendance and the impact of learning damage caused by absences.</p> <p>3. 12 months: House Meetings and Staff Meetings are used to develop staff understanding of attendance data. Staff PL to conduct conversations with students about their attendance.</p> <p>4. 12 months: Role of Home group mentor developed and implemented consistently by staff</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
1. Review Attendance Policy.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
2. Improve our engagement with the community and seek their support and understanding of the importance of attendance and the link to academic success.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
3. Consistent language around absences and building the capacity of staff to engage in absence data and the conversations with students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
4. The role of the Home Group Teacher and the process of the allocation of HG Teachers to follow their students. Change of name of HG. For example: Mentor.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 4	To provide a safe, positive and inclusive learning environment.			
12 Month Target 4.1	By 2022, the overall per cent positive responses score on the AToSS for Years 7–12 will be: Advocate at school—66.25 or above (from 66 in 2019) Experience of bullying—46 or above (from 45 in 2019) Respect for diversity—38.5 or above (from 37 in 2019) Classroom behaviour—53.5 or above (from 52 in 2019)			
12 Month Target 4.2	Increase the positive responses to the SWPB survey—45 or above (from 44 in 2021)			
12 Month Target 4.3	By 2022, the per cent positive endorsement on the SSS will be: Trust in colleagues—62.5 or above (from 61 in 2021) Collective efficacy—38 or above (from 37 in 2021) Instructional leadership—48 or above (from 47 in 2021)			

KIS 1 Health and wellbeing	Embed a college culture that prioritises wellbeing through systematic and responsive structures and processes.
Actions	<ol style="list-style-type: none"> 1. Continue to develop House Culture via vertical house team structure 2. Embed the consistent minor /major behaviour responses to ensure consistent language and practice school wide 3. Identification of clear and documented house team practices in order to ensure responses are consistent within and between vertical house teams 4. Identify students for interventions via MYLNs and TLI initiatives, carry out interventions 5. Identify students with additional needs for interventions, implement documented plans for each student, upskill staff in differentiating their practice 6. Identification of process to address top tier students through case management and appropriate response planning 7. Development of documented practices to support the inclusion of students academically, socially and emotionally (IEP) 8. Document and provide clarity around roles and responsibilities related to wellbeing for staff 9. Engage an external agency to develop and implement a Staff Wellbeing strategy 10. Provide consistent support to students re-engaging from FLO setting such as CALM/Flip
Outcomes	<p>Students will Know which staff members to go to for support Be provided with timely support</p> <p>Teachers will Respond to student behaviours in line with minor/major behaviours response requirements (5 C's) Teach explicitly those expected behaviours, model what this looks like and support student development and understanding Be familiar with the vertical house team structure Demonstrate consistency of implementation of our School Wide Positive Behaviours approach</p> <p>Leaders will Provide clarity around roles and responsibilities related to wellbeing</p>

	Provide clarity, communication and documented processes which will provide consistency of practice			
Success Indicators	<p>1. 6 months: Mascots, student leadership and within house processes developed and documented 12 months: Documented, consistent processes with a clear house identity</p> <p>2. 6 months: Conduct professional learning for staff in responding to our minor and major behaviours. Support staff in implementing school wide positive behaviour language in their everyday practice 12 months: Documented process in place, reflected in policy, to respond to minor and major behaviours that are consistently implemented across the College</p> <p>3. 6 months: Review of current within and between house processes to inform planning for documented house team practices 12 months: Documented house team practices clear to all College staff</p> <p>4. 6 months: Identify students via testing and assessment for TLI. Identify students via NAPLAN data for MYLN Develop documented and clear processes to support identified students and begin 2022 implementation within term 2 12 months: Review of current process with vision for supporting students beyond 2022 identified</p> <p>5. 6 months: Document clear process for the identification of students with additional needs at Kurunjang Secondary College. Document clear process for the implementation of IEP's to support students with additional needs. Communicate IEP & SSG process to staff 12 months: Professional learning for all staff in differentiation in order to meet the needs of all students</p> <p>6. 6 months: Case Management system reviewed for management of top tier students Documented processes to address top tier students including consistent proformas (positive behaviour support plans, safety plans and IEP's) used by house team and wellbeing staff 12 months: Document clear processes in managing top tier students inclusive of house team and wellbeing responses.</p> <p>7. 6 months: Review current wellbeing referral process. Develop process for house team management of referrals to student wellbeing program (low – mod risk issues). Communicate referral process to teaching staff 12 months: Develop further capacity of wellbeing team to work outside of portfolio in order to respond holistically to the individual they are allocated. Consider care team approach to student wellbeing rather than welfare model</p> <p>8. 6 months: The Resilience Project Staff Wellbeing Portal explained to and accessed by all staff. Staff wellbeing committee developed. Staff wellbeing initiatives planned for throughout 2022 12 months: Implementation of staff wellbeing initiatives. Planning for beyond 2022</p> <p>9. 6 months: Key contact at Kurunjang Secondary College identified to maintain contact with CaLM/Flip and YJ workers for return to school planning. Ensure communication with key contacts at FLO settings and YJ. Return to school process developed and implemented as needed 12 months: Documented process held at Kurunjang Secondary College to support student return to mainstream setting</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>1. Continue to develop House Culture via vertical house team structure</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Wellbeing Team 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$124,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>2. Embed the consistent minor /major behaviour responses to ensure consistent language and practice school wide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s) 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>3. Identification of clear and documented house team practices in order to ensure responses are consistent within and between vertical house teams</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s) 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
4. Identify students for interventions via MYLNs and TLI initiatives, carry out interventions	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
5. Identify students with additional needs for interventions, implement documented plans for each student, upskill staff in differentiating their practice	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
6. Identification of process to address top tier students through case management and appropriate response planning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$67,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
7. Development of documented practices to support the inclusion of students academically, socially and emotionally (IEP)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$64,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
8. Document and provide clarity around roles and responsibilities related to wellbeing for staff	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
9. Engage an external agency to develop and implement a Staff Wellbeing strategy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
10. Provide consistent support to students re-engaging from FLO setting such as CALM/Flip	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$286,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Health and wellbeing	Implement strategies to foster resilience, positive behaviour and wellbeing.			
Actions	<ol style="list-style-type: none"> 1. Provide staff with professional learning opportunities that foster resilience, positive behaviour and wellbeing for students and the wider school community <ul style="list-style-type: none"> - The Resilience Project - Respectful Relationships - SWPBSS - Student Wellbeing practices 2. Identification of processes to recognise students modelling improved and/or exemplary behaviours and celebrate success 3. Implementation of evidenced based programs to support the improved resilience, general wellbeing and engagement of students through the student success model across the school <ul style="list-style-type: none"> - SWPBSS - The Resilience Project - Student Success - Respectful Relationships - AVID - Year level programs & extra-curricular activities 4. Teachers will explicitly teach expected behaviours as outlined in our Positive Behaviour Matrix through the student success SWPBSS curriculum offered in student success 5. Provide high quality intervention planning, including documented plans, to support student's emotional regulation development 6. Provide opportunities for student voice and agency throughout the College including: <ul style="list-style-type: none"> - Running student forums - Creating student action teams - Provision of leadership/mentoring training 			

<p>Outcomes</p>	<p>Students will: Demonstrate the gratitude, empathy and mindfulness strategies to better support their resilience Demonstrate acceptance to foster positive relationships through Respectful Relationships education Demonstrate the expected behaviours outlined in the Positive Behaviour Matrix Regulate their behaviours to reflect the acceptable positive behaviours that have been identified</p> <p>Teachers will: Embed the SWPBSS Positive Behaviour Matrix Become familiar with the Resilience Project and it's resources Become familiar with the Respectful Relationships Framework and it's resources</p> <p>Leaders will: Recognising and celebrating teachers who demonstrate implementation of the SWPBSS approach Facilitate and provide professional learning in wellbeing Monitor and evaluate the effectiveness of the programs</p>
<p>Success Indicators</p>	<p>1. 12 months: All student success teachers to engage in The Resilience Project Professional Learning in preparation for curriculum implementation. All KSC staff to complete the 'Responding to disclosures training' for Respectful Relationships during 2022. KSC HAPE staff who have not yet engaged in Respectful Relationships Topic 7 & 8 training to undertake this. SWPBSS to be a regular professional learning – once per term. SWPBSS and Respectful Relationships to remain an ongoing agenda item at staff meetings to keep at forefront of KSC practices. All House team staff will engage in MARAM reform training by end of 2022. All KSC staff will undertake mandatory reporting and child safety professional learning in 2022. All KSC staff will undertake The Resilience Project Staff wellbeing professional learning. All KSC staff will have the opportunity to engage in staff wellbeing opportunities implemented through The Resilience Project partnership. All KSC staff will undertake Cultural Sensitivity Training (CUST) in 2022</p> <p>2. 6 months: Further implementation of the student success tickets model. Staff will be encouraged to allocate success tickets to those demonstrating the College values. Data will be collected indicating the implementation of success tickets. Additional processes to recognise student success will be identified</p> <p> 12 months: Implementation of additional processes to recognise student success</p> <p>3. 6 months: Scope and sequence developed in student success, incorporating SWPBSS, Respectful Relationships, AVID strategies, Pathways planning and The Resilience Project</p> <p> 12 months: Ensure a viable curriculum is available to continue into the following year, with detailed scope and sequence with links to lesson plans and all resources. Ensure explicit links between year level programs planned and embedded within curriculum to ensure meaningful learning opportunities.</p> <p>4. 6 months: Curriculum developed to support the development of expected behaviours will be embedded across year levels within the student success curriculum</p> <p> 12 months: Review of student success curriculum for SWPBSS and development of suggested changes in preparation for 2023</p> <p>5. 6 months: Investigation of de-escalation and emotional regulation interventions for use at Kurunjang Secondary College.</p>

	<p>Investigation of emotional regulation programs for implementation by the SSS team at KSC. 12 months: Implementation of plans and programs. Review of plans used. 6. 6 months: Student forums conducted. Student action teams developed. Plan for student voice opportunities across the school 12 months: Investigation of student leadership training options. Student leadership training implemented for student leaders in preparation for 2023.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>1. Provide staff with professional learning opportunities that foster resilience, positive behaviour and wellbeing for students and the wider school community</p> <ul style="list-style-type: none"> - The Resilience Project - Respectful Relationships - SWPBSS - Student Wellbeing practices 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Wellbeing Team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$90,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>2. Identification of processes to recognise students modelling improved and/or exemplary behaviours and celebrate success</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
<p>3. Implementation of evidenced based programs to support the improved resilience, general wellbeing and engagement of students through the student success model across the school</p> <ul style="list-style-type: none"> - SWPBSS - The Resilience Project - Student Success - Respectful Relationships - AVID - Year level programs & extra-curricular activities 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> SWPBS Leader/Team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>4. Teachers will explicitly teach expected behaviours as outlined in our Positive Behaviour Matrix through the student success SWPBSS curriculum offered in student success</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Wellbeing Team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>5. Provide high quality intervention planning, including documented plans, to support student's emotional regulation development</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team 	<input type="checkbox"/> PLP Priority	from: Term 1	\$111,000.00

		<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
6. Provide opportunities for student voice and agency throughout the College including: - Running student forums - Creating student action teams - Provision of leadership/mentoring training		<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 3 Building communities	Continue working across the whole college and broader community to support the mental and physical health, wellbeing, inclusion and engagement of all students.				
Actions	<p>1. Staff to complete profession learning for inclusiveness and responsiveness to needs: Cultural Sensitivity Training (CUST), MARAM training, Child Safety, Specific diverse abilities and inclusion training, Respectful Relationships, SWPBSS, Select staff to complete Berry Street training</p> <p>2. Staff to embed the School Wide Positive Behaviours Whole School Approach,</p>				

	<p>3. Continue to explore and embed community based partnerships to support student mental and physical health eg. Doctors in Secondary School, Speech Therapy, Private Psychology, Occupational Therapy, Reconnect, Melton Youth Services, Odyssey House, Other options as relevant to the needs of KSC students/families.</p> <p>4. Continue to explore and embed volunteer support at Kurunjang Secondary College eg. Breakfast and Lunch Club Program, Community Clothing Support, Food Hamper Support, Mentoring Program, Other volunteer opportunities relevant to the needs of KSC students/families</p> <p>5. Develop and initiate a varied lunch time activities program to ensure engagement opportunities for all students</p> <p>6. Develop pride in the correct wearing of the KSC College Uniform,</p> <p>7. Create opportunities for staff to engage in networking including Communities of Practice</p> <p>8. Develop plan for further parent partnership and engagement opportunities eg. Community liaison team via house teams and student support team, Volunteer opportunities, Parent engagement and involvement in school events</p>
<p>Outcomes</p>	<p>Students will Access the various supports as needed Demonstrate the expected behaviours outlined in the Positive Behaviour Matrix Regulate their behaviours to reflect the acceptable positive behaviours that have been identified</p> <p>Teachers will Embed the Professional Learning Become familiar with the various Professional Learning</p> <p>Leaders will Recognising and celebrating teachers who demonstrate implementation of these approaches Facilitate and provide professional learning Monitor and evaluate the effectiveness of the programs</p>
<p>Success Indicators</p>	<p>1. 6 months: Select staff to undergo Berry Street BSEM training. Diverse abilities training for staff. Differentiation professional learning for staff 12 months: All student success teachers to engage in The Resilience Project Professional Learning in preparation for curriculum</p>

implementation. All KSC staff to complete the 'Responding to disclosures training' for Respectful Relationships during 2022. KSC HAPE staff who have not yet engaged in Respectful Relationships Topic 7 & 8 training to undertake this. SWPBSS to be a regular professional learning – once per term. SWPBSS and Respectful. Relationships to remain an ongoing agenda item at staff meetings to keep at forefront of KSC practices. All House team staff will engage in MARAM reform training by end of 2022. All KSC staff will undertake mandatory reporting and child safety professional learning in 2022. All KSC staff will undertake The Resilience Project Staff wellbeing professional learning. All KSC staff will have the opportunity to engage in staff wellbeing opportunities implemented through The Resilience Project partnership. All KSC staff will undertake Cultural Sensitivity Training (CUST) in 2022

2. 6 months: Professional learning for staff capacity building to attend to student management using the School Wide Positive Behaviours agreed approach.
12 months:

3. 6 months: Re-establish Doctors in Secondary Schools program with new partnership. Re-establish existing partnerships (Odyssey House, Melton Youth Services, Reconnect). Engage agency based speech therapist and occupational therapist to undergo intervention and testing for our students. Investigate partnership options for private psychology to provide therapeutic service on site. Investigate partnership options to support homework and afterschool programs
12 months: Documented MOU's in place for all partnerships in place at KSC

4. 6 months: Train volunteers in line with visitors policy at KSC in our child safety procedures, mandatory reporting obligations and expectations of visitors on site. Develop community connections with partnership MOU's developed in order to support volunteering at KSC
12 months: Review partnerships annually to ensure sustainability at KSC for all parties

5. 6 months: Establish an advertised, varied lunch time activities program with support from College staff
12 months: Investigate options for external agency partnerships to widen activities available to students during lunch time. Begin training volunteers to support the lunch time activities at KSC

6. 6 months: Re-visit College uniform expectations and communicate to school community
12 months: School Community clear of our uniform policy.

7. 6 months: Identify COP opportunities within the network and support staff in attending if relevant to the role they are undertaking. Ensure KSC is represented at the COP's and bring knowledge back to the College for sharing
12 months: Regular attendance at COP's across the network

8. 6 months: Develop community liaison working party. Start developing a parent engagement and volunteering plan
12 months: Implement parent engagement and volunteering at KSC plan

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
1. Staff to complete profession learning for inclusiveness and responsiveness to needs: Cultural Sensitivity Training (CUST), MARAM training, Child Safety, Specific diverse abilities and	☑ All Staff	☑ PLP Priority	from: Term 1	\$0.00

inclusion training, Respectful Relationships, SWPBS, Select staff to complete Berry Street training			to: Term 2	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
2. Staff to embed the School Wide Positive Behaviours Whole School Approach,	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$55,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
3. Continue to explore and embed community based partnerships to support student mental and physical health eg. Doctors in Secondary School, Speech Therapy, Private Psychology, Occupational Therapy, Reconnect, Melton Youth Services, Odyssey House, Other options as relevant to the needs of KSC students/families.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
4. Continue to explore and embed volunteer support at Kurunjang Secondary College eg. Breakfast and Lunch Club Program, Community Clothing Support, Food Hamper Support, Mentoring Program, Other volunteer opportunities relevant to the needs of KSC students/families	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$84,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
5. Develop and initiate a varied lunch time activities program to ensure engagement opportunities for all students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

6. Develop pride in the correct wearing of the KSC College Uniform.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
7. Create opportunities for staff to engage in networking including Communities of Practice	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
8. Develop plan for further parent partnership and engagement opportunities eg. Community liaison team via house teams and student support team, Volunteer opportunities, Parent engagement and involvement in school events	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

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

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$1,858,837.51	\$1,878,728.63	-\$19,891.12
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$1,858,837.51	\$1,878,728.63	-\$19,891.12

Activities and Milestones – Total Budget

Activities and Milestones	Budget
1. Work with staff to build an understanding of what “Agency and Voice” means and looks like at KSC	\$150,000.00
7. Embed SWPBS practices across the college to foster a positive learning environment.	\$14,000.00
1. Continue to develop House Culture via vertical house team structure	\$124,000.00
6. Identification of process to address top tier students through case management and appropriate response	\$67,000.00

planning	
7. Development of documented practices to support the inclusion of students academically, socially and emotionally (IEP)	\$64,000.00
10. Provide consistent support to students re-engaging from FLO setting such as CALM/Flip	\$286,000.00
1. Provide staff with professional learning opportunities that foster resilience, positive behaviour and wellbeing for students and the wider school community <ul style="list-style-type: none"> - The Resilience Project - Respectful Relationships - SWPBSS - Student Wellbeing practices 	\$90,000.00
5. Provide high quality intervention planning, including documented plans, to support student's emotional regulation development	\$111,000.00
2. Staff to embed the School Wide Positive Behaviours Whole School Approach,	\$55,000.00

3. Continue to explore and embed community based partnerships to support student mental and physical health eg. Doctors in Secondary School, Speech Therapy, Private Psychology, Occupational Therapy, Reconnect, Melton Youth Services, Odyssey House, Other options as relevant to the needs of KSC students/families.	\$16,000.00
4. Continue to explore and embed volunteer support at Kurunjang Secondary College eg. Breakfast and Lunch Club Program, Community Clothing Support, Food Hamper Support, Mentoring Program, Other volunteer opportunities relevant to the needs of KSC students/families	\$84,000.00
Totals	\$1,061,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
1. Work with staff to build an understanding of what "Agency and Voice" means and looks like at KSC	from: Term 1 to: Term 2	\$150,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
7. Embed SWPBS practices across the college to foster a positive learning environment.	from: Term 1 to: Term 4	\$14,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
1. Continue to develop House	from: Term 1	\$124,000.00	<input checked="" type="checkbox"/> School-based staffing

Culture via vertical house team structure	to: Term 4		
6. Identification of process to address top tier students through case management and appropriate response planning	from: Term 1 to: Term 4	\$67,000.00	<input checked="" type="checkbox"/> School-based staffing
7. Development of documented practices to support the inclusion of students academically, socially and emotionally (IEP)	from: Term 1 to: Term 4	\$64,000.00	<input checked="" type="checkbox"/> School-based staffing
10. Provide consistent support to students re-engaging from FLO setting such as CALM/Flip	from: Term 1 to: Term 4	\$286,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
1. Provide staff with professional learning opportunities that foster resilience, positive behaviour and wellbeing for students and the wider school community - The Resilience Project - Respectful Relationships - SWPBSS - Student Wellbeing practices	from: Term 1 to: Term 4	\$90,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services

5. Provide high quality intervention planning, including documented plans, to support student's emotional regulation development	from: Term 1 to: Term 4	\$111,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
2. Staff to embed the School Wide Positive Behaviours Whole School Approach,	from: Term 1 to: Term 4	\$55,000.00	<input checked="" type="checkbox"/> School-based staffing
3. Continue to explore and embed community based partnerships to support student mental and physical health eg. Doctors in Secondary School, Speech Therapy, Private Psychology, Occupational Therapy, Reconnect, Melton Youth Services, Odyssey House, Other options as relevant to the needs of KSC students/families.	from: Term 1 to: Term 4	\$16,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services
4. Continue to explore and embed volunteer support at Kurunjang Secondary College eg. Breakfast and Lunch Club Program, Community Clothing Support, Food Hamper Support, Mentoring Program, Other volunteer	from: Term 1 to: Term 4	\$84,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

opportunities relevant to the needs of KSC students/families			
Totals		\$1,061,000.00	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Literacy, Numeracy, Targeted programs, Staffing	\$817,728.63
Totals	\$817,728.63

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Literacy, Numeracy, Targeted programs, Staffing	from: Term 1 to: Term 4	\$817,728.63	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets
Totals		\$817,728.63	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Literacy, Numeracy, Targeted programs, Staffing	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Literacy, Numeracy, Targeted programs, Staffing	from: Term 1 to: Term 4		
Totals			

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
See Goal 2 below	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Area Principal Forums <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
See Goal 4 below	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
1. Assessment schedule is created from 7 - 12	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
2. The creation of a data policy and protocols for use in examining data	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

3. Professional Learning provided to support understanding of Data Policy and Protocols, included modelled examples of data policy in practice	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Leadership Team	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
4. Model and increase the use of data and data literacy at staff meetings, TLC, PLTs, Leadership and Learning Areas (all meetings).	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
3. Introduce Kurunjang version of TMF	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Staff Development Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
8. Technology effectively used to support teacher collaboration and enhance student learning.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Information Technology Leader/Team <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s)	to: Term 4				
1. Review of KSC GVC that includes: Create central repository, Protocols for adaptations and editors, Development of timetable for creation and review	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
2. Creation, publication and use of student friendly continuums of learning to support Differentiation and Feedback	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
4. Identify the gaps in student learning and use differentiation to plan accordingly in PLTs	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Teacher(s)					
5. Professional Learning used to support teachers in: Feedback, What is a GVC and its use, How a GVC can be used to differentiate and provide feedback	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
1. Work with staff to build an understanding of what "Agency and Voice" means and looks like at KSC	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
2. Provide Professional Learning in the use of student data for point of need goal setting for students.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>7. Embed SWPBS practices across the college to foster a positive learning environment.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>1. Provide staff with professional learning opportunities that foster resilience, positive behaviour and wellbeing for students and the wider school community</p> <ul style="list-style-type: none"> - The Resilience Project - Respectful Relationships - SWPBSS - Student Wellbeing practices 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Wellbeing Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants <p>regional staff</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>3. Implementation of evidenced based programs to support the improved resilience, general wellbeing and engagement of students</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants <p>regional staff</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>through the student success model across the school</p> <ul style="list-style-type: none"> - SWPBSS - The Resilience Project - Student Success - Respectful Relationships - AVID - Year level programs & extra-curricular activities 	<input checked="" type="checkbox"/> SWPBS Leader/Team					
<p>1. Staff to complete profession learning for inclusiveness and responsiveness to needs: Cultural Sensitivity Training (CUST), MARAM training, Child Safety, Specific diverse abilities and inclusion training, Respectful Relationships, SWPBS, Select staff to complete Berry Street training</p>	<input checked="" type="checkbox"/> All Staff	<p>from: Term 1 to: Term 2</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants regional staff	<input checked="" type="checkbox"/> On-site
<p>2. Staff to embed the School Wide Positive Behaviours Whole School Approach,</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> SWPBS Leader/Team	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants regional staff	<input checked="" type="checkbox"/> On-site

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