2023 Annual Implementation Plan: for Improving Student Outcomes

The new Strategic Planning Online Tool (SPOT) is available to support schools to complete annual planning and monitoring online. For more information about SPOT please see here.

School name: Kurunjang Secondary College

School number: 018718   Based on School Strategic Plan: 2022-2025

Section 1: Document 2023 Goals and FISO (Framework for Improving Student Outcomes) High-impact Improvement Initiatives

Each section is designed to plan for and monitor the key improvement strategies, linked to the 12-month targets set by the school. These should align to the Goals and Targets set in your School Strategic Plan.

Goal 1 - 2023 Priorities Goal set by DET

In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing

The DET 2023 Priority Goal will be addressed in our AIp by our Goal 2- **LEARNING: Improve Student Learning Outcomes and our Goal 4- WELLBEING: To Provide a Safe, Positive and Inclusive Learning Environment**

Goal 2

STRATEGIC PLAN GOAL 1	LEARNING: Improve Student Learning Outcomes
STRATEGIC PLAN TARGETS	**NAPLAN (National Assessment Program of Literacy and Numeracy)** • Benchmark percentage of students making high benchmark growth 		2021		2025
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Reading	24	to	26
Numeracy	19	to	21 | • Top 2 Bands- Year 9 | Reading	15	to	17
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Numeracy	10	to	12 | **VCE/VCAL** • English means score | 2020		2025
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23	to	26	 • Mean Study Score 	2020		2025
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25	to	27	 • Increase percentage of VCAL (Victorian Certificate of Applied Learning) senior completion 	91	to	94
---	---	---	 **Staff Opinion Survey** Increase positive response for:

	• Monitor of staff using data
		39	to	50	
	• Understand how to analyse data
		34	to	45	

12 MONTH TARGETS		
	12 Month Target 1.1	NAPLAN Benchmark Growth. By 2024, 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 1.2	NAPLAN top two bands.By 2024, increase the percentage of Year 9 students achieving in the top two bands of NAPLAN.Reading to 15.5 or above (from 14 in 2022) Numeracy to 10.5 or above (from 2 in 2022)
	12 Month Target 1.3	Senior Secondary. By 2024 increase the mean VCE English score to 26 from 24.3 in 2022. By 2024 increase the mean VCE study score to 25.5 from 25 in 2022. By 2024 increase the percentage of students completing senior VCAL to 92% from 92% 2022.
	12 Month Target 1.4	By 2024, the per cent positive endorsement on the SSS will be: Monitor effectiveness using data—46 or above (from 44 in 2022) Understand how to analyse data—33 or above (from 28 in 2022).
FISO IMPROVEMENT INITIATIVE	Excellence in Teaching and Learning Professional Leadership Community engagement in Learning	
FISO IMPROVEMENT INITIATIVE RATIONALE	Excellence in Teaching and Learning- Building practice excellence. Areas of specific focus will include building practice excellence, curriculum planning and assessment, evidence based high impact teaching strategies and evaluating impact on learning. Professional Leadership- Building leadership teams. Areas of specific focus will include building leadership teams, instructional leadership, strategic resource management and vision, values, and culture. Our work in 2023 will feature a continued focus on the development and implementation of the PLT (Professional Learning Team) Framework, curriculum planning and assessment with an emphasis on differentiation and feedback. A major focus will be on the further consolidation of our new student management school structure to better support student connectedness, wellbeing, and the monitoring and intervention of student learning and pathways. A greater emphasis on organisational climate and developing professional leadership will continue to be prioritised. Community engagement in Learning; Parents and Carers as partners. Areas of focus include the embedding of School Wide Positive Behaviours consistently in classrooms and the school community. In 2018, the college revisited its mission, vision, and values. In 2023 the work of the college will be to further embed this work into our day-to-day interactions and expectations. The vertical team structure, with an emphasis on consistency and sense of collective ownership by school community/stakeholders, will provide opportunities to develop positive relationships and effective communication, and greater emphasis on celebrating success. It will also provide more opportunities for student leadership and student voice to improve student learning.	

Key Improvement Strategy 1	**Strengthen the data literacy and evidence informed skills of all teachers.**
Actions	1. The creation of a data policy and protocols for use in examining data 2. Professional Learning provided to support understanding of Data Policy and Protocols, included modelled examples of data policy in practice 3. Model and increase the use of data and data literacy at staff meetings, TLC, PLTs, Leadership and Learning Areas (all meetings). 4. PLT's to plan and reflect using data as evidence.

<table>
<tr><td rowspan="2">Evidence of impact</td><td colspan="2">Students will:
Understand the common assessment schedule.
Teachers will:
Develop an understanding of the protocols within the data policy.
Use the data policy.
Implement a common assessment schedule across the college.
Leaders will:
Develop the data policy and protocols.
Develop the assessment schedule.
Model the use of the policy and protocols, whenever engaging with data.</td></tr>
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ACTIVITIES AND MILESTONES	WHO	PLP	WHEN	BUDGET ESTIMATE	MONITORING		Budget
					Progress Status	Evidence	YTD
1. The creation of a data policy and protocols for use in examining data	CSA	N	Ongoing		▮▮▮	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	
2. Professional Learning provided to support understanding of Data Literacy, Data Policy and Protocols, included modelled examples of data policy in practice	CRO, TLC, CSA, DSN, S.E.A.T	Y	Ongoing		▮▮▮	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 (Professional Learning) by members of TLC	
3. Model and increase the use of data and data literacy at staff meetings, TLC, PLTs, Leadership and Learning Areas (all meetings)	Leadership Middle Leadership	N	Ongoing		▮▮▮	6 months: Agendas and minutes to reflect the regular use of data including protocols which includes but are not limited to ATLAS.	
					▮▮▮	12 months: Increase in staff survey - Understand how to analyse data (2022: 28 to 2023 34) - Monitor of staff use of data (2022: 44 to 2023 46)	
4. PLT's to plan and reflect using data as evidence.	PLT's	N	Ongoing		▮▮▮	6 months: PLT inquiry cycles ensure evidence is used to inform inquiry cycles	
					▮▮▮	12 months: Facilitators use data protocols such as ATLAS and other provided strategies to support data use. Meeting Minutes are used to track evidence used. Celebration has a practice in order to collect evidence of current state. PLT matrix is used to assess progress that we move from evolving to embedding on the data scale.	

Key Improvement Strategy 2	**Develop and embed structures and consistent processes that support teacher collaboration.**
Actions	1. Implement coaching mode 2. Implement walk-through data policy 3. Introduce Kurunjang version of ELK. 4. Implement peer observations as an element of the school's practice. 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. Modelling of the meaningful use of Technology where appropriate
Evidence of impact	**Students will:** Experience consistent teaching and learning across the college. **Teachers will:** Articulate and implement their learning from: Coaching Cycle PLT Inquiry Peer observations **Leaders will:** Ensure a collective responsibility

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		Budget
					Progress Status	Evidence	YTD
1. Implement coaching model	TLC JMA DSN LBU Leadership	N	Term 1		▮ ▮ ▮	6 months: 2023 process agreed upon and outlined for staff in staff meeting. Staff development Leader and coaching team meet. At least half of the teaching staff complete a coaching cycle	
					▮ ▮ ▮	12 months: Teachers complete a coaching cycle with evidence in coaching documentation. Review of coaching process	
2. Implement walk-through data policy	DSN, CSA, CRO,, JMA Leadership	N	Sem 1		▮ ▮ ▮	6 months: Redevelopment of WDC questions align to - ELF - 1:1 - AVID / WICOR - HITs – Specifically differentiation and feedback Prin and AP3 to undertake WDC TLC provided the opportunity to engage with WDC (no time allocated) WDC data provided to TLC and leadership to drive decisions.	
					▮ ▮ ▮	12 Months: If staffing allows DWC is opened up to staff in order to collect more data points Review WDC questions WDC data provided to TLC and Leadership	
3. Introduce Kurunjang version of ELK	JMA, CRO, JMI, Leadership	Y	Sem 1		▮ ▮ ▮	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: Emerging leaders 'shadow a leader' continue their Professional learning program and complete their project Term 4: Emerging leaders present their project Program is reviewed and adaptations made for 2024 implementation	
4. Implement peer observations as an element of the school's practice.	TLC JMA DSN Leadership	N	Sem 1		▮ ▮ ▮	6 months: 2022 process developed in TLC and shared with leadership. Trial process with staff volunteers. Foci to be drawn from a range of priorities.	
					▮ ▮ ▮	12 months:	

ACTIVITIES AND MILESTONES	WHO	PLP	WHEN	BUDGET ESTIMATE	Progress Status	Evidence	Budget YTD
						Staff to complete classroom observation as part of PLT cycle.	
5. Development of a calendar year Professional Learning plan	Leadership, TLC, WDC team	N	Ongoing		▌▌▌	6 months: 2023 PL calendar to be created and published to all staff. WDC undertaken to assess progress from 2023 and to establish a base line of instructional practice for 2023	
					▌▌▌	12 months: WDC used to assess progress of PL / instructional practices. 2024 PL calendar drafted	
6. Use the PLT maturity matrix to measure the college's progression	Leadership	N	Twice yearly		▌▌▌	6 months: PLTs self-assess against the continuum	
					▌▌▌	12 months: PLTs self-assess against the continuum	
7. PLT's to regularly and consistently engage with cycles of inquiry	PLTs	N	Ongoing		▌▌▌	6 months: Evidence of ongoing inquiry cycles shared in celebration.	
					▌▌▌	12 months: Evidence of ongoing inquiry cycles shared in celebration.	
8. Modelling of the meaningful use of technology where appropriate	TMG		Ongoing			6 month: TMG to seek out PL and staff meeting presenters and offer support in the use of technology.	
						12 months: Learning Areas set a new goal and undertake the cycle above; This is reviewed by TMG to assess progress.	

Key Improvement Strategy 3	Further develop and embed the GVC with a focus on differentiation and feedback.
Actions	1. Monitoring, maintaining and review of KSC GVC that includes: - Creation of central repository - Protocols for adaptations and editors - Development of timetable for creation and review - Review of GVC documents by LAs 2. Creation, publication and use of student friendly continuums of learning to within the Senior School and TLC to explore continua with respect to Las 3. Identify and enrich students into the top two bands in NAPLAN. 4. PLTs to engage in cycles that explicitly plan for differentiation and feedback. 5. Professional Learning used to support teachers in: - Feedback - The effective use of technology (specific focus on 1-1 pilot program teachers and preparation for 2024 1-1 roll out) - Assessment and reporting requirements for 2023 – see assessment and reporting timeline 6. Implementation of the assessment and reporting working party's plan 7. Creation of 1-1 and technology policy that outlines of expectations what constitutes best practice at KSC. 8. Year 7 1-1 Pilot program implemented. 9. GVC planning for the use of 1-1 in year 7 in 2024 undertaken.
Evidence of impact	**Students will:** Experience increased frequency of differentiation and feedback. **Teachers will:** Enhanced their ability to differentiate and provide effective feedback. Have a clear understanding what a GVC is and looks like at KSC. **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.

ACTIVITIES AND MILESTONES	WHO	PLP	WHEN	BUDGET ESTIMATE	MONITORING		Budget
					Progress Status	Evidence	YTD
1. Monitoring, maintaining and review of KSC GVC that includes: - Creation of central repository	LA Leaders, TLC, (potential for	Y	Ongoing		▌▌▌	6 months: Time is provided to continue the development of the school wide GVC with the goal of meeting the policy timeline	

- Protocols for adaptations and editors - Development of timetable for creation and review - Review of GVC documents by LAs	establishment of working party)					Learning GVC trackers indicate GVC progress.
					▌▌▌	12 months: 7-9 GVC timeline met for all LAs. Review completed GVCs.
2. Creation, publication and use of student friendly continuums of learning to within the Senior School and TLC to explore continua with respect to LAs	CRO, TLC, LA Leaders, teachers	Y	Ongoing		▌▌▌	6 months: Senior school exams rubrics on teams. Feedback is provided to teachers and leaders regarding the rubrics.
					▌▌▌	12 months: Senior school exams rubrics on teams. Feedback is provided to teachers and leaders regarding the rubrics. Evidence of the feedback is seen in the second semester rubrics. TLC meeting minutes with respect to continua.
3. Identify and enrich students into the top two bands in NAPLAN.	CRO CSA EHI	N	Term 1		▌▌▌	6 months: Students in the top two bands identified and enrichment lessons run. All teachers of top two bands be able to articulate them.
					▌▌▌	12 months: Literacy and numeracy leaders have provided supports for these students.
4. PLTs to engage in cycles that explicitly plan for differentiation and feedback.	TLC PLTs		Ongoing		▌▌▌	6 months: PLT minutes, agenda, and data. PLT celebration and maturity matrix.
					▌▌▌	12 months: GVC documents include differentiation and feedback based on the PLT cycles undertaken. PLT maturity matrix moves from evolving to embedding in 'building practice excellence'
5. Professional Learning used to support teachers in: - Feedback - The effective use of technology (specific focus on 1-1 pilot program teachers and preparation for 2024 1-1 roll out) - Assessment and reporting requirements for 2023 – see assessment and reporting timeline	CRO, DSN, TLC	Y	Ongoing		▌▌▌	6months: PL - Link assessment and reporting to feedback PL – How to write comments that support student learning
					▌▌▌	12 Months: A year of reporting in line with new assessment and reporting practices
6. Implementation of the assessment and reporting working party's plan.	CRO, TLC Leadership	N	Ongoing		▌▌▌	6 months Completed first semester reporting cycles Adaptions are made to the second semester plan to trouble shoot issues encountered first semester Increase in number of parents and students accessing the reports
					▌▌▌	12months: Review conducted with recommendations for 2023 published Increase in number of parents and students accessing the reports
7. Creation of 1-1 and technology policy that outlines of expectations what constitutes best practice at KSC.	TLC TMG		Sem 1		▌▌▌	6 months: Draft policy of 1-1 and technology drafted.

					12 months: Policy of 1-1 and technology published.	
8. Year 7 1-1 Pilot program implemented.	TLC TMG		Sem 2		▌▌▌	6 months: Year 7 class identified and mechanism for teacher and student feedback identified. Pilot program GVC documentation.	
						12 months: Review of student and teacher feedback used to inform 1-technology policy. Pilot program GVC documentation.	
9. GVC planning for the use of 1-1 in year 7 in 2024 undertaken.	TLC TMG		Sem 2		▌▌▌	6 months: LAs to have document year 7 pilot program lessons with the use of technology.	
						12 months: LAs to embed the use of technology for year 7 GVC.	

Goal 3

The table below is designed to plan for and monitor each Goal of the SSP (School Strategic Plan). There will be multiples of this section, depending on how many KIS are to be delivered in 2018. Be mindful to focus your efforts and not set out to complete too many strategies.

Monitoring Please note: In Progress status section **I I I** respectively indicate **I** not commenced or severely behind schedule, **I** slightly behind schedule but remediation strategies are in place to get back on schedule and **I** on schedule and/or completed. Delete dots as appropriate.]

STRATEGIC PLAN GOAL 2	ENGAGEMENT: To improve Student Engagement and Responsibility for Learning
STRATEGIC PLAN TARGETS	**AToSS**

	2021		2025
Effort	62	to	68
Self-regulation & goal setting	53	to	58
Student Voice & Agency	36	to	40
Sense of Connectedness	43	to	47
High Expectations	71	to	78

- Absence- decrease percentage of students with 20+ days absence

2019		2025
44	to	34

Staff Opinion Survey

	2021		2025
Trust in students & parents	32	to	35
Use student feedback to improve practice	34	to	37

12 MONTH TARGETS		
	12 Month Target 2.1	By 2024, the overall per cent positive responses score on the AToSS for Years 7–12 will be: Effort—67 or above (from 66 in 2022) Sense of connectedness—44 or above (from 48 in 2022) Student voice and agency—41 or above (from 40 in 2022) Self–regulation and goal setting—58 or above (from 57 in 2022) High expectations—75 or above (from 73 in 2019)
	12 Month Target 2.2	By 2024, decrease the percentage of students with 20 or more days absence to 41.5 or less (from 54 in 2022)
	12 Month Target 2.3	By 2024, the per cent positive endorsement on the SSS will be: Trust in parents and students—33 or above (from 32 in 2022)
FISO IMPROVEMENT INITIATIVE	Excellence in Teaching and Learning Professional Leadership Community engagement in Learning	
FISO IMPROVEMENT INITIATIVE RATIONALE	Excellence in Teaching and Learning- Building practice excellence. Areas of specific focus will include building practice excellence, curriculum planning and assessment, evidence based high impact teaching strategies and evaluating impact on learning. Professional Leadership- Building leadership teams. Areas of specific focus will include building leadership teams, instructional leadership, strategic resource management and vision, values, and culture.	

	Our work in 2023 will feature a continued focus on the development and implementation of the PLT (Professional Learning Team) Framework, curriculum planning and assessment with an emphasis on differentiation and feedback. A major focus will be on the further consolidation of our new student management school structure to better support student connectedness, wellbeing, and the monitoring and intervention of student learning and pathways. A greater emphasis on organisational climate and developing professional leadership will continue to be prioritised.
	Community engagement in Learning; Parents and Carers as partners. Areas of focus include the embedding of School Wide Positive Behaviours consistently in classrooms and the school community. In 2018, the college revisited its mission, vision, and values. In 2023 the work of the college will be to further embed this work into our day-to-day interactions and expectations. The vertical team structure, with an emphasis on consistency and sense of collective ownership by school community/stakeholders, will provide opportunities to develop positive relationships and effective communication, and greater emphasis on celebrating success. It will also provide more opportunities for student leadership and student voice to improve student learning.

Key Improvement Strategy 1	**Develop a structure that cultivates Student Voice and Agency**

Actions	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:
	     - 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

Evidence of impact	**Students will:** Experience consistent opportunities in decision making process for the benefit across the college. **Teachers will:** Articulate and implement their learning of Student Voice and Agency from: - Professional Learning - PLT Inquiry - Student Feeback - Analysis of ATOSS data **Leaders will:** 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 relate to students.

ACTIVITIES AND MILESTONES		WHO	PLP	WHEN	BUDGET ESTIMATE	MONITORING		Budget YTD
						Progress Status	Evidence	
1.	Work with staff to build an understanding of what "Agency and Voice" means and looks like within learning at KSC	AGO, SEAT, TLC, MHY	Y	Semester 1		▮▮▮	6 months: Professional Learning is provided to all staff about Student Voice and Agency in learning with opportunities to include in GVC	
						▮▮▮	12 months: Documented Evidence of practice showing staff's implementation of Student voice and agency in their curriculum.	
2.	Create greater student leadership and student voice opportunities across the college.	AGO, SEAT, (Possible working party)	N	Semester 1		▮▮▮	6 months: Working Party creates a policy and processes for Student Leadership at KSC.	

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	Progress Status	Evidence	Budget YTD
						Voices of Year 12 student leaders working closely with Ap for Student Voice through regular meetings established	
					▌▌▌	12 months: Implementation of a system with defined roles for all members of the Student Leadership Team (SLT). There is evidence of a diverse student representative team that takes part in various aspects of school review	
3. Review and refine current student leadership and student voice opportunities	RBE (working party)				▌▌▌	6months: Reviews of current leadership opportunities completed	
					▌▌▌	12months: New processes developed for implementation in 2024.	
4. Establish Student Voice Teams (SVT) to: - 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	RBE (working party)				▌▌▌	6month: SRC will be formed.	
					▌▌▌	12month: Full implementation in place for 2024	

Key Improvement Strategy 2	Develop and implement a whole school approach to student goal setting that empowers high expectation, high aspiration and student agency.
Actions	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. Develop a targeted and differentiated Student Success curriculum from 7-12 to complement other Learning Areas 4. Embed SWPBS (School Wide Positive Behaviours Support) practices across the college to foster a positive learning environment. 5. Embed a coherent behaviour management process across the college which is used by all staff.
Evidence of impact	**Students will:** Experience consistent opportunities to direct and take responsibility for their learning Track and measure their own learning growth **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 **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

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		Budget YTD
					Progress Status	Evidence	
1. Identify persistent and emerging issues in student engagement using data form ATOSS and SOS and create action plans for the issues.	AGO, SEAT, TLC	N	Semester 1		▌▌▌	6 months: 2022 data analysis by SEAT which identify the issues. Student Leaders to investigate student data and offer suggestions for improving student engagement.	
					▌▌▌	12 months: SEAT develop a plan of action to address areas for improvement with student consultation. SEAT works with TLC to provide PL in collective efficacy.	

2. Provide Professional Learning in the use of student data for point of need goal setting for students.	AGO, SEAT, TLC, SWPBS TEAM, CSA	Y	Semester 1		| | |	6 months: Pulse will be explored to track student data Compass chronicles set up will be reviewed in order to maximise efficiency for house teams. Develop staff capabilities to set high expectations for all students through PL and goal setting	
					| | |	12 months: House Meetings are consistently using to track and monitor student data. Protocols are produced to guide staff in setting student goals through student conferences. All students have evidence of goals listed in Student Success, with goals visible to all teachers.	
3. Develop a targeted and differentiated Student Success curriculum from 7-12 to complement other Learning Areas	MHY, MBY, DSN, TLC, LA	N	Semester 1 and Ongoing		| | |	6 months: A Working Party established to reflect on current curriculum and to redesign with the GVC and school priorities in mind.	
					| | |	12 months: Documented curriculum available to all staff on L Drive	
4. Embed SWPBS practices across the college to foster a positive learning environment.	MHY, MMA, SEAT, Leadership, Teachers, WTDC, SWPBS	Y	Semester 1 and Ongoing		| | |	6 months: Include 10 minutes of SWPBS/RRRR into regular staff meetings.	
					| | |	12 months: School orderly learning environment data and SWPBS surveys reflecting more positive behaviours.	
5. Embed a coherent behaviour management process across the college which is used by all staff.	AGO, SEAT, MHY, SWPBS, Leadership, Teachers	Y	Semester 1 and Ongoing		| | |	6 moths: Audit current processes and refine and realign behaviour management to complement SWPBS, RRRR. Review Walkthrough Data collection parameters and include behaviour management. Develop House Handbook for professional learning around using behaviour management techniques in House Teams.	
					| | |	12 months: Peer observations to support effective management strategies. Coaching opportunities provided for staff. WTDC to monitor the use of protocols and processes.	

Key Improvement Strategy 3	Review and implement the college action plan to improve attendance.
Actions	1. Further embed strategies outlined in the 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
Evidence of impact	**Students will:** Consistently attending school and taking to direct and take responsibility for their learning **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 **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							

| ACTIVITIES AND MILESTONES | WHO | PLP | WHEN | Budget | MONITORING | | |
					Progress Status	Evidence	Budget YTD
1. Further embed strategies outlined in the Attendance Policy	AGO, MHY, WELLBING TEAM, SEAT.	N	Term 1		▌▌▌	6 months: Professional Learning with House teams around Attendance Coding. Review sustainable and consistent practices around attendance.	
					▌▌▌	12 months: Regular Parent/Carer meetings and reviews of attendance plans. Consistent practices to improve attendance indicate a reduction of days absent.	
2. Improve our engagement with the community and seek their support and understanding of the importance of attendance and the link to academic success.			Ongoing		▌▌▌	6 months:	
					▌▌▌	12 months: Monitored improvement of attendance at school events Improved rates of participation in parent survey Improved participation in parent/carer teacher interviews	
3. Consistent language around absences and building the capacity of staff to engage in absence data and the conversations with students	AGO, SEAT, MHY, Leadership, Home Group Teachers, Teachers	Y	Ongoing		▌▌▌	6 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. The development of the home group teacher role to support this.	
					▌▌▌	12 months: Planned implemented Home Group Teacher role for 2024. Provide allocated time in allotments to Home Group Teachers to undertake their role.	

Goal 4

STRATEGIC PLAN GOAL 3	**WELLBEING: To Provide a Safe, Positive and Inclusive Learning Environment**

STRATEGIC PLAN TARGETS	**Staff Opinion Survey**

	2021	to	2025
Trust in colleagues	61	to	67
Collective Efficacy	37	to	40
Instructional Leadership	47	to	51

AToSS

	2021	to	2025
Advocate at school	62	to	68
Positive endorsement in managing bullying to be confirmed			
Respect for diversity	39	to	42
Classroom behaviour	52	to	57
Self-assessment survey SWPB (School Wide Positive Behaviours) percentage positive of implementation	44	to	48

12 MONTH TARGETS		
12 Month Target 3.1	By 2024, the overall per cent positive responses score on the AToSS for Years 7–12 will be: Advocate at school—66.25 or above (from 63 in 2022) Experience of bullying—51 or above (from 49 in 2022) Respect for diversity—44 or above (from 43 in 2022) Classroom behaviour—56 or above (from 55 in 2022)
12 Month Target 3.2	Increase the positive responses to the SWPB survey—50 or above (from 49 in 2022)
12 Month Target 3.3	By 2024, 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 48 in 2022)

FISO DIMENSION	Excellence in Teaching and Learning Professional Leadership Community engagement in Learning
FISO DIMENSION RATIONALE	Excellence in Teaching and Learning- Building practice excellence. Areas of specific focus will include building practice excellence, curriculum planning and assessment, evidence based high impact teaching strategies and evaluating impact on learning. Professional Leadership- Building leadership teams. Areas of specific focus will include building leadership teams, instructional leadership, strategic resource management and vision, values, and culture. Our work in 2023 will feature a continued focus on the development and implementation of the PLT (Professional Learning Team) Framework, curriculum planning and assessment with an emphasis on differentiation and feedback. A major focus will be on the further consolidation of our new student management school structure to better support student connectedness, wellbeing, and the monitoring and intervention of student learning and pathways. A greater emphasis on organisational climate and developing professional leadership will continue to be prioritised. Community engagement in Learning; Parents and Carers as partners. Areas of focus include the embedding of School Wide Positive Behaviours consistently in classrooms and the school community. In 2018, the college revisited its mission, vision, and values. In 2023 the work of the college will be to further embed this work into our day-to-day interactions and expectations. The

	vertical team structure, with an emphasis on consistency and sense of collective ownership by school community/stakeholders, will provide opportunities to develop positive relationships and effective communication, and greater emphasis on celebrating success. It will also provide more opportunities for student leadership and student voice to improve student learning.
Key Improvement Strategy 1	**Embed a culture that prioritises college wellbeing through systematic, responsive structures and consistent processes.**
Actions	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. Identify students for interventions via MYLNs and TLI initiatives, carry out interventions 4. Development of documented practices to support the inclusion of students academically, socially and emotionally (IEP) 5. Identification of process to address top tier students through case management and appropriate response planning 6. Provide consistent support to students re-engaging from FLO setting such as CALM/Flip
Evidence of impact	**Students will** Know which staff members to go to for support Be provided with prompt support **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 **Leaders will** Provide clarity around roles and responsibilities related to wellbeing Provide clarity, communication and documented processes which will provide consistency of practice

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		Budget YTD
					Progress Status	Evidence	
1. Continue to develop House Culture via vertical house team structure	AGO, SEAT	N	ongoing		▌▌▌	6 months: House competitions run termly. House Assemblies run fortnightly and led by Student Leaders Updated signage and merchandise for all House Teams to include House Mascot.	
					▌▌	12 months: Documented, consistent processes with a clear house identity House captains developed and implemented for 2024	
2. Embed the consistent minor /major behaviour responses to ensure consistent language and practice school wide	MHY, MMA, SWPBSS team, Leadership	N	Semester 1 and ongoing		▌▌▌	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 Use Behavioural Walkthrough Data to further 2024 priorities.	
3. Identify students for interventions via MYLNs and TLI initiatives, carry out interventions	MHY, LBU, Leadership	N	Term 1 and ongoing		▌▌▌	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 2023 implementation within term 1	
					▌▌▌	12 months: Review of current process with vision for supporting students beyond 2023 identified	
4. Development of documented practices to support the inclusion of students academically, socially and emotionally (IEPs and SSGs)	MHY, SSS team, House teams	N	ongoing		▌▌	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 with all staff involvement	

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	Progress Status	Evidence	Budget
						Communicate IEP & SSG process to staff Development of the Disability inclusion working party Student returning from FLO/YJ settings have SSG & IEP	
					‖	12 months: Professional learning for all staff in differentiation in order to meet the needs of all students Disability Inclusion plan developed for the gradual implementation from 2024, with PSD funded students planned for first step	
5. Identification of process to address top tier students through case management and appropriate response planning	MHY, SSS team, House teams	N	Semester 1 and ongoing		‖	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 Further development of the FBA process for tier 3 student response Process developed for communication regarding top tier students with Student Support Services Brimbank/Melton	
					‖	12 months: Document clear processes in managing top tier students inclusive of house team and wellbeing responses	
6. Provide consistent support to students re-engaging from FLO setting such as CALM/Flip	MHY, SSS team, House Leaders	N	Ongoing		‖	6 months:	
					‖	12 months: Improved engagement with the GVC Improved attendance data	

Key Improvement Strategy 2	Implement strategies to foster resilience, positive behaviour and wellbeing
Actions	1. Provision of professional learning for staff 2. Provide high quality intervention planning, including documented plans, to support emotional regulation, behaviour and learning
Evidence of impact	**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 **Teachers will** Embed the SWPBSS Positive Behaviour Matrix Become familiar with the Resilience Project and its resources Become familiar with the Respectful Relationships Framework and its resources **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

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		
					Progress Status	Evidence	Budget
							YTD
Provision of professional learning for staff	MHY, Leadership, SSS Team, Student Voice	Y	Term 1 2022		‖	6 months: Plan for professional learning in Berry Street Model to develop trauma informed practice within house teams Provision of professional learning to support the implementation of the student success program DET mandated PL Establish Disability Inclusion Working Party to plan DI implementation from 2023	
					‖	Ongoing:	

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	Progress Status	Evidence	Budget YTD
						SWPBSS/RR PL embedded within regular meeting time	
Provide high quality intervention planning, including documented plans, to support student's emotional regulation, behaviour and learning	MHY, SSS Team, House Teams	N	Ongoing		▮▮▮	6 months: Investigation of de-escalation and emotional regulation interventions for use at Kurunjang Secondary College including Berry Street Trauma informed practice for all house team members. Investigation of emotional regulation programs and curriculum development. FBA process documentation planned and implemented through SSS Handbook	
					▮▮▮	12 months: Implementation of plans and programs. Review of plans used	

Key Improvement Strategy 3	Continue working across the whole college and broader community to support the mental and physical health, wellbeing, inclusion and engagement of all students
Actions	1. Disability Inclusion Working Party to establish implementation plan 2. Staff to embed the School Wide Positive Behaviours Whole School Approach, 3. Continue to explore and embed community-based partnerships to support student mental and physical health e.g., 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. 4. Continue to explore and embed volunteer support at Kurunjang Secondary College e.g., Breakfast and Lunch Club Program, Community Clothing Support, Food Hamper Support, Mentoring Program, Other volunteer opportunities relevant to the needs of KSC students/families 5. Develop and start a varied lunch time activities program to ensure engagement opportunities for all students 6. Develop pride in the correct wearing of the KSC College Uniform, 7. Create opportunities for staff to engage in networking including Communities of Practice 8. Develop plan for further parent partnership and engagement opportunities e.g., Community liaison team via house teams and student support team, Volunteer opportunities, Parent engagement and involvement in school events
Evidence of impact	**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 **Teachers will** Embed the Professional Learning Become familiar with the various Professional Learning **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

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		Budget
					Progress Status	Evidence	YTD
1. Disability Inclusion Working Party to establish implementation plan	MHY, SSS Team, House Team		Ongoing (next 5 years)		▮▮▮	6 months: Establish working party. Plan for 5 year implementation finalised. PL planning for inclusion reforms. 12 months: Planning for 2024 PL	
2. Staff to embed the School Wide Positive Behaviours Whole School Approach	MHY, MMA, SWPBSS Team, All College Staff	Y	Semester 1 2022		▮▮▮	6 months: Professional learning for staff capacity building to attend to student management using the School Wide Positive Behaviours agreed approach	
					▮▮▮	12 months: Develop location matrix for varied teaching environments	
3. Continue to explore and embed community-based partnerships to support student mental and physical health	MHY, SSS Team	N	Ongoing		▮▮▮	6 months: Re-establish existing partnerships. Begin partnership development with CMY for the development of interventions. Begin new partnerships as need is identified	

					▮▮▮	Ongoing: Documented MOU's in place for all partnerships in place at KSC	
4. Continue to explore and embed volunteer support at Kurunjang Secondary College	MHY, SSS Team, House teams	N	Ongoing		▮▮▮	6 months: Explore mentoring opportunity for vulnerable student groups at KSC	
					▮▮▮	Ongoing: Review partnerships annually to ensure sustainability at KSC for all parties	
5. Develop and initiate a varied lunch time activities program to ensure engagement opportunities for all students	MHY, MMA, Activities coordinator, SSS Team	N	Ongoing		▮▮▮	6 months: Establish an advertised, varied lunch time activities program with support from College staff Investigate options for external agency partnerships to widen activities available to students during lunch time	
					▮▮▮	12 months: Plan and document 2024 external agency partnerships	
6. Develop pride in the correct wearing of the KSC College Uniform	AGO, House Team, All College Staff	N	Ongoing		▮▮▮	6 months: Using student leaders, review College uniform and seek consultation with school stakeholders.	
					▮▮▮	12 months: School Community clear of our uniform policy.	
7. Create opportunities for staff to engage in networking including Communities of Practice	Leadership and relevant staff members	N	Ongoing		▮▮▮	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. Develop plan for further parent partnership and engagement opportunities - Community liaison team via house teams and student support team - Volunteer opportunities - Parent engagement and involvement in school events	MHY, House Teams	N	Ongoing		▮▮▮	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	

Section 2: Whole School Professional Learning and Development Plan

The Whole School Professional Learning and Development Plan outlines how the whole school will seek to learn together in pursuit of the Key Improvement Strategies set in the AIP (Annual Implementation Plan). The plan supports principals in professional learning and development discussions, by providing a clear line of sight of professional learning to AIP goals/targets and KIS. Also refer to the resources on the Professional Practice Elements page, here.

Professional Learning Priorities	Who	When	Key Professional Learning Strategies (Choose up to 3)	Organisational Structure (Select)	Expertise Accessed	Where
Excellence in Teaching and Learning			× Collaborative planning × Collaborative preparation ☐ Collaborative design of formative assessments ☐ Moderated assessment of student learning ☐ Collaborative inquiry/Action research team ☐ Collaborative curriculum development × Peer observation including feedback and reflection ☐Formalised PLC/PLTs	× Whole School Student Free Day × Professional Practice Day × School-based formal meeting/School-based Professional Learning Sessions ☐ Timetabled Planning Day ☐ Network Professional Learning ☐ Community of Practice × PLC/PLT Meeting	× SEIL (Senior Education Improvement Leader) and Regional Support Staff ☐ VCAA ☐ Primary Mathematics and Science Specialists × Literacy expertise × PLC (Professional Learning Community) Initiative ☐ Teaching Partners ☐ Leadership Partners × School Improvement Partnerships ☐ Internal Staff ☐ Subject Association × Bastow program/course	× On-site ☐ Off-site (please describe)- Bastow, SWV Region

					× External Consultants (please add details below)- Anne Tweed (US Consultant specifically working in Mathematics and Science instruction and the use of Collaboration)	
Positive Climate for Learning			☐ Collaborative planning ☐ Collaborative preparation ☐ Collaborative design of formative assessments ☐ Moderated assessment of student learning ☐ Collaborative inquiry/Action Research team ☐ Collaborative curriculum development × Peer observation including feedback and reflection ×Formalised PLC/PLTs	× Whole School Student Free Day × Professional Practice Day ☐ School-based formal meeting/School-based Professional Learning Sessions ☐ Timetabled Planning Day ☐ Network Professional Learning ×Community of Practice × PLC/PLT Meeting	×SEIL and Regional Support Staff ☐ VCAA ☐ Primary Mathematics and Science Specialists ☐ Literacy ability × PLC Initiative ☐ Teaching Partners ☐ Leadership Partners ☐ School Improvement Partnerships ☐ Internal Staff ☐ Subject Association ☐ Bastow program/course × External Consultants (please add details below)	× On-site ☐ Off-site (please describe)- Bastow, SWV Region
Professional Leadership			× Collaborative planning × Collaborative preparation ☐ Collaborative design of formative assessments ☐ Moderated assessment of student learning ☐ Collaborative inquiry/Action Research team ☐ Collaborative curriculum development ☐ Peer observation including feedback and reflection ☐Formalised PLC/PLTs	☐ Whole School Student Free Day × Professional Practice Day × School-based formal meeting/School-based Professional Learning Sessions ☐ Timetabled Planning Day × Network Professional Learning ×Community of Practice ☐ PLC/PLT Meeting	☐ SEIL and Regional Support Staff ☐ VCAA ☐ Primary Mathematics and Science Specialists ☐ Literacy expertise × PLC Initiative ☐ Teaching Partners × Leadership Partners ☐ School Improvement Partnerships ☐ Internal Staff ☐ Subject Association × Bastow program/course × External Consultants (please add details below)- Martin Culkin as Leadership Coach	× On-site ☐ Off-site (please describe)- Bastow, SWV Region