

2024 Annual Implementation Plan

for improving student outcomes

Kurunjang Secondary College (8718)



Submitted for review by Aylin Gokmen (School Principal) on 01 May, 2024 at 07:57 PM
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 02 May, 2024 at 12:13 PM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
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 data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding

	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
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Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Emerging
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Future planning	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	Yes	Support for the priorities	We will end the year with a new focus.
Improve student learning outcomes.	Yes	<p>NAPLAN Benchmark Growth 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) 	not valid
		<p>NAPLAN top two bands 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) 	strong and exceeding
		Senior Secondary	change language and targets

		<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>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) 	ensure momentum is not lost
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 2029) • Self-regulation and goal setting—58 or above (from 53 in 2019) • High expectations—78 or above (from 71 in 2019) 	Areas have improved but SV&A is a focus.High expectations.
		<p>By 2025, decrease the percentage of students with 20 or more days absence to 34 or less (from 44 in 2019)</p>	Critical focus.
		<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) 	Maintain the gains in these areas.

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: <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 2029) • Classroom behaviour—57 or above (from 52 in 2019) 	Respect for diversity is good but the other areas need to be tweaked.
		Increase the positive responses to the SWPB survey—48 or above (from 44 in 2021)	Check.
		By 2025, the per cent positive endorsement on the SSS will be: <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) 	We have exceeded expectations here. How are we to maintain this?

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	
12-month target 1.1-month target	We will end the year with a new focus.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes

KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.		
Goal 2	Improve student learning outcomes.	
12-month target 2.1-month target	not valid	
12-month target 2.2-month target	strong and exceeding	
12-month target 2.3-month target	change language and targets	
12-month target 2.4-month target	ensure momentum is not lost	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Strengthen the data literacy and evidence informed skills of all teachers.	Yes
KIS 2.b Excellence in teaching and learning	Develop and embed structures and processes that support teacher collaboration.	Yes
KIS 2.c Excellence in teaching and learning	Further develop and embed the guaranteed and viable curriculum with a focus on differentiation and feedback.	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The college has made gains in the use of data and understanding how to use data to inform practice which we want to improve on. Our next step in this work is to provide opportunities for staff to collaborate regularly to improve their capabilities to make defensible teacher judgments when assessing student learning and narrow the gap between NAPLAN Comparison to Teacher Judgement data. Selection of this KIS builds on our previous focus around developing and documenting a guaranteed and viable curriculum and assessment framework.	
Goal 3	To improve student engagement and responsibility for learning.	
12-month target 3.1-month target	Areas have improved but SV&A is a focus. High expectations.	
12-month target 3.2-month target	Critical focus.	
12-month target 3.3-month target	Maintain the gains in these areas.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Positive climate for learning	Activate student voice, agency and leadership to strengthen student participation and engagement at school.	Yes
KIS 3.b Positive climate for learning	Develop and implement whole-college opportunities for student goal setting that empowers high expectation, high aspiration and student agency.	Yes
KIS 3.c Positive climate for learning	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.	Our AToSS data indicates that the college needs to prioritise student voice and agency in meaningful ways, so students feel empowered to direct their learning and in turn feel connected to the college. A disconnect between students having high expectations and how to set aspirational goals to achieve success needs to be bridged. A renewed focus on attendance with a clear strategy to engage with students and their families is a critical step in building a positive learning environment.	
Goal 4	To provide a safe, positive and inclusive learning environment.	
12-month target 4.1-month target	Respect for diversity is good but the other areas need to be tweaked.	
12-month target 4.2-month target	Check.	
12-month target 4.3-month target	We have exceeded expectations here. How are we to maintain this?	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 4.a Positive climate for learning	Embed a college culture that prioritises wellbeing through systematic and responsive structures and processes.	Yes
KIS 4.b Positive climate for learning	Implement strategies to foster resilience, positive behaviour and wellbeing.	Yes
KIS 4.c Community engagement in learning	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.

In order to develop a more positive climate for learning, the role of the Home Group Teacher has been identified as being pivotal to improving students' experiences of school and facilitating engagement. Our focus on improving the way learning support is delivered in all classes will support the multi-tiered approach to meeting student needs.

Define actions, outcomes, success indicators and activities

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.			
12-month target 1.1 target	We will end the year with a new focus.			
KIS 1.a 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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy			
Actions	Implement Tier 2 and 3 interventions. Implement KSC model of MYLNs. NAPLAN enrichment program. Establish a range of levelled tasks across the Years 7-10 Maths curriculum.			
Outcomes	Maths teachers will practice routines that promote collaboration. Maths teachers will regularly use NAPLAN style questions. Students will be working at their level and demonstrate learning growth. Students will improve their problem-solving skills.			
Success Indicators	Students receive timely feedback. Year 9 NAPLAN results will improve.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

<p>Consistent implementation of the college's instrrcutional model to deliver and assess Maths/Numeracy curriculum.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Numeracy support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
<p>KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			
<p>Actions</p>	<p>Provide a high level of wellbeing and mental health support to all students. Employ a Leading teacher to lead DI. Build teacher capability to effectively implement classroom adjustments to support student learning.</p>			
<p>Outcomes</p>	<p>Teachers will provide evidence of the adjustments needed in order to support student learning. Curriculum documentation reflects the adjustments made. DIPs will be successfully conducted.</p>			
<p>Success Indicators</p>	<p>Increase in the adjustments being made for students. Improved positive endorsement of AToSS Factors "sense of Connectedness' and 'Teacher Concern'.</p>			
<p>Activities</p>	<p>People responsible</p>	<p>Is this a PL priority</p>	<p>When</p>	<p>Activity cost and funding streams</p>
<p>Whole school wellbeing plan. Wellbeing Team to provide support for students who are at risk of disengagement.</p>	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

Learning Support staff in all classrooms.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> Wellbeing team		to: Term 4	<input checked="" type="checkbox"/> Other funding will be used
Goal 2	Improve student learning outcomes.			
12-month target 2.1 target	not valid			
12-month target 2.2 target	strong and exceeding			
12-month target 2.3 target	change language and targets			
12-month target 2.4 target	ensure momentum is not lost			
KIS 2.a Evidence-based high-impact teaching strategies	Strengthen the data literacy and evidence informed skills of all teachers.			
Actions	Build staff capability to plan for for differentiation based on student data. Develop and implement a professional learning plan to support the increased use of evidence informed skills of all teachers.			
Outcomes	Leaders will continue to distill and provide access to all relevant (AIP connections) data. Leaders will ensure the professional learning program allows for data explorations, use of agreed protocols, identifies priorities and respond using evidence based practices. Teachers will analyse and use data using agreed protocols to inform differentiation. Teachers will engage with evidence informed practices to support our priorities.			

	Students will have access to their data. Students will have an understanding of the next steps in their learning.			
Success Indicators	<p>Early - Staff will be provided protected time to explore all relevant data sets.</p> <ul style="list-style-type: none"> - Agreed protocols clearly documented within the data policy and accessible through the KSC Manual. - Professional Learning calendar is informed and published <p>Late</p> <ul style="list-style-type: none"> - SSS indicator of 'monitor of staff use of data' to increase beyond 57% - SSS indicator of 'understand how to analyse data' to increase beyond 49% 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop professional learning plan.	<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 checked="" type="checkbox"/> Other funding will be used
Deliver data focused professional learning.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Staff implement evidence informed teaching practices.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
KIS 2.b Building practice excellence	Develop and embed structures and processes that support teacher collaboration.			

Actions	To develop agreed ways of working at KSC that will support teacher collaboration.			
Outcomes	<p>Leaders will deliver Professional Learning for the development and implementation of the agreed ways of working at KSC.</p> <p>Leaders will refine the coaching process to support teachers and ES</p> <p>Teachers will collaboratively develop the agreed ways of working together.</p> <p>Student will experience improved outcomes in line with a coaching goal as reflected in coaching documentation.</p>			
Success Indicators	<p>Early</p> <p>The development of Learning Support Staff coaching process.</p> <p>Inclusion leaders to undertake coaching PL regarding coaching.</p> <p>Pedagogical coaching process to be published.</p> <p>Agreed Way of Working Matrix to be drafted, finalised, and published.</p> <p>Late</p> <p>All teachers and Learning Support Staff to have been coached or have been provided an opportunity to be coached and to share growth by the end of semester 2.</p> <p>Agreed Way of Working Matrix evidenced in all meetings (including Leadership, PLT, and LA meetings).</p> <p>SSS data re: staff trust in colleagues to be greater than 64% in 2024.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop and implement a positive behaviour matrix for staff, as an agreed collaborative way of working.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Allocation of time and resources for pedagogical coaching team to meet in term 1 to determine focus of coaching in 2024 and provide clarity.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used

Develop and Implement a coaching model for Learning Support Staff.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
KIS 2.c Curriculum planning and assessment	Further develop and embed the guaranteed and viable curriculum with a focus on differentiation and feedback.			
Actions	Further develop 7 - 10 documentation of differentiation within GVC Build staff capability to plan for differentiation. Build staff capability to plan for feedback.			
Outcomes	Leaders will continue to provided differentiated differentiation PL. Leaders will support staff to prioritise their instructional time to build in differrnatiation and feedback. Teachers within LAs and PLTs will design their differentiated learning. Teachers will provided students with informed next step feedback. Students will seek feedback. Students will action their next step feedback.			
Success Indicators	Early - Evidence of differentiation within the Unit Planners - Progress reports to highlight growth in the Feedback space Late - AToSS self regulation and goal setting to increase beyond 59% - 7-10 unit plans across the college to have differentiation clearly documented - SSS (PL - Applicability) 'put into practice' increase beyond 66%			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Allocate time for GVC further developments. (including but not limited to LAs and PLTs)	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> PLT leaders		to: Term 4	<input checked="" type="checkbox"/> Other funding will be used
Deliver PL on differentiation	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Deliver PL on feedback	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Leaders to continue to monitor GPA data termly.	<input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Goal 3	To improve student engagement and responsibility for learning.			
12-month target 3.1 target	Areas have improved but SV&A is a focus. High expectations.			
12-month target 3.2 target	Critical focus.			
12-month target 3.3 target	Maintain the gains in these areas.			
KIS 3.a Empowering students and building school pride	Activate student voice, agency and leadership to strengthen student participation and engagement at school.			

Actions	Develop a shared understanding of Student Voice and Agency at KSC and how it can improve student participation and engagement.			
Outcomes	<p>Leaders will provide opportunities for staff to develop their understanding of the impact of Student Voice and Agency. Leaders will guide and empower student leaders. Teachers will have an understanding of Student Voice and Agency using AMPLIFY. Teachers will leverage Student Voice to inform planning. Students will have the opportunity to take on leadership roles. Students will be consulted as key stakeholders in improving student outcomes.</p>			
Success Indicators	<p>Early Staff will know students and how they learn as indicated by PIVOT. Staff refer to AMPLIFY and other relevant research/documents when discussing Student Voice and Agency. Increased participation of students in leadership roles. Student Leaders facilitating house assemblies and other college events.</p> <p>Late AToSS domain of social engagement - student connectedness to increase beyond 45% positive endorsement. AToSS domain of social engagement - student voice and agency to increase beyond 41% positive endorsement.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Student leaders will represent Kurunjang Secondary College at community events and meetings.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
The SRC handbook outlining roles and responsibilities leadership roles to be informed by AMPLIFY.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used

Build staff capability and understanding of the Amplify framework	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$222,000.00 <input checked="" type="checkbox"/> Equity funding will be used
School leaders will engage with the SRC as a key stakeholder.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
KIS 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.			
Actions	Develop high expectations for every student to promote intellectual engagement and create a focused learning environment.			
Outcomes	<p>Leaders will focus on developing clear strategies to create a Ready to Learn environment. Leaders will provide PL to develop teacher capability to set high expectations of learning, effort and engagement for all students. Teachers will create SMART goals around PIVOT data (high expectations and learning environment) Students will display increased capability to be independent and motivated learners. Students will be Ready to Learn (reflective and self-monitoring learners).</p>			
Success Indicators	<p>Early Teachers collaborate to implement strategies to improve student learning and engagement. Teachers will work with learning coaches to develop pedagogical practices that will foster a positive Ready to Learn environment. PIVOT data to indicate next steps for high expectations, aspirations and learning environment. Late AtoSS Stimulating Learning will increase beyond 53%.</p>			

Staff have created improvement goals. Improvement from Term 2 to Term 4 Pivot Survey results.				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Leaders will provide PL to develop teacher capability to set high expectations of learning, effort and engagement for all students.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
All teachers engage in PIVOT surveys.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
All staff have created goals related to their PIVOT data.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
All staff are consistently setting high expectations of learning, effort, and engagement.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
KIS 3.c Empowering students and building school pride	Review and implement the college action plan to improve attendance.			

Actions	<ul style="list-style-type: none"> *Review the strategies outlined in the attendance policy and adjust with evidenced based practice considering work conducted with Melbourne University *Develop attendance action plan *Resource home group teachers, house teams and wellbeing to respond to attendance concerns * Strengthen partnerships with the community 			
Outcomes	<p>Leaders will actively engage with families to understand their children's attendance and its impact on their learning. Leaders will oversee data improvements in attendance Leaders will support staff in the implementation of college policy and procedures to support teachers Leaders will resource staff with time to follow up attendance Teachers will follow up student attendance and document on Compass Teachers will implement attendance action plans. Students will attend meetings to develop attendance action plans Students will attend school regularly and consistently. Families will support the school and their children to set and maintain high attendance expectations.</p>			
Success Indicators	<ul style="list-style-type: none"> - Attendance plans are available on compass for all staff - Attendance plans are regularly reviewed and updated by the house team, and available on compass for all staff - Students with 10 days or more of absence will have improved attendance compared with 2023 - Documented attendance policy is publicly available - Student voice is evident in attendance plans - Increased percentage of positive endorsement for Parent Community Engagement 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
House Assistants hired and trained to track and address the students attendance matters	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> House leaders 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$213,499.24 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used

Review the attendance policy	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Create attendance working party	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Attendance action plan developed with the attendance working party	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Implement attendance action plan	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Home group teachers, house teams and wellbeing team members will be provided with time release	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Goal 4	To provide a safe, positive and inclusive learning environment.			

12-month target 4.1 target	Respect for diversity is good but the other areas need to be tweaked.			
12-month target 4.2 target	Check.			
12-month target 4.3 target	We have exceeded expectations here. How are we to maintain this?			
KIS 4.a Health and wellbeing	Embed a college culture that prioritises wellbeing through systematic and responsive structures and processes.			
Actions	Strengthen the whole school approach towards student connectedness to and engagement with the College.			
Outcomes	<p>Students will report increased positive responses to attending KSC</p> <p>Students will be able to explain and demonstrate what expected behaviours are at KSC</p> <p>Students will report feeling increased connectedness to homegroups teachers, classroom teachers, and/or house teams</p> <p>Teachers will be able to explain expected behaviours and respond with consistent systems and processes</p> <p>House teams will be able to explain expected behaviours and respond with consistent systems and processes</p> <p>SEAT will be able to continue to refine, document and provide professional development to support expected behaviours</p>			
Success Indicators	<p>Early indicators:</p> <p>Role of the homegroup teacher embedded and evidenced on Compass</p> <p>Coordinators using the House Handbook to consistently respond to behaviours</p> <p>Classroom teachers consistently responding to behaviours using SWPB matrix, 5C's,</p> <p>House Teams consistent responses to behaviours evident on Compass (as documented in the SEAT Handbook)</p> <p>Late indicators:</p> <p>Attendance</p> <p>AtoSS: sense of connectedness,</p> <p>Pivot</p> <p>SSS: trust in colleagues</p> <p>Reduction in major and minor behaviours: suspension, major, minor</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

The expansion of Learning Support Team to better assist students with special needs	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,057,216.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Other funding will be used
School programs carried out to embed a college culture that prioritises wellbeing through systematic and responsive structures and processes, eg breakfast club, student financial support, student services, student voice, hands on Learning, Literacy program etc.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Literacy support <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$659,407.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide Speech Therapy to the students in need	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$85,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Other funding will be used
The role of the HG teacher and implementation of the home group handbook.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used

School wide positive behaviour implementation	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
SEAT Processes and Practices - Publication of House handbook schoolwide - Thursday weekly e-mail - SEAT support staff practice consistently - Staff to consistently use 5C's, relocations processes	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Improve student connectedness to KSC.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
KIS 4.b Health and wellbeing	Implement strategies to foster resilience, positive behaviour and wellbeing.			
Actions	Provision of professional learning for staff Provide high quality intervention planning, including documented plans, to support students emotional regulation, behaviour and learning. SWPBS and RR strategies are embedded college wide that support inclusion and belonging. Social and emotional learning programs are provided to students Build positive relationships between staff, students and community			
Outcomes	Leaders will provide professional learning for staff Leaders will embed whole school approaches to SWPBS and RR Leaders will provide support to staff to in developing individualised support plans Staff will engage in school wide approaches to support student wellbeing Staff will support school programs for social and emotional learning			

	Students will engage in school programs for social and emotional learning Students will take ownership of expected behaviours and RR			
Success Indicators	<ul style="list-style-type: none"> - SWPBS/RR is visible across the school - SWPBS/RR strategies are evidence in classroom practice - Documented SWPBS/RR policies are available to the school community - Students are demonstrating the expected behaviours as evidence on compass - Staff access and embed the learning from social and emotional programs - Increase in ATOSS, SOS, POS data from 2023 regarding modules related to inclusion, connectedness and belonging - Staff are responding effectively to student needs via wellbeing referral processes 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Numerous student mental health sessions organised to be held in school from the various external service providers to foster resilience, positive behaviour and wellbeing among the students	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$57,706.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Mental health officer employed to plan and implement strategies to foster resilience, positive behaviour and wellbeing.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$86,905.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

				<input checked="" type="checkbox"/> Other funding will be used
Embed a lunchtime activities program	<input checked="" type="checkbox"/> Leadership partners (DSSI) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Provide staff with professional learning in SWPBS and RR	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Provide staff with an opportunity to engage in Berry Street training	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Review documentation for student individualised support plans	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Co-construct staff matrix with college staff	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Review social and emotional learning programs and their curriculum links in each year level.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Wellbeing team		to: Term 4	<input checked="" type="checkbox"/> Other funding will be used
KIS 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.			
Actions	Disability Inclusion Implementation Team (DIIT) to document process DIIT to provide professional learning to staff with support from leaders Representation of college staff attending network meetings and community of practice meetings Provision of social and emotional intervention programs to support student wellbeing and physical health Provide opportunities for parent involvement across the college			
Outcomes	Leaders will engage in professional learning regarding new initiatives for college wide implementation Leaders will provide professional learning for staff in inclusive practices, wellbeing initiatives, RR and SWPBS Staff will implement new learning in inclusive practices and support whole school initiatives Staff will implement goals and strategies from student plans Teachers will regularly communicate updates regarding students with parent/guardian Students will have voice in plans generated to support them Parents will attend and engage with school community events Parents will regularly communicate updates about their child and circumstances with college staff			
Success Indicators	<ul style="list-style-type: none"> - Walk through data will show differentiated classroom practice - GVC will show evidence of individual student adjustments - Student work samples will be provided by all teachers for every subject - Student support plans will include documented student involvement - IEP review feedback from teachers will evidence goal and strategy implementation from IEP's - Parent conference data will show increased attendance - Parent correspondence will evidenced on compass 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Student well-being team, multi-culture aide and ES staff are employed to continue working across the whole college and	<input checked="" type="checkbox"/> Administration team	<input type="checkbox"/> PLP Priority	from: Term 1	\$1,391,153.29

broader community to support the mental and physical health, wellbeing, inclusion and engagement of all students.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> Wellbeing team		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
Engaging with IOC	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Lunch time activities development	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
DI processes and procedures are developed for implementation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Employ Inclusion Leader	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input checked="" type="checkbox"/> Other funding will be used

Professional learning for RR, SWPBS, Child Safety, Berry Street, DI, challenging conversations, restorative practices provided	<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 checked="" type="checkbox"/> Other funding will be used
Time allocation for home group teachers to support communication with families	<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 checked="" type="checkbox"/> Other funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$1,796,133.93	\$1,796,133.93	\$0.00
Disability Inclusion Tier 2 Funding	\$449,641.95	\$449,641.95	\$0.00
Schools Mental Health Fund and Menu	\$102,872.42	\$102,872.42	\$0.00
Total	\$2,348,648.30	\$2,348,648.30	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Build staff capability and understanding of the Amplify framework	\$222,000.00
House Assistants hired and trained to track and address the students attendance matters	\$213,499.24
The expansion of Learning Support Team to better assist students with special needs	\$2,057,216.00
School programs carried out to embed a college culture that prioritises wellbeing through systematic and responsive structures and processes, eg breakfast club, student financial support, student services, student voice, hands on Learning, Literacy program etc.	\$659,407.00
Provide Speech Therapy to the students in need	\$85,000.00
Numerous student mental health sessions organised to be held in school from the various external service	\$57,706.00

providers to foster resilience, positive behaviour and wellbeing among the students	
Mental health officer employed to plan and implement strategies to foster resilience, positive behaviour and wellbeing.	\$86,905.00
Student well-being team, multi-culture aide and ES staff are employed to continue working across the whole college and broader community to support the mental and physical health, wellbeing, inclusion and engagement of all students.	\$1,391,153.29
Totals	\$4,772,886.53

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Build staff capability and understanding of the Amplify framework	from: Term 1 to: Term 4	\$222,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
House Assistants hired and trained to track and address the students attendance matters	from: Term 1 to: Term 4	\$213,499.24	<input checked="" type="checkbox"/> School-based staffing
School programs carried out to embed a college culture that prioritises wellbeing through systematic and responsive structures and processes, eg breakfast club, student financial	from: Term 1 to: Term 4	\$659,407.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services

support, student services, student voice, hands on Learning, Literacy program etc.			
Student well-being team, multi-culture aide and ES staff are employed to continue working across the whole college and broader community to support the mental and physical health, wellbeing, inclusion and engagement of all students.	from: Term 1 to: Term 4	\$701,227.69	<input checked="" type="checkbox"/> School-based staffing
Totals		\$1,796,133.93	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
The expansion of Learning Support Team to better assist students with special needs	from: Term 1 to: Term 4	\$429,641.95	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education support staff
Provide Speech Therapy to the students in need	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • Other Speech Therapy Services
Totals		\$449,641.95	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Numerous student mental health sessions organised to be held in school from the various external service providers to foster resilience, positive behaviour and wellbeing among the students	from: Term 1 to: Term 4	\$57,706.00	<input checked="" type="checkbox"/> Blue EDGE (Blue Light Victoria)
Mental health officer employed to plan and implement strategies to foster resilience, positive behaviour and wellbeing.	from: Term 1 to: Term 4	\$45,166.42	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM)
Totals		\$102,872.42	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Develop professional learning plan.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> Network professional learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> VCAA curriculum specialist <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Maths/Sci specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader 	<input checked="" type="checkbox"/> On-site
Deliver data focused professional learning.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist 	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Maths/Sci specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	
Staff implement evidence informed teaching practices.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Deliver PL on differentiation	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	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"/> Whole school pupil free day <input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

Deliver PL on feedback	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Build staff capability and understanding of the Amplify framework	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources Amplify <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Leaders will provide PL to develop teacher capability to set high expectations of learning, effort and engagement for all students.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Maths/Sci specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
All teachers engage in PIVOT surveys.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
All staff have created goals related to their PIVOT data.	<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"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
House Assistants hired and trained to track and address the students attendance matters	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> House leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Review the attendance policy	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Regional leadership conferences	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Create attendance working party	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <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
The expansion of Learning Support Team to better assist students with special needs	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Learning specialist	<input checked="" type="checkbox"/> On-site
The role of the HG teacher and implementation of the home group handbook.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Homegroup teachers	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<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"/> Year level co-ordinator(s)					
SEAT Processes and Practices - Publication of House handbook schoolwide - Thursday weekly e-mail - SEAT support staff practice consistently - Staff to consistently use 5C's, relocations processes	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> Year level co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <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"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Provide staff with professional learning in SWPBS and RR	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Provide staff with an opportunity to engage in Berry Street training	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Wellbeing team	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"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Berry Street	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Communities of practice		
Review documentation for student individualised support plans	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Co-construct staff matrix with college staff	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 3	<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"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
DI processes and procedures are developed for implementation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

Employ Inclusion Leader	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Regional leadership conferences	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
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