2025 Annual Implementation Plan

for improving student outcomes

Kurunjang Secondary College (8718)

Submitted for review by Aylin Gokmen (School Principal) on 03 February, 2025 at 09:45 AM
Awaiting endorsement by Senior Education Improvement Leader

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Evolving

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Evolving

	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.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving
	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	Next steps are to document within our SEAT handbook and KSC manual. For future, we look to strengthen their curriculum understanding with an inclusion lens, supportng the documentation for GVC and therefore funding students with additional needs. The wellbeing programs will be linked to Victorian Curriculum. We remain hopeful that we can further engage parents through our forums, college council, information nights and events. Home group teacher will further evolve. Better engage with external agency supports and maintain partnerships. Transition? How this fits with Grade 6 - 7 transition in regards to DI funding.
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve student learning outcomes.	Yes	NAPLAN Benchmark Growth By 2025, increase the percentage of Year 9 students achieving high benchmark NAPLAN growth. • Reading to 26 or above (from 24 in 2021) • Numeracy to 21 or above (from 19 in 2021)	To increase % of students with High or Medium growth in NAPLAN (year 7 - 9) for Reading to 80%.To increase % of students with High or Medium growth in NAPLAN (year 7 - 9) for Numeracy to 73%.
		NAPLAN top two bands By 2025, increase the percentage of Year 9 students achieving in the top two bands of NAPLAN. • Reading to 17 or above (from 15 in 2021) • Numeracy to 12 or above (from 10 in 2021)	To increase % of students in Strong or Exceeding NAPLAN (year 9) Reading to 55%.To increase % of students in Strong or Exceeding NAPLAN (year 9) Numeracy to 44%.
		Senior Secondary • 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	To increase the Mean VCE English score to 26.To increase % of VCE, VCE VM and VCAL certificate completions to 98%.To increase % of positive endorsement in school staged transitions (year 10-12) to 63%.

		By 2025, the per cent positive endorsement on the SSS will be: • Monitor effectiveness using data—50 or above (from 39 in 2021) • Understand how to analyse data—45 or above (from 24 in 2021)	To increase % of positive endorsement on SSS for monitor effective use of data to 50%.To increase % of positive endorsement on SSS for understanding how to analyse data to 45%.
To improve student engagement and responsibility for learning.	Yes	By 2025, the overall per cent positive responses score on the AToSS for Years 7–12 will be: • Effort—68 or above (from 62 in 2019) • Sense of connectedness—47 or above (from 43 in2019 • 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)	To increase % of positive endorsement on AtoSS for Sense of Confidence to 49%.To increase % of positive endorsement on AtoSS for Student voice and agency to 46%.To increase % of positive endorsement on AtoSS for Self-regulation and goal setting to 63%.To increase % of positive endorsement on AtoSS for High Expectations to 78%.
		By 2025, decrease the percentage of students with 20 or more days absence to 34 or less (from 44 in 2019)	To decrease % of students with 30 or more days absent to 30%.
		By 2025, the per cent positive endorsement on the SSS will be: • Trust in parents and students—35 or above (from 32 in 2021)	To increase % of positive endorsement on SSS for Trust in Parents and students to 38%.
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: • Advocate at school—67 or above (from 66 in 2019) • Experience of bullying—49 or above (from 45 in2019 • Respect for diversity—42 or above (from 37 in 2029) • Classroom behaviour—57 or above (from 52 in 2019)	To increase % of positive endorsement on AtoSS for Advocate at school to 70%.To increase % of positive endorsement on AtoSS for Managing Bullying to 53%.To increase % of positive endorsement on AtoSS for Respect for Diversity to

			46%.To increase % of positive endorsement on AToSS for Classroom Behaviour to 61%.
		Increase the positive responses to the SWPB survey—48 or above (from 44 in 2021)	this data set is irrelevant and cannot be used.
		By 2025, the per cent positive endorsement on the SSS will be: • 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)	To increase % of positive endorsement on SSS for Trust in Colleagues to 67%.To increase % of positive endorsement on SSS for Collective Efficacy to 48%.To increase % of positive endorsement on SSS for Instructional Leadership to 51%.

Goal 1	**Improve student learning outcomes.**
12-month target 1.1	To increase % of students with High or Medium growth in NAPLAN (year 7 - 9) for Reading to 80%. To increase % of students with High or Medium growth in NAPLAN (year 7 - 9) for Numeracy to 73%.
12-month target 1.2	To increase % of students in Strong or Exceeding NAPLAN (year 9) Reading to 55%. To increase % of students in Strong or Exceeding NAPLAN (year 9) Numeracy to 44%.
12-month target 1.3	To increase the Mean VCE English score to 26. To increase % of VCE, VCE VM and VCAL certificate completions to 98%. To increase % of positive endorsement in school staged transitions (year 10-12) to 63%.

12-month target 1.4	To increase % of positive endorsement on SSS for monitor effective use of data to 50%. To increase % of positive endorsement on SSS for understanding how to analyse data to 45%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Excellence in teaching and learning	Strengthen the data literacy and evidence informed skills of all teachers.	Yes
KIS 1.b Excellence in teaching and learning	Develop and embed structures and processes that support teacher collaboration.	Yes
KIS 1.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.	2.a) Improving data literacy is essential for identifying student needs, tailoring instruction, and monitoring the impact of teaching strategies. It addresses identified dips in staff confidence with data analysis (e.g., Understanding How to Analyse Data and Monitoring Effectiveness Using Data). 2.b) Collaboration enhances teacher capacity, promotes consistency in curriculum delivery, and fosters collective efficacy—crucial for improving student outcomes and addressing areas like NAPLAN growth and VCE performance. 2.c) Ensuring all students access a high-quality curriculum tailored to their needs is critical for achieving growth in NAPLAN performance and VCE outcomes. Feedback improves student engagement and self-regulation.	
Goal 2	**To improve student engagement and responsibility for learning.**	
12-month target 2.1	To increase % of positive endorsement on AtoSS for Sense of Confidence to 49%. To increase % of positive endorsement on AtoSS for Student voice and agency to 46%. To increase % of positive endorsement on AtoSS for Self-regulation and goal setting to 63%. To increase % of positive endorsement on AtoSS for High Expectations to 78%.	

12-month target 2.2	To decrease % of students with 30 or more days absent to 30%.	
12-month target 2.3	To increase % of positive endorsement on SSS for Trust in Parents and students to 38%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Positive climate for learning	Activate student voice, agency and leadership to strengthen student participation and engagement at school.	No
KIS 2.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 2.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.	3.a) Data from the Attitudes to School Survey (AToSS) highlights that while Student Voice & Agency (45%) and Sense of Connectedness (45%) are improving, they remain below the SSP goals. Strengthening student participation through authentic voice and leadership opportunities can drive engagement and foster a sense of belonging. This is supported by evidence showing that empowered students are more motivated, engaged, and connected to their school environment. 3.b) The data indicates that High Expectations (75%) and Self-Regulation and Goal Setting (61%) are areas of strength, but growth is necessary to meet and exceed SSP targets. Goal setting is crucial for fostering agency and responsibility, driving both academic outcomes and self-regulation skills. Ensuring every student is engaged in meaningful goal-setting processes will reinforce high aspirations and a culture of accountability. 3.c) Attendance is a foundational element of engagement, directly influencing Effort (71%), Sense of Connectedness, and academic outcomes. High absenteeism correlates with disengagement, reduced aspirations, and lower connectedness scores. Reviewing and refining the attendance action plan ensures alignment with current challenges and systemic improvements to drive engagement.	
Goal 3	**To provide a safe, positive and inclusive learning environment.**	

12-month target 3.1	To increase % of positive endorsement on AtoSS for Advocate at school to 70%. To increase % of positive endorsement on AtoSS for Managing Bullying to 53%. To increase % of positive endorsement on AtoSS for Respect for Diversity to 46%. To increase % of positive endorsement on AToSS for Classroom Behaviour to 61%.	
12-month target 3.2	this data set is irrelevant and cannot be used.	
12-month target 3.3	To increase % of positive endorsement on SSS for Trust in Colleagues to 67%. To increase % of positive endorsement on SSS for Collective Efficacy to 48%. To increase % of positive endorsement on SSS for Instructional Leadership to 51%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Positive climate for learning	Embed a college culture that prioritises wellbeing through systematic and responsive structures and processes.	Yes
KIS 3.b Positive climate for learning	Implement strategies to foster resilience, positive behaviour and wellbeing.	Yes
KIS 3.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.	4.a) Relevant data, such as Managing Bullying (51%) and Classroom Behaviour (59%), suggests a need to reinforce wellbeing structures to ensure a positive and safe environment. Additionally, Trust in Colleagues (59%) and Collective Efficacy (46%) indicate areas where wellbeing and collaborative practices can strengthen staff relationships. 4.b) Data points such as Respect for Diversity (44%) and Advocate at School (69%) highlight progress but indicate opportunities to further strengthen student resilience, inclusion, and engagement. This aligns with building a culture	

	that fosters both individual and collective responsibility for positive behaviour. 4.c) Building strong community partnerships ensures sustainable improvements in wellbeing. Engaging families and external partners supports the SSP goals of Trust in Colleagues, Instructional Leadership, and student-focused metrics like Advocate at School and Respect for Diversity.

Define actions, outcomes, success indicators and activities

Goal 1	Improve student learning outcomes.
12-month target 1.1	To increase % of students with High or Medium growth in NAPLAN (year 7 - 9) for Reading to 80%. To increase % of students with High or Medium growth in NAPLAN (year 7 - 9) for Numeracy to 73%.
12-month target 1.2	To increase % of students in Strong or Exceeding NAPLAN (year 9) Reading to 55%. To increase % of students in Strong or Exceeding NAPLAN (year 9) Numeracy to 44%.
12-month target 1.3	To increase the Mean VCE English score to 26. To increase % of VCE, VCE VM and VCAL certificate completions to 98%. To increase % of positive endorsement in school staged transitions (year 10-12) to 63%.
12-month target 1.4	To increase % of positive endorsement on SSS for monitor effective use of data to 50%. To increase % of positive endorsement on SSS for understanding how to analyse data to 45%.
KIS 1.a Evidence-based high-impact teaching strategies	Strengthen the data literacy and evidence informed skills of all teachers.
Actions	Investigate and align the Effective Learning Framework (ELF) with the Victorian Curriculum 2.0 and VTLM 2.0, ensuring alignment with evidence-based practices. Deliver targeted professional learning to develop teacher confidence in analysing and using data for planning and differentiation.

Outcomes	Leaders: Facilitate a review of ELF and its alignment with 2.0. Leaders: Establish practices to evaluate and improve teaching and learning processes (eg WDC). Teachers: Identify and address diverse student learning needs using data. Teachers: Begin to align curriculum and assessment practices to VTLM 2.0. Students: Experience lessons tailored to their point of need, with structured approaches to learning clearly communicated. Students: Begin to experience the new instructional model.
Success Indicators	Improved teacher confidence and understanding of explicit teaching, as evidenced in professional learning surveys. Observable alignment of rubrics and lesson plans with VTLM 2.0. Enhanced NAPLAN outcomes: Reading Relative Growth: 80%. Numeracy Relative Growth: 73%. Staff Survey positive endorsement: Monitoring Effectiveness Using Data: 50%. Understanding How to Analyse Data: 45%.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Deliver professional learning for VTLM 2.0 alignment.	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$150,000.00 ☑ Equity funding will be used
Establish an ELF review working party.	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 2	$150,000.00 ☑ Equity funding will be used

	☑ Teacher(s)			
Create and publish the KSC instructional model reflecting VTLM 2.0.	☑ Team leader(s)	☐ PLP Priority	from: Term 3 to: Term 4	$100,000.00

KIS 1.b Building practice excellence	Develop and embed structures and processes that support teacher collaboration.
Actions	Embed structured collaborative meetings to strengthen practices, focusing on peer feedback and shared planning. Establish a peer observation working party to share best practices and drive improvements.
Outcomes	Leaders: Will coordinate a peer observation working party. Leaders: Will support all teaching staff to build assessment, differentiation and inclusive practices through consistent clear processes and professional learning. Teachers: Demonstrate improved collaboration and peer support in refining lesson plans and assessments. Teachers: Will meet to engage in reflective practice, evaluate and plan curriculum, assessments and lessons. Students: In need of targeted academic support or intervention will be identified and supported Students: Will have cognitive load demands reduced
Success Indicators	Increased Staff Survey endorsement for Collective Efficacy (48%) and Instructional Leadership (53%). Student feedback on the use of the instructional model and the use of common strategies. Post test results demonstrate alignment of practices. SSS: Academic emphasis to increase beyond 34% positive endorsement

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Establish a peer observation working party.	☑ Assistant principal ☑ Leading teacher(s) ☑ Principal	☑ PLP Priority	from: Term 2 to: Term 3	$50,000.00

				☑ Equity funding will be used
Refine GVC processes and protocols for regular enhancement of lessons within teaching teams.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used ☑ Other funding will be used
Create sustainable processes for monitoring of Instructional Practices (what's hitting the desk?)	☑ Leadership team	☐ PLP Priority	from: Term 3 to: Term 4	$200,000.00 ☑ Equity funding will be used
Distribute the departments lesson plan resources to relevant learning area leaders.	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 1	$10,000.00 ☑ Equity funding will be used ☑ Other funding will be used

KIS 1.c Curriculum planning and assessment	Further develop and embed the guaranteed and viable curriculum with a focus on differentiation and feedback.
Actions	Develop a whole-school approach to consistent assessment and reporting practices. Roll out rubric templates aligned with the Victorian Curriculum 2.0 to clarify next steps and promote differentiation. Deliver feedback-focused professional learning linked to the rubrics. Protect resources and schedules for guaranteed and viable curriculum (GVC) alignment to Vic Curriculum 2.0.

Outcomes	Leaders: Support and monitor the use of consistent assessment practices across all year levels. Leaders: Use walkthroughs and audits to monitor progress and ensure consistency in GVC implementation. Teachers: Use rubrics effectively to assess student progress. Teachers: Will provide students with the opportunity to work at their level using differentiated resources. Students: Clearly understand their achievement levels and next steps to progress their learning. Students: Experience success and celebrate the acquisition of knowledge.
Success Indicators	Alignment of rubrics with Teacher Judgement and NAPLAN benchmarks. Improved AToSS and PIVOT survey results reflecting effective feedback practices.

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Establish the use of our rubric templates.	☑ All staff	☑ PLP Priority	from: Term 2 to: Term 4	$200,000.00 ☑ Equity funding will be used
Deliver feedback professional learning that leverages the use of our Rubrics.	☑ Assessment & reporting coordinator ☑ Leading teacher(s)	☐ PLP Priority	from: Term 3 to: Term 4	$20,000.00 ☑ Equity funding will be used
Differentiation increasingly visible within GVC documentation.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Curation and analysis of PIVOT questions to monitor the use of our agreed processes.	☑ Assistant principal ☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$40,000.00 ☑ Equity funding will be used

Goal 2	To improve student engagement and responsibility for learning.
12-month target 2.1	To increase % of positive endorsement on AtoSS for Sense of Confidence to 49%. To increase % of positive endorsement on AtoSS for Student voice and agency to 46%. To increase % of positive endorsement on AtoSS for Self-regulation and goal setting to 63%. To increase % of positive endorsement on AtoSS for High Expectations to 78%.
12-month target 2.2	To decrease % of students with 30 or more days absent to 30%.
12-month target 2.3	To increase % of positive endorsement on SSS for Trust in Parents and students to 38%.
KIS 2.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	Establish a whole-school framework for student participation and engagement in learning. Train teachers to integrate SMART goal-setting processes into classroom practice. Provide leaders with tools and strategies to embed a "ready-to-learn" environment.
Outcomes	Leaders: Facilitate professional learning that empowers teachers to set high expectations for all learners. Teachers: Use PIVOT data to create SMART goals and adapt classroom environments for higher engagement. Students: Demonstrate improved self-monitoring and independence, reflected in AToSS Self-Regulation (63%).
Success Indicators	Early Indicators: Walkthrough data and PIVOT results show improvements in engagement strategies. Late Indicators: AToSS: Sense of Connectedness: =49%. Voice and Agency: =46%. Improvement in PIVOT results from Term 2 to Term 4.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop and roll out a consistent framework for student goal setting.	☑ Assistant principal ☑ Homegroup teachers ☑ Leadership team ☑ Year level co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 4	$100,000.00 ☑ Equity funding will be used
Schedule professional learning sessions for staff on high expectations and engagement strategies.	☑ Assistant principal ☑ Leadership team	☑ PLP Priority	from: Term 2 to: Term 3	$200,000.00 ☑ Equity funding will be used

KIS 2.c Empowering students and building school pride	Review and implement the college action plan to improve attendance.
Actions	Implement the updated school attendance policy with clear roles for staff, students, and families. Regularly monitor attendance trends using SEAT data and implement case management for students with 5, 10, or 15 days of unexplained absences. Promote the importance of attendance through newsletters, Compass notifications, family forums, and social media campaigns.
Outcomes	Leaders: Deliver professional learning to staff on attendance policy implementation and monitoring strategies. Communicate high expectations for attendance and engage with families to highlight its importance. Monitor attendance data trends and adjust strategies accordingly. Teachers: Support student attendance by following documented procedures. Accurately record and report attendance data. Education Support Staff: Maintain precise attendance records in Compass/CASES21.

	Students and Families: Consistently account for absences and understand the impact of regular attendance on learning outcomes.
Success Indicators	Reduction in the percentage of students with 30+ days of absence to below 30%. Regular SEAT data reviews showing improved attendance trends. Consistent and timely documentation of attendance by staff. Increased parent engagement reflected in survey responses or meeting participation.

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Attendance Policy Implementation:	☑ Assistant principal ☑ Homegroup teachers ☑ House leaders ☑ Leadership team ☑ Year level co-ordinator(s)	☑ PLP Priority	from: Term 1 to: Term 4	$200,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Identify students at risk through data monitoring of 5, 10 or 15 days unexplained absence in SEAT and plan for intervention through case management.	☑ Allied health ☑ Assistant principal ☑ Education support ☑ House leaders ☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$200,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Attendance Communication Plan:	☑ Education support ☑ Teacher(s)	☑ PLP Priority	from: Term 1	$10,000.00

			to: Term 4	☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Attendance will feature in every college newsletter, and frequent compass and social media posts	☑ Assistant principal ☑ Education support	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Other funding will be used
Analyses trends in attendance data to inform further interventions	☑ Assistant principal ☑ Education support ☑ House leaders ☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used

Goal 3	To provide a safe, positive and inclusive learning environment.
12-month target 3.1	To increase % of positive endorsement on AtoSS for Advocate at school to 70%. To increase % of positive endorsement on AtoSS for Managing Bullying to 53%. To increase % of positive endorsement on AtoSS for Respect for Diversity to 46%. To increase % of positive endorsement on AToSS for Classroom Behaviour to 61%.
12-month target 3.2	this data set is irrelevant and cannot be used.

12-month target 3.3	To increase % of positive endorsement on SSS for Trust in Colleagues to 67%. To increase % of positive endorsement on SSS for Collective Efficacy to 48%. To increase % of positive endorsement on SSS for Instructional Leadership to 51%.
KIS 3.a Health and wellbeing	Embed a college culture that prioritises wellbeing through systematic and responsive structures and processes.
Actions	Implement consistent use of the KSC Behaviour Management Handbook across all settings. Deliver professional learning on positive classroom management strategies and the SWPBS framework. Develop systematic processes to monitor and respond to behavioural trends using SWPBS data.
Outcomes	Leaders: -Support staff with professional learning and ensure consistent implementation of behaviour expectations. Teachers: -Employ positive classroom management strategies and respond consistently to behaviours using the SWPBS matrix and continuum of responses. Students: -Feel supported, can articulate expected behaviours, and contribute to a positive classroom culture.
Success Indicators	Classroom observations and walkthrough data showing consistent application of strategies. SWPBS data showing reduced behavioural incidents. Improvements in SWPBS SAS data (tier 1: classroom settings) Increased AToSS scores for Classroom Behaviour (= 61%).

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Behaviour Management Handbook Rollout:	☑ Assistant principal ☑ House leaders ☑ Leading teacher(s)	☑ PLP Priority	from: Term 1 to: Term 3	$100,000.00

	☑ Year level co-ordinator(s)			☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Development of a Ready to Learn working party	☑ All staff ☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Data leader ☑ Homegroup teachers ☑ House leaders ☑ School leadership team ☑ SWPBS leader/team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 3	$50,000.00
Creation of ready to learn handbook for staff	☑ Assistant principal ☑ House leaders ☑ Leadership team ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Principal ☑ SWPBS leader/team ☑ Year level co-ordinator(s)	☐ PLP Priority	from: Term 3 to: Term 4	$20,000.00

Trial of Ready to Learn room to run for at least 5 weeks.	☑ Assistant principal ☑ Education support ☑ House leaders ☑ Leadership team ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Principal ☑ Wellbeing team	☐ PLP Priority	from: Term 3 to: Term 4	$200,000.00
Data collected to analyse impact of Ready to Learn room (eg. attendance in RTL room, staff perception of students being RTL in classrooms, PIVOT survey question related to focus on learning before and after trial)	☑ Assessment & reporting coordinator ☑ Assistant principal ☑ Data leader ☑ Disability inclusion coordinator ☑ House leaders ☑ Leadership team ☑ Principal ☑ Year level co-ordinator(s)	☐ PLP Priority	from: Term 3 to: Term 4	$50,000.00
Implement Positive Classroom Management Strategies (PCMS)	☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ Equity funding will be used ☑ Other funding will be used

KIS 3.b Health and wellbeing	Implement strategies to foster resilience, positive behaviour and wellbeing.
Actions	Develop a whole-school social and emotional learning program integrated into the curriculum. Develop tiered interventions to access college wide for individual, group and whole college support. Implement MORE program to initiate community respectful relationships approach.
Outcomes	Leaders: Plan and implement data-driven refinements to the program and associated policies. Teachers: Deliver the Student Success Curriculum consistently, fostering resilience and emotional regulation. Students: Build stronger relationships with staff and develop a sense of belonging and connection to the school.
Success Indicators	Increased AToSS scores for Managing Bullying and School Connectedness. Documented GVC for Student Success implemented across all year levels. Positive trends in Wellio data and PIVOT feedback.

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Professional Learning for Wellio Program	☑ Assistant principal ☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 3	$22,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Refine and adjust modules for Student Success based on data	☑ Assistant principal ☑ Careers leader/team ☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ Disability Inclusion Tier 2 Funding will be used

Review of Collected Wellio data and Compass data (student data, staff delivery data, walk through data, behaviour trends, major minor behaviours, incidents in KSC and local community).	☑ Assistant principal ☑ Careers leader/team ☑ Leadership team ☑ Year level co-ordinator(s)	☐ PLP Priority	from: Term 2 to: Term 4	$10,000.00 ☑ Equity funding will be used
Professional Learning for staff delivered for the MORE program	☑ Education support ☑ Leadership team ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 4	$25,000.00 ☑ Equity funding will be used
Implementation of MORE program (eg. XXXXX)	☑ Assistant principal ☑ Leadership team	☐ PLP Priority	from: Term 2 to: Term 4	$10,000.00
Create a Guaranteed and Viable Curriculum (GVC) for Student Success from Year 7 to Year 12.	☑ Assistant principal ☑ Leadership team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$150,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Analyse collected data for impact of MORE program (eg. SSS, and RR survey from staff)	☑ Assistant principal ☑ Leadership team ☑ Wellbeing team	☐ PLP Priority	from: Term 2 to: Term 4	$10,000.00 ☑ Schools Mental Health Menu items will be used which may include DET

				funded or free items ☑ Other funding will be used

KIS 3.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	Develop partnerships with community stakeholders to align external resources with the school's wellbeing and engagement processes. Deliver parent workshops to strengthen home-school connections in support of student learning and wellbeing
Outcomes	Leaders: Use community input to refine engagement strategies and promote inclusion. Community: Demonstrate increased engagement with the school through events, workshops, and shared initiatives.
Success Indicators	Attendance at community engagement events increases by 10%. Parent survey data reflects greater satisfaction with school communication and support. Documented plans and evidence of external partnerships.

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Parent/Carer Workshop Series:	☑ Allied health ☑ Assistant principal ☑ Leadership team	☐ PLP Priority	from: Term 2 to: Term 4	$25,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Deliver the Think Twice program	☑ Allied health ☑ Assistant principal ☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00

	☑ Wellbeing team			
Analyse data to assess the impact of the Think Twice program (eg. XXXXX)	☑ Assistant principal ☑ Leadership team	☐ PLP Priority	from: Term 3 to: Term 4	$10,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop staff wellbeing framework	☑ Assistant principal ☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 2	$25,000.00 ☑ Other funding will be used
Ensure social and emotional wellbeing programs align with and have explicit curriculum links	☑ Allied health ☑ Assistant principal ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 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	$1,704,788.68	$460,000.00	$1,244,788.68
Disability Inclusion Tier 2 Funding	$420,728.37	$50,000.00	$370,728.37
Schools Mental Health Fund and Menu	$91,960.49	$0.00	$91,960.49
Total	$2,217,477.54	$510,000.00	$1,707,477.54

Activities and milestones – Total Budget

Activities and milestones	Budget
Deliver professional learning for VTLM 2.0 alignment.	$150,000.00
Establish an ELF review working party.	$150,000.00
Establish a peer observation working party.	$50,000.00
Refine GVC processes and protocols for regular enhancement of lessons within teaching teams.	$10,000.00
Create sustainable processes for monitoring of Instructional Practices (what's hitting the desk?)	$200,000.00
Distribute the departments lesson plan resources to relevant learning area leaders.	$10,000.00
Establish the use of our rubric templates.	$200,000.00
Deliver feedback professional learning that leverages the use of our Rubrics.	$20,000.00

Curation and analysis of PIVOT questions to monitor the use of our agreed processes.	$40,000.00
Develop and roll out a consistent framework for student goal setting.	$100,000.00
Schedule professional learning sessions for staff on high expectations and engagement strategies.	$200,000.00
Attendance Policy Implementation:	$200,000.00
Identify students at risk through data monitoring of 5, 10 or 15 days unexplained absence in SEAT and plan for intervention through case management.	$200,000.00
Attendance Communication Plan:	$10,000.00
Analyses trends in attendance data to inform further interventions	$10,000.00
Behaviour Management Handbook Rollout:	$100,000.00
Implement Positive Classroom Management Strategies (PCMS)	$50,000.00
Professional Learning for Wellio Program	$22,000.00
Refine and adjust modules for Student Success based on data	$50,000.00
Review of Collected Wellio data and Compass data (student data, staff delivery data, walk through data, behaviour trends, major minor behaviours, incidents in KSC and local community).	$10,000.00
Professional Learning for staff delivered for the MORE program	$25,000.00
Create a Guaranteed and Viable Curriculum (GVC) for Student Success from Year 7 to Year 12.	$150,000.00

Analyse collected data for impact of MORE program (eg. SSS, and RR survey from staff)	$10,000.00
Parent/Carer Workshop Series:	$25,000.00
Analyse data to assess the impact of the Think Twice program (eg. XXXXX)	$10,000.00
Ensure social and emotional wellbeing programs align with and have explicit curriculum links	$10,000.00
Totals	$2,012,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Deliver professional learning for VTLM 2.0 alignment.	from: Term 1 to: Term 4	$20,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Establish an ELF review working party.	from: Term 1 to: Term 2	$50,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Establish a peer observation working party.	from: Term 2 to: Term 3	$20,000.00	☑ Teaching and learning programs and resources ☑ CRT ☑ Assets
Refine GVC processes and protocols for regular	from: Term 1	$10,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT

enhancement of lessons within teaching teams.	to: Term 4		
Create sustainable processes for monitoring of Instructional Practices (what's hitting the desk?)	from: Term 3 to: Term 4	$50,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Assets
Distribute the departments lesson plan resources to relevant learning area leaders.	from: Term 1 to: Term 1	$10,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ Assets
Establish the use of our rubric templates.	from: Term 2 to: Term 4	$50,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Assets
Deliver feedback professional learning that leverages the use of our Rubrics.	from: Term 3 to: Term 4	$10,000.00	☑ Teaching and learning programs and resources ☑ CRT
Curation and analysis of PIVOT questions to monitor the use of our agreed processes.	from: Term 1 to: Term 4	$40,000.00	☑ Teaching and learning programs and resources ☑ CRT ☑ Assets
Develop and roll out a consistent framework for student goal setting.	from: Term 1 to: Term 4	$50,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT

Schedule professional learning sessions for staff on high expectations and engagement strategies.	from: Term 2 to: Term 3	$100,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Assets
Attendance Policy Implementation:	from: Term 1 to: Term 4	$50,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Support services ☑ Assets
Identify students at risk through data monitoring of 5, 10 or 15 days unexplained absence in SEAT and plan for intervention through case management.	from: Term 1 to: Term 4		
Attendance Communication Plan:	from: Term 1 to: Term 4		
Analyses trends in attendance data to inform further interventions	from: Term 1 to: Term 4		
Behaviour Management Handbook Rollout:	from: Term 1 to: Term 3		
Implement Positive Classroom Management Strategies (PCMS)	from: Term 1		

	to: Term 4		
Review of Collected Wellio data and Compass data (student data, staff delivery data, walk through data, behaviour trends, major minor behaviours, incidents in KSC and local community).	from: Term 2 to: Term 4		
Professional Learning for staff delivered for the MORE program	from: Term 2 to: Term 4		
Create a Guaranteed and Viable Curriculum (GVC) for Student Success from Year 7 to Year 12.	from: Term 1 to: Term 4		
Ensure social and emotional wellbeing programs align with and have explicit curriculum links	from: Term 1 to: Term 4		
Totals		$460,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Attendance Policy Implementation:	from: Term 1	$50,000.00	

	to: Term 4		
Identify students at risk through data monitoring of 5, 10 or 15 days unexplained absence in SEAT and plan for intervention through case management.	from: Term 1 to: Term 4		
Attendance Communication Plan:	from: Term 1 to: Term 4		
Analyses trends in attendance data to inform further interventions	from: Term 1 to: Term 4		
Behaviour Management Handbook Rollout:	from: Term 1 to: Term 3		
Professional Learning for Wellio Program	from: Term 1 to: Term 3		
Refine and adjust modules for Student Success based on data	from: Term 1 to: Term 4		
Create a Guaranteed and Viable Curriculum (GVC) for	from: Term 1		

Student Success from Year 7 to Year 12.	to: Term 4		
Parent/Carer Workshop Series:	from: Term 2 to: Term 4		
Ensure social and emotional wellbeing programs align with and have explicit curriculum links	from: Term 1 to: Term 4		
Totals		$50,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Analyse collected data for impact of MORE program (eg. SSS, and RR survey from staff)	from: Term 2 to: Term 4		
Analyse data to assess the impact of the Think Twice program (eg. XXXXX)	from: Term 3 to: Term 4		
Totals		$0.00	

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
Deliver professional learning for VTLM 2.0 alignment.	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Demonstration lessons	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day ☑ Network professional learning ☑ PLC/PLT meeting ☑ Area principal forums ☑ Regional leadership conferences	☑ SEIL ☑ Primary Mathematics and Science specialists ☑ Literacy expertise ☑ Internal staff ☑ Academy program/course ☑ Literacy leaders ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Establish an ELF review working party.	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 2	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist ☑ Literacy leaders ☑ Maths/Sci specialist ☑ Practice Principles for Excellence in Teaching and Learning	☑ On-site

					☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader ☑ MYLYNS Improvement teacher	
Establish a peer observation working party.	☑ Assistant principal ☑ Leading teacher(s) ☑ Principal	from: Term 2 to: Term 3	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day ☑ PLC/PLT meeting	☑ Literacy expertise ☑ Internal staff ☑ Learning specialist ☑ Literacy leaders ☑ Maths/Sci specialist ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) ☑ Student achievement Manager ☑ Numeracy leader ☑ MYLYNS Improvement teacher	☑ On-site

Establish the use of our rubric templates.	☑ All staff	from: Term 2 to: Term 4	☑ Planning ☑ Preparation ☑ Design of formative assessments	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day ☑ Network professional learning	☑ VCAA curriculum specialist ☑ Internal staff ☑ Learning specialist ☑ Literacy leaders ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader ☑ MYLYNS Improvement teacher	☑ On-site
Schedule professional learning sessions for staff on high expectations and engagement strategies.	☑ Assistant principal ☑ Leadership team	from: Term 2 to: Term 3	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions ☑ Network professional learning	☑ Internal staff ☑ Learning specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Attendance Policy Implementation:	☑ Assistant principal ☑ Homegroup teachers ☑ House leaders	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day ☑ Network professional learning	☑ School improvement partnerships ☑ Academy program/course ☑ High Impact Teaching Strategies (HITS)	☑ On-site

	☑ Leadership team ☑ Year level co-ordinator(s)				☑ Student achievement Manager	
Attendance Communication Plan:	☑ Education support ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ Internal staff ☑ Learning specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Behaviour Management Handbook Rollout:	☑ Assistant principal ☑ House leaders ☑ Leading teacher(s) ☑ Year level co-ordinator(s)	from: Term 1 to: Term 3	☑ Planning ☑ Preparation ☑ Collaborative inquiry/action research team	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ Internal staff ☑ Learning specialist ☑ High Impact Teaching Strategies (HITS) ☑ Student achievement Manager	☑ On-site
Implement Positive Classroom Management Strategies (PCMS)	☑ SWPBS leader/team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Whole school pupil free day ☑ Formal school meeting / internal	☑ School improvement partnerships ☑ Internal staff	☑ On-site

			☑ Collaborative inquiry/action research team	professional learning sessions ☑ Timetabled planning day ☑ Network professional learning	☑ Learning specialist ☑ High Impact Teaching Strategies (HITS) ☑ Student achievement Manager	
Professional Learning for staff delivered for the MORE program	☑ Education support ☑ Leadership team ☑ Teacher(s)	from: Term 2 to: Term 4	☑ Planning ☑ Collaborative inquiry/action research team ☑ Individualised reflection	☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ School improvement partnerships ☑ Departmental resources MORE resources	☑ On-site