

2023 Annual Implementation Plan

for improving student outcomes

Essendon Keilor College (8806)



Essendon Keilor College

Submitted for review by David Adamson (School Principal) on 03 April, 2023 at 08:44 AM
Endorsed by Alex Artavilla (Senior Education Improvement Leader) on 14 April, 2023 at 01:24 PM
Awaiting endorsement by School Council President

Self-evaluation summary - 2023

	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	Emerging
	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	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	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	<p>Progress has been made in some areas as a result of a narrow focus in 2022. In Term 1 there was an emphasis on the teaching and learning with focussed professional learning to bring new staff up to date and to refresh existing staff. This included reviewing GANAG and linking it to HITS</p> <p>There was a greater emphasis on not only the analysis of data but it's use to inform improvement to classroom practice and differentiation.</p> <p>DSSI support was provided for leadership and classroom teachers</p>
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Considerations for 2023	Introduce a school based High Achievers Program. Change the focus for PLC's to moderation leading to improved differentiation. DSSI support to be focussed on PLC work.
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>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>AToSS Targets Motivation and interest: 55% Emotional awareness and regulation: 65% sense of confidence: 60%</p>
To improve student achievement in all subjects at all year levels.	Yes	<p>(a) By 2025, the percentage of students who achieve Teacher Judgement results above the expected level will increase from 10% (2020) to at least 20% (2025). (b) By 2025, the percentage of students who achieve Teacher Judgement results below the expected level will decrease from 25% (2020) to less than 20% (2025).</p>	Teacher Judgement results above the expected level will increase to 12.5% Teacher Judgement results below the expected level will decrease to 20%
		<p>(a) By 2025, the percentage of students in the top 2 bands of Year 9 NAPLAN will increase from 12% in Reading, 4% in Writing and 11% in Numeracy (2021), to at least 20% in each (2025). (b) By 2025, the percentage of students in the bottom 2 bands of Year 9 NAPLAN will decrease from 33% in Reading, 45% in Writing and 28% in Numeracy (2021) to 25% or less in each (2025).</p>	<p>(a) Reading: 14% Writing: 12% Numeracy: 14% (b) Reading: 29% Writing: 40% Numeracy: 27%</p>
		<p>(a) By 2025, the percentage of students achieving low relative growth from Year 7 to Year 9 NAPLAN will decrease from 33% in Reading, 26% in Writing and 37% in Numeracy (2021), to 25% or less in each (2025).</p>	<p>(a) Reading: 31% Writing: 25% Numeracy: 35% (b) Reading: 23% Writing: 21% Numeracy: 21%</p>

		(b) By 2025, the percentage of students who achieve high relative growth from Year 7 to Year 9 NAPLAN will increase from 22% in Reading, 19% in Writing and 20% in Numeracy (2021) to at least 25% in each (2025).	
		By 2025, the mean VCE All Studies score will increase from 24.8 (2020) to at least 28 (2025).	2023: 27
		By 2025, the percentage positive response on the SSS will increase from: <ul style="list-style-type: none"> • 55% (2020) to 65% (2025) for Academic emphasis • 66% (2020) to 75% (2025) for Collective efficacy. 	Academic emphasis; 57% Collective efficacy: 68%
To improve student engagement in learning.	Yes	By 2025, the percentage positive response on the AToSS will increase from: <ul style="list-style-type: none"> • 46% (2019) to 60% (2025) for Student voice and agency; • 53% (2019) to 65% (2025) for Stimulated learning; • 59% (2019) to 65% (2025) for Differentiated learning challenge; • 61% (2019) to 70% (2025) for Motivation and interest; • 63% (2019) to 70% (2025) for Self-regulation and goal setting. 	Student voice and agency: 50% Stimulated learning: 55% Differentiated learning challenge: 60% Motivation and interest: 65% Self-regulation and goal setting: 65%
		By 2025, the percentage positive response on the POS will increase from 83% (2020) to 87% (2025) for Student Agency and Voice.	2023: 85%
		By 2025, the percentage positive response on the SSS will increase from: <ul style="list-style-type: none"> • 62% (2020) to 75% (2025) for Seeking feedback to improve performance • 21% (2020) to 50% (2025) for Professional learning through peer observation. 	2023: 70% 2023: 55%.
To improve student wellbeing to support learning.	Yes	By 2025, the number of absence days per student per year will decrease from the 2019 outcomes as shown: <ul style="list-style-type: none"> • Year 7 from 16.1 (2019) to 16 (2025) 	Year 7: 16 Year 8: 19 Year 9: 18 Year 10: 18 Year 11; 12: 10

		<ul style="list-style-type: none"> • Year 8 from 23.1 (2019) to 16 (2025) • Year 9 from 19.9 (2019) to 16 (2025) • Year 10 from 18.5 (2019) to 16 (2025) • Year 11 from 14.7 (2019) to 12 (2025) • Year 12 from 11.0 (2019) to 10 (2025) 	
		<p>By 2025, the percentage positive response on the AToSS will increase from:</p> <ul style="list-style-type: none"> • 49% (2019) to 60% (2025) for Respect for diversity • 48% (2019) to 60% (2025) for Sense of connectedness • 62% (2019) to 70% (2025) for Resilience. 	Respect for diversity: 52% Sense of connectedness: 53% Resilience: 68%
		By 2025, the percentage positive response on the POS will increase from 82% (2020) to 87% (2025) for Confidence and resiliency skills.	2023: 85%

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
12-month target 1.1-month target	AToSS Targets Motivation and interest: 55% Emotional awareness and regulation: 65% sense of confidence: 60%	
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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
Goal 2	To improve student achievement in all subjects at all year levels.	
12-month target 2.1-month target	Teacher Judgement results above the expected level will increase to 12.5% Teacher Judgement results below the expected level will decrease to 20%	
12-month target 2.2-month target	(a) Reading: 14% Writing: 12% Numeracy: 14% (b) Reading: 29% Writing: 40% Numeracy: 27%	
12-month target 2.3-month target	(a) Reading: 31% Writing: 25% Numeracy: 35% (b) Reading: 23% Writing: 21% Numeracy: 21%	
12-month target 2.4-month target	2023: 27	
12-month target 2.5-month target	Academic emphasis; 57% Collective efficacy: 68%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Build a culture of consistency of practice.	No

KIS 2.b Excellence in teaching and learning	Build teacher capacity to use data and assessment to plan for learning at the student's point of need.	Yes
KIS 2.c Professional leadership	Build the instructional and shared leadership capacity of all staff.	No
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 2022 staff used data in a more targeted manner to identify student learning needs and undertook significant professional learning around interpreting data. Further work needs to be done on how to use this data to improve teacher practice and student learning in the classroom, with a focus on formative assessment and differentiation.	
Goal 3	To improve student engagement in learning.	
12-month target 3.1-month target	Student voice and agency: 50% Stimulated learning: 55% Differentiated learning challenge: 60% Motivation and interest: 65% Self-regulation and goal setting: 65%	
12-month target 3.2-month target	2023: 85%	
12-month target 3.3-month target	2023: 70% 2023: 55%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Positive climate for learning	To develop and implement a learner model that improves student agency in their learning.	No
KIS 3.b Positive climate for learning	To develop the capacity of staff to create and implement an engaging learning environment in collaboration with 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.	Small progress was made in 2022 to incorporate student voice into the learning environment. Significant work will be done in 2023 to give greater opportunities for and credence to student voice in developing and implementing an engaging learning environment	
Goal 4	To improve student wellbeing to support learning.	
12-month target 4.1-month target	Year 7: 16 Year 8: 19 Year 9: 18 Year 10: 18 Year 11; 12 Year 12: 10	
12-month target 4.2-month target	Respect for diversity: 52% Sense of connectedness: 53% Resilience: 68%	
12-month target 4.3-month target	2023: 85%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Positive climate for learning	To embed and consistently implement a whole school approach to student wellbeing to support learning growth.	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.	This KIS has been deselected	

Define actions, outcomes, success indicators and activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12-month target 1.1 target	AToSS Targets Motivation and interest: 55% Emotional awareness and regulation: 65% sense of confidence: 60%
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	i) Provide relevant whole school professional learning about how to track and interrogate data to allow teachers to differentiate learning programs. ii) An effective Tutor Learning Initiative (TLI) will be in place including literacy & numeracy tutor guided sessions with students identified through the analysis of data. Mathematics and Literacy intervention programs will be reviewed and further developed in the middle years. iii) Individual Education Plans (IEPs) for students with additional educational needs will be implemented consistently across the school. This will include Koori students.
Outcomes	i) Students: Year 9 & 12 students will have an awareness that their learning data is utilised by teachers (data conferences) Year 9 & 12 students who have engaged in a data conferences will have a learning plan developed Staff: will collect and compile data that can be utilised to impact on differentiating the learning challenge in the classroom will collaborate and discuss strategies of how they are utilising data to inform their teaching practice and catering for individual learning growth. Leaders: will refine the data tool developed in 2022 and import 2023 data to support accuracy of teacher planning and support will present refined data tool to staff, and coordinate a series of sessions involving using that data for specific purposes will lead professional learning for staff to build teacher capacity in relation to the effective use of student learning data.

	<p>ii) Students: Students below the minimum standard will be identified using a range of Data Sources (PAT, NAPLAN & Teacher Judgements) and will be supported in Literacy and Numeracy by the Tutor and Learning Intervention teams.</p> <p>Staff: will collaborate and share information with Tutor Team. Teaching staff will be able to articulate student goals set as a part of the tutoring program and share learning progress and identified gaps with members of Tutor Team. Tutors will analyse data and make evidence based decisions on areas and skills to support identified students.</p> <p>Leaders: will oversee tutor program and data collection analysis and tracking. Learning Specialists will build the capacity of tutors on their campus to identify skill deficits and record and build strategies to improve student learning.</p> <p>iii) Students: identified students will have an IEP which will include targeted literacy, numeracy and school support provided through various structures as required in Years 7 to 12 students.</p> <p>Staff: will access the IEPs to use the individualised classroom recommendations to support differentiation and catering for the individual needs of students. This will include special assessment provisions for students as outlined on the inclusive education list.</p> <p>Leaders: Will implement learning based IEP's across the school to ensure a consistent approach in practice. Leaders will build their capacity in relation to the types of support that can be put in place to support students who require additional support.</p>
<p>Success Indicators</p>	<p>i) Early Indicator: Data extracted from Datatool explicitly referenced and utilised in PLC documentation.</p> <p>Late Indicator: Online mark books and assessment documentation include and reference student data from the Datatool. -Data tool is updated to show student growth throughout the year and to allow for forward planning for 2024.</p> <p>ii) Early Indicators: 2022 Data Set (Inclusive of PAT, NAPLAN, TJ) are used during PLCs to inform focus. Teacher collected evidence (CFAT, CAT, GPA) Teachers have increased proficiency in the use of the data dashboard Tutors utilise data analysis tool to identify student skills deficits and record details on Tutor Tracking sheets with student growth</p>

	<p>being monitored.</p> <p>Late Indicators: Completed tutor tracking documents for all students in TLI program. Student growth shown through: Teacher Judgement PAT VCE NAPLAN</p> <p>iii) Early Indicators: All students eligible for education support are identified and IEP's are created with parental collaboration and these are accessible to staff. Individualised goals measured against Literacy and Numeracy skills sequence for identified students. Classroom strategies from IEP's used by classroom teachers to see students more engaged in their learning. Students are using the special assessment provisions Classroom teacher consultations to check in as to how students are tracking.</p> <p>Late Indicators: Improvements in individual student learning data (Formative and summative data) Inclusive Education outline is in place across the school outlining students who require IEP's and special provisions.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>EKC will actively implement DET priorities, specifically MYLNS, the TLI, along with school based programs e.g. Literacy and Numeracy intervention programs. Capacity building activities will be provided for teachers focused on: - the EKC Data Analysis Tool and providing staff PL to access and use this data to inform teacher practice. - implementing and monitoring student growth activities for extension, intervention and catch up The PLC's focus will be using formative assessment to support differentiation</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Year level co-ordinator(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p>

<p>A Mathematics Learning Specialist will be employed to support the focus on learning, including defining key responsibility areas and developing an action plan for Mathematics and Numeracy</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teaching partners (DSSI) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 2 to: Term 4</p>	<p>\$100,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used
<p>Restructure the meeting planner to allow different teams, linked to learning and well being, to meet regularly cross college to support learning initiatives and to provide professional development for middle level leaders. Embed an organisational design that shows a clear line of responsibility and accountability in line with the 2022-2025 Strategic Plan.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School leadership team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>
<p>KIS 1.b Priority 2023 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			
<p>Actions</p>	<p>i) To review and implement the EKC wellbeing policies and ensure consistent wellbeing practices across the school ii) To review and map the Respectful Relationships scope and sequence, including developing appropriate incursions across the school. This will result the development of a 12 month action plan for the school to ensure consistency across the three campuses. iii) To implement Individual Support Plans (ISPs) across the school and ensure consistency.</p>			
<p>Outcomes</p>	<p>i) Staff: will receive PL around consistent protocols in tracking students with wellbeing concerns Students: across year levels will have equitable access to guaranteed consistent practices in Wellbeing and associated curriculum Leaders: will develop and implement consistent protocols and documentation around tracking students with wellbeing concerns including interventions, key people and/or services needed</p>			

	<p>will develop new Focus Group overviews & curriculum at the Junior Campuses will develop and implement mentoring curriculum at the Essendon Campus will develop a consistent tool to track attendance across all campuses to determine At Risk Students</p> <p>ii) Staff: delivering Respectful Relationships will be provided with PL Students: will undertake required curriculum for Respectful Relationships Leaders: will identify what elements are covered already and produce a Curriculum MAP of Respectful Relationships</p> <p>iii) Staff: will familiarise themselves with content of plans to support student learning Students: will have ISP's completed, reviewed and pinned to Compass Profiles Leaders: will consistently implement of ISPs, wellbeing support plans, out of home care plans, attendance plans, safety plans and behaviour support plans.</p>			
Success Indicators	<p>i) Early: Draft document that has been consulted on throughout the college that details compass data/wellbeing observations Late: AtoSS, internal school data, Compass data</p> <p>ii) Early: Draft overview of scaffolded document/map - consulted on by whole college Late: Implementation across year levels, student feedback/response</p> <p>iii) Early : Students requiring ISPs identified (PSD, high risk students, Level 2 students). Late: All campuses have consistent templates and all students targeted have an ISP</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

<p>Student Engagement and Wellbeing (SEW) Team will review, update and lead the implementation of current wellbeing policies and develop a Year 7-12 wellbeing map that ensures guaranteed program delivery across each campus.</p> <p>Campus coordinators and Year Level Coordinators (YLC's) will develop schoolwide consistency in ILP documentation. Expertise will be developed in the YLC team to develop ILP's SWC's and YLC's will complete practice disability inclusion profiles in semester one.</p> <p>The implementation of the Respectful Relationships program will be reviewed and a sequenced learning map 7-12 will be designed. The YLC teams will trial external providers for wellbeing delivery including Project Rocket and Elephant Ed.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Year level co-ordinator(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00
Goal 2	To improve student achievement in all subjects at all year levels.			
12-month target 2.1 target	Teacher Judgement results above the expected level will increase to 12.5% Teacher Judgement results below the expected level will decrease to 20%			
12-month target 2.2 target	(a) Reading: 14% Writing: 12% Numeracy: 14% (b) Reading: 29% Writing: 40% Numeracy: 27%			
12-month target 2.3 target	(a) Reading: 31% Writing: 25% Numeracy: 35% (b) Reading: 23% Writing: 21% Numeracy: 21%			
12-month target 2.4 target	2023: 27			
12-month target 2.5 target	Academic emphasis; 57% Collective efficacy: 68%			
KIS 2.b	Build teacher capacity to use data and assessment to plan for learning at the student's point of need.			

Evidence-based high-impact teaching strategies	
Actions	<p>i) Identify specific campus based data opportunities for staff to allow engagement with data to enhance assessment practices. The PLC focus at EKC will enable staff to use data and make links to the development of formative assessment to cater at a better standard in meeting students at their point of need.</p> <p>ii) Improvement the application of the GANAG structure and in the accountability of implementation of planning and within classrooms</p>
Outcomes	<p>i) Students: will have data conversations with their classroom teachers about relevant learning data and be aware of the individual learning expectations. will have an awareness of strategies that teachers will put in place to improve their learning at all levels. will have differentiated learning challenge in both formative and summative tasks.</p> <p>Staff: will utilise various sources of data to inform specific teacher focuses and strategies. This will form part of the PLC focus linked to formative assessment. will collaborate and explore different strategies to improve student engagement in assessment. This practice will be embedded within the PLC structure and KLA meetings.</p> <p>Leaders: will ensure there is a professional learning focus linked to interpreting and effectively using the data. will ensure the Inclusive education list is accurate to support the leaning data and assessment planning. will lead the PLC teams and ensure the focus on data informs practice in relation to the development of formative and summative assessment.</p> <p>ii) Students: will connect with the learning goals and success criteria within each lesson will be able to connect with the instructional model will have an improved connectedness and stimulating learning environment that will benefit their learning.</p> <p>Staff: will have GANAG evidenced in their lesson plans and curriculum documents, and will show evidence of consistent use in their classroom will be involved in peer observations and reflection sessions via the peer observation model and through KLA meetings where</p>

	<p>sharing of practice will be expected.</p> <p>Leaders: will provide structures on how GANAG can be embedded within curriculum documentation. will build the capacity of KLA leaders to increase curriculum documentation using GANAG structure. will Identify best practice and highlight a wide range of examples within the school.</p>			
Success Indicators	<p>i) Early Indicator: Records of data conversations Records of classroom observations Curriculum documents Minutes of Leadership Team meetings Evidenced in PLC documents and KLA meeting agenda and minutes. PLC structure in place and all staff have had access to the professional learning linked to formative assessment. CFAT's being created to allow differentiation to be a focus in the classroom. Student learning conversations are happening more frequently in the classroom.</p> <p>Late Indicator: Teacher judgement data will show to be consistent and appropriate for students. NAPLAN Growth data</p> <p>ii) Early Indicator: KLA coordinators able to identify best practice within their teams and further collaboration. KLA agendas have a professional learning focus linked to GANAG. Learning goals and success criteria will be evident through observation and seen within curriculum documentation.</p> <p>Late Indicator: Curriculum documents will demonstrate GANAG format KLA meetings will have a continued focus on this aspect of professional learning Academic Emphasis data will increase to 57% Collective Efficacy will increase to 68%</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
There will be a focus on formative assessment developed within the PLC's. Common formative assessments to be reviewed, refined	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

<p>and developed. There will be a focus on moderation and assessment practices in Key Learning Area (KLA) meetings. This will include building the capacity of the KLA leaders to lead moderation and assessment practices within KLA meetings. Curriculum leaders will support KLA leaders with developing KLA focus areas and reviewing professional learning taking place within KLA meetings. Leaders will implement the GANAG structure within classrooms and model this to teaching staff. Classroom observations and learning walks will take place to further support an understanding of GANAG and its impact and the use of formative assessment. Campus based leadership teams will have data learning conversations with Year 9 and 12 students. The Curriculum Team will review the application of GANAG within curriculum documentation.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leadership partners (DSSI) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) 		to: Term 4	
Goal 3	To improve student engagement in learning.			
12-month target 3.1 target	Student voice and agency: 50% Stimulated learning: 55% Differentiated learning challenge: 60% Motivation and interest: 65% Self-regulation and goal setting: 65%			
12-month target 3.2 target	2023: 85%			
12-month target 3.3 target	2023: 70% 2023: 55%.			
KIS 3.b Empowering students and building school pride	To develop the capacity of staff to create and implement an engaging learning environment in collaboration with students.			

Actions	<p>i) Increase cross campus collaboration within the engagement team to ensure opportunities are in place to develop the capacity of staff</p> <p>ii) Develop safer and supportive learning spaces to foster engagement</p> <p>iii) Engage with the SWPBS coach to evaluate Tier 1 implementation across the college. Plan and map Tier 2 classroom systems implementation.</p>
Outcomes	<p>i) Staff: will undertake PL and will implement Consistent Classroom Practices will ensure Positive Culture in Classroom Learning Environments will actively build relationship/rapport with students Students: will feel they have agency in Student Voice Leaders: will work with Curriculum AIP team to implement Student Voice practices into Curriculum Documentation & Pedagogical Practices will Whole School approach to Learning Environments/Classroom culture Consistent classroom practices (GANAG) Building effective learning relationships</p> <p>ii) Staff: will identify minor and major behaviours and respond using the Tier 2 classroom management system Students: will participate in surveys to have an active voice to data that will inform promoting supportive learning spaces, engagement and positive learning culture Leaders: will identify and target groups/cohorts from 2022 AToSS data to further investigate areas for improvement will conduct student focus groups based on above data will conduct pre & post surveys as pulse checks in lead up to AtoSS</p> <p>iii) Staff: will undertake SWPBS Self-Assessment Survey Students: will be invited to the SWPBS committee and to the development of explicit teaching lessons Leaders: Campus Coordinators & Assistant Principal will undertake PL (UT1 Training) and engagement with the SWPBS coach to revise & implement the Tiered approach will audit where we are currently and what to do in lead up to next tier implementation</p>

Success Indicators	<p>i) Early: Revisit consistent classroom practices with staff and learning relationships with students Late: AToSS Staff Survey</p> <p>ii) early: Improvement in positive responses to internal surveys Satisfaction in programs and curriculum will improve Progress Report Data of target students/groups will show increase in GPA's. Late: AToSS data improvement</p> <p>iii) Early: Draft 12 month overview, achieved fidelity in Tier 1 80% to move to Tier 2. Late: Advance in the schools tiered implementation</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>The college will undertake training in universal Tier 1 SWPBS implementation with YLC representation from each campus and will partner with the regional SWPBS coach to support transition from Tier 1 to Tier 2 SWPBS implementation.</p> <p>The YLC team will use the the major and minor behaviours checklist to lead staff in building strategies to manage minor behaviours.</p> <p>YLC teams will meet every 3 weeks across college with campus leaders building the capacity of coordinators across teams.</p> <p>Learning walks will observe the management of minor behaviours in the classroom.</p> <p>The SEW Team will ensure consistent tracking of behavioural and SWPBS data collegewide.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Year level co-ordinator(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Goal 4	To improve student wellbeing to support learning.			

12-month target 4.1 target	Year 7: 16 Year 8: 19 Year 9: 18 Year 10: 18 Year 11; 12 Year 12: 10
12-month target 4.2 target	Respect for diversity: 52% Sense of connectedness: 53% Resilience: 68%
12-month target 4.3 target	2023: 85%
KIS 4.a Health and wellbeing	To embed and consistently implement a whole school approach to student wellbeing to support learning growth.
Actions	Implement a review, revision and reflection on School Wide Positive Behaviour practices and Respectful Relationships leading to professional learning and consistent practice around student wellbeing
Outcomes	STAFF: Will undertake PL to ensure consistent implementation of results of review into consistent wellbeing practices including SWPBS & 4Rs STUDENTS: Wellbeing practices will be consistent, clearly communicated and more widely understood and implemented across the College LEADERS: Conduct a thorough review of current practices Oversee the implementation of consistent practices Provide PL to whole staff
Success Indicators	EARLY: Curriculum documentation will show plans for social and emotional learning Respectful Relationships Scope & Sequence complete & consulted on SWPBS Scope & Sequence complete & consulted on Student engagement data recorded on Compass LATE: Publication, communication to school community and implementation of consistent Student Engagement & Wellbeing practices Parent Survey Staff Survey

	AtoSS Positive Acknowledgements on Compass Attendance Data			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review of SWPBS and Respectful Relationships completed	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$338,601.24	\$338,601.24	\$0.00
Disability Inclusion Tier 2 Funding	\$215,648.59	\$215,648.59	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$554,249.83	\$554,249.83	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
A Mathematics Learning Specialist will be employed to support the focus on learning, including defining key responsibility areas and developing an action plan for Mathematics and Numeracy	\$100,000.00
Totals	\$100,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
A Mathematics Learning Specialist will be employed to support the focus on learning, including defining key responsibility areas	from: Term 2 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> School-based staffing

and developing an action plan for Mathematics and Numeracy			
Totals		\$100,000.00	

Activities and milestones - Disability Inclusion Funding

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

Activities and milestones - Schools Mental Health Fund and Menu

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

Additional funding planner – Total Budget

Activities and milestones	Budget
Employment of ES and teaching staff to work with students, staff and parents/carers to implement the transitions from PSD to Disability Inclusion	\$215,648.59
Employ a numeracy aide to support disadvantaged students requiring learning support	\$60,000.00
Purchase Fontas and Pinnell and GRIN (Getting Ready in Numeracy) programs	\$16,000.00

Provide additional well being support through provision of SWC;s an each campus and an additional day of the Mental Healthy Practioner	\$162,601.24
Totals	\$454,249.83

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employment of ES and teaching staff to work with students, staff and parents/carers to implement the transitions from PSD to Disability Inclusion	from: Term 1 to: Term 4		
Employ a numeracy aide to support disadvantaged students requiring learning support	from: Term 1 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> School-based staffing
Purchase Fontas and Pinnell and GRIN (Getting Ready in Numeracy) programs	from: Term 1 to: Term 4	\$16,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Provide additional well being support through provision of SWC;s an each campus and an additional day of the Mental Healthy Practioner	from: Term 1 to: Term 4	\$162,601.24	
Totals		\$238,601.24	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employment of ES and teaching staff to work with students, staff and parents/carers to implement the transitions from PSD to Disability Inclusion	from: Term 1 to: Term 4	\$215,648.59	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Whole school <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Disability inclusion coordinator • Education support staff <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> •
Employ a numeracy aide to support disadvantaged students requiring learning support	from: Term 1 to: Term 4		
Purchase Fontas and Pinnell and GRIN (Getting Ready in Numeracy) programs	from: Term 1 to: Term 4		
Provide additional well being support through provision of SWC;s an each campus and an additional day of the Mental Healthy Practioner	from: Term 1 to: Term 4		
Totals		\$215,648.59	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Employment of ES and teaching staff to work with students, staff and parents/carers to implement the transitions from PSD to Disability Inclusion	from: Term 1 to: Term 4		
Employ a numeracy aide to support disadvantaged students requiring learning support	from: Term 1 to: Term 4		
Purchase Fontas and Pinnell and GRIN (Getting Ready in Numeracy) programs	from: Term 1 to: Term 4		
Provide additional well being support through provision of SWC;s an each campus and an additional day of the Mental Healthy Practioner	from: Term 1 to: Term 4		
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
<p>EKC will actively implement DET priorities, specifically MYLNS, the TLI, along with school based programs e.g. Literacy and Numeracy intervention programs. Capacity building activities will be provided for teachers focused on:</p> <ul style="list-style-type: none"> - the EKC Data Analysis Tool and providing staff PL to access and use this data to inform teacher practice. - implementing and monitoring student growth activities for extension, intervention and catch up <p>The PLC's focus will be using formative assessment to support differentiation</p>	<ul style="list-style-type: none"> ✓ Assistant principal ✓ Learning specialist(s) ✓ Student wellbeing co-ordinator ✓ Year level co-ordinator(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> ✓ Planning ✓ Design of formative assessments ✓ Moderated assessment of student learning 	<ul style="list-style-type: none"> ✓ Professional practice day ✓ Formal school meeting / internal professional learning sessions ✓ PLC/PLT meeting 	<ul style="list-style-type: none"> ✓ PLC Initiative ✓ School improvement partnerships ✓ Learning specialist ✓ Maths/Sci specialist ✓ MYLNS initiative professional learning ✓ MYLYNS Improvement teacher 	<ul style="list-style-type: none"> ✓ On-site
<p>A Mathematics Learning Specialist will be employed to support the focus on learning, including defining key responsibility areas and</p>	<ul style="list-style-type: none"> ✓ Assistant principal ✓ Curriculum co-ordinator (s) 	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> ✓ Curriculum development ✓ Peer observation including feedback and reflection ✓ Demonstration lessons 	<ul style="list-style-type: none"> ✓ Professional practice day ✓ Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> ✓ PLC Initiative ✓ Learning specialist ✓ High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> ✓ On-site

<p>developing an action plan for Mathematics and Numeracy</p>	<ul style="list-style-type: none"> ✓ KLA leader ✓ Leadership team ✓ Learning specialist(s) ✓ PLC leaders ✓ Principal ✓ Teaching partners (DSSI) 			<ul style="list-style-type: none"> ✓ PLC/PLT meeting 		
<p>Restructure the meeting planner to allow different teams, linked to learning and well being, to meet regularly cross college to support learning initiatives and to provide professional development for middle level leaders. Embed an organisational design that shows a clear line of responsibility and accountability in line with the 2022-2025 Strategic Plan.</p>	<ul style="list-style-type: none"> ✓ Assistant principal ✓ Principal ✓ School leadership team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> ✓ Planning ✓ Preparation ✓ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✓ Formal school meeting / internal professional learning sessions ✓ PLC/PLT meeting 	<ul style="list-style-type: none"> ✓ Internal staff ✓ Practice Principles for Excellence in Teaching and Learning ✓ Pedagogical Model ✓ High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> ✓ On-site
<p>There will be a focus on formative assessment developed within the PLC's. Common formative assessments to be reviewed,</p>	<ul style="list-style-type: none"> ✓ Assistant principal 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> ✓ Design of formative assessments ✓ Moderated assessment of student learning 	<ul style="list-style-type: none"> ✓ Whole school pupil free day ✓ Professional practice day 	<ul style="list-style-type: none"> ✓ Internal staff ✓ Learning specialist 	<ul style="list-style-type: none"> ✓ On-site

<p>refined and developed. There will be a focus on moderation and assessment practices in Key Learning Area (KLA) meetings. This will include building the capacity of the KLA leaders to lead moderation and assessment practices within KLA meetings. Curriculum leaders will support KLA leaders with developing KLA focus areas and reviewing professional learning taking place within KLA meetings. Leaders will implement the GANAG structure within classrooms and model this to teaching staff. Classroom observations and learning walks will take place to further support an understanding of GANAG and its impact and the use of formative assessment. Campus based leadership teams will have data learning conversations with Year 9 and 12 students. The Curriculum Team will review the application of GANAG within curriculum documentation.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leadership partners (DSSI) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	
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<p>The college will undertake training in universal Tier 1 SWPBS implementation with YLC representation from each campus and will partner with the regional SWPBS coach to support transition from Tier 1 to Tier 2 SWPBS implementation.</p> <p>The YLC team will use the the major and minor behaviours checklist to lead staff in building strategies to manage minor behaviours. YLC teams will meet every 3 weeks across college with campus leaders building the capacity of coordinators across teams.</p> <p>Learning walks will observe the management of minor behaviours in the classroom. The SEW Team will ensure consistent tracking of behavioural and SWPBS data collegewide.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Year level co-ordinator(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <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) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
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