

2023 Annual Implementation Plan

for improving student outcomes

Keysborough Secondary College (8867)



Submitted for review by John Baston (School Principal) on 28 December, 2022 at 12:54 PM
Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 06 August, 2023 at 11:29 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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	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	

Enter your reflective comments	<p>PLT's continue to be the structure for collaboration between staff to deliver a guaranteed, viable and differentiated curriculum and to develop their teaching practice. The use of systematic assessment & measurement strategies were not consistent across the whole school with differences between year levels, teachers, campus ('pockets of excellence' exist). However, we felt our school had already developed important practices that needed more time to be fully embedded within our school.</p> <p>Student opinion survey demonstrates great connections but still concerns about Student Voice and Agency not improving as desired</p>
---------------------------------------	---

	<p>Staff opinion survey clearly shows that the strategies to improve the staff positive response with respect to Instructional Leadership and Visibility are having the desired effect but will continue to be a focus in 2023</p> <p>Our wellbeing support of our students was felt to be extremely equitable of high quality across all students. The link with community providers is improving in attainment, growth and quality. Links with families and carers improved in 2022, but this continues to need to be an area for improvement.</p>
<p>Considerations for 2023</p>	<p>In addition to the 2023 Priorities Goals mandated by DET we will be continuing with a number of Goals and Key Improvement strategies that were identified through our School Review in 2021. These have been incorporated into the 2021-2024 College Strategic Plan. They are:</p> <p>Goal 3: To improve engagement in learning for all students KIS 1 Improve whole college instructional leadership capacity</p> <p>Goal 4: Improve student resilience and enhance wellbeing KIS 1 Embed the College 5P Learning Behaviour Framework</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<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>
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 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
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve achievement in learning for all students.
Target 2.1	<p>Senior College</p> <p>Increase VCE all studies mean score from 26.60 (2019) to 30 (2024). Decrease VCAL completion for students who were eligible but did not complete from 44 per cent (2019) to 25 per cent (2024).</p>
Target 2.2	<p>NAPLAN</p> <p>Increase percentage of Year 9 students in the top two bands:</p> <ul style="list-style-type: none"> • Reading from 12% (2019) to 18% (2024) • Numeracy from 20% (2019) to 25% (2024) • Writing from 10% (2019) to 15% (2024)

	<p>Reduce percentage of Year 9 students in the bottom two bands for writing from 45 per cent (2019) to 25 per cent (2024).</p> <p>Increase percentage of Year 9 students with high benchmark growth in writing from 22 per cent (2019) to 25 per cent (2024).</p>
Target 2.3	<p>SSS</p> <p>Increase percentage positive endorsement:</p> <ul style="list-style-type: none"> • Teacher collaboration from 47% (2020) to 60% (2024) • Understand how to analyse data from 30.32% (2020) to 50% (2024) • Plan differentiated learning activities from 51.5% (2020) to 61% (2024) • Time to share pedagogical knowledge from 32.6% (2020) to 52% (2024)
Key Improvement Strategy 2.b Building practice excellence	Build consistency in high quality classroom teaching practice through collaboration, reflection, and feedback.
Key Improvement Strategy 2.c Evaluating impact on learning	Build teacher capability to utilise data and a range of assessment strategies to differentiate learning and determine impact.
Key Improvement Strategy 2.d Curriculum planning and assessment	Implement a whole college literacy improvement strategy.
Goal 3	Improve engagement in learning for all students.

<p>Target 3.1</p>	<p>SSS</p> <p>Increase percentage positive endorsement:</p> <ul style="list-style-type: none"> • Academic emphasis from 49% (2020) to 60% (2024) • Collective efficacy from 54% (2020) to 65% (2024) • Guaranteed and viable curriculum 49% (2020) to 65% (2024) • Instructional leadership from 44% (2020) to 57% (2024)
<p>Target 3.2</p>	<p>AToSS</p> <p>Increase percentage positive endorsement:</p> <ul style="list-style-type: none"> • Student voice and agency from 58% (2019) to 73% (2024) • Self-regulation and goal setting from 69% (2019) to 75% (2024) • Differentiated learning challenge from 67% (2019) to 72% (2024) • Stimulated learning from 69% (2019) to 75% (2024)
<p>Key Improvement Strategy 3.a Instructional and shared leadership</p>	<p>Improve whole college instructional leadership capacity.</p>
<p>Key Improvement Strategy 3.b Curriculum planning and assessment</p>	<p>Develop, implement, and review curriculum to engage students in learning.</p>
<p>Key Improvement Strategy 3.c Intellectual engagement and self-awareness</p>	<p>Build teacher capacity to activate student voice and agency in learning.</p>

Goal 4	Improve student resilience and enhance wellbeing.
Target 4.1	<p>SSS</p> <p>Increase percentage positive endorsement:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 62.1% (2020) to 65% (2024) • Support growth and learning of the whole student from 50.8% (2020) to 55% (2024)
Target 4.2	<p>AToSS</p> <p>Increase percentage positive endorsement:</p> <ul style="list-style-type: none"> • Learning confidence from 68% (2019) to 73% (2024) • Resilience from 66% (2019) to 71% (2024) • Teacher concern 45% (2019) to 50% (2024) • Advocate at school 60% (2019) to 74% (2024)
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Embed the college 5P Learning Behaviour Framework.
Key Improvement Strategy 4.b Evaluating impact on learning	Implement an evidence-based Response to Intervention Framework.

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>NAPLAN Increase percentage of Year 9 students in the top two bands:- Reading from 15% to 20%- Writing from 14% to 20%- For Numeracy from 19% to 25% Reduce the percentage of Year 9 students in the bottom two bands:- For writing from 35% to 30%- For Reading from 25 % to 20%- For Numeracy from 24% to 19% All students enrolled in an intensive numeracy support program (INP, MYLNS, TLI,) will on average achieve 18 months growth in Maths for 12 months learning as measured by PAT-M testing- All students at the College will on average achieve 12 months growth in Maths for 12 months learning as measured by PAT - M testing Increase VCE all studies mean score to 29 Decrease VCAL non-completion for students who were eligible but did not complete to 10% Increase the School Staff Survey positive endorsement measures for the following areas: • Teacher collaboration to at or above 52% • Understand how to analyse data to at or above 45% • Plan differentiated learning activities to at or above 55% • Time to share pedagogical knowledge to at or above 40% • Collective efficacy to be at or above 57% - Academic emphasis 50%- Use student</p>

			feedback to improve practice to at or above 65% Numeracy:- Increase percentage of Year 9 students in the top two bands from 19% to 25%- Decrease percentage of Year 9 students in the bottom two bands by 5% Increase percentage positive endorsement in the ATOSS for the following measures:- Student voice and agency from 52% to 60% - Self-regulation and goal setting from 61% to 69% - Differentiated learning challenge from 63% to 68%
Improve achievement in learning for all students.	No	Senior College Increase VCE all studies mean score from 26.60 (2019) to 30 (2024). Decrease VCAL completion for students who were eligible but did not complete from 44 per cent (2019) to 25 per cent (2024).	
		NAPLAN Increase percentage of Year 9 students in the top two bands: <ul style="list-style-type: none"> • Reading from 12% (2019) to 18% (2024) • Numeracy from 20% (2019) to 25% (2024) • Writing from 10% (2019) to 15% (2024) Reduce percentage of Year 9 students in the bottom two bands for writing from 45 per cent (2019) to 25 per cent (2024). Increase percentage of Year 9 students with high benchmark growth in writing from 22 per cent (2019) to 25 per cent (2024).	
		SSS Increase percentage positive endorsement: <ul style="list-style-type: none"> • Teacher collaboration from 47% (2020) to 60% (2024) • Understand how to analyse data from 30.32% (2020) to 50% (2024) • Plan differentiated learning activities from 51.5% (2020) to 61% (2024) 	

		<ul style="list-style-type: none"> Time to share pedagogical knowledge from 32.6% (2020) to 52% (2024) 	
Improve engagement in learning for all students.	Yes	<p>SSS Increase percentage positive endorsement:</p> <ul style="list-style-type: none"> Academic emphasis from 49% (2020) to 60% (2024) Collective efficacy from 54% (2020) to 65% (2024) Guaranteed and viable curriculum 49% (2020) to 65% (2024) Instructional leadership from 44% (2020) to 57% (2024) 	School Staff Survey Increase percentage positive endorsement:- Collective efficacy to be at or above 57% - Academic emphasis 53%- Guaranteed and viable curriculum from 48% to 53%% - Instructional leadership from 44% to 50%%
		<p>AToSS Increase percentage positive endorsement:</p> <ul style="list-style-type: none"> Student voice and agency from 58% (2019) to 73% (2024) Self-regulation and goal setting from 69% (2019) to 75% (2024) Differentiated learning challenge from 67% (2019) to 72% (2024) Stimulated learning from 69% (2019) to 75% (2024) 	AToSS Increase percentage positive endorsement: Student voice and agency from 52% to 60% Self-regulation and goal setting from 61% to 69% Differentiated learning challenge from 63% to 68% Stimulated learning from 59% to 64%
Improve student resilience and enhance wellbeing.	No	<p>SSS Increase percentage positive endorsement:</p> <ul style="list-style-type: none"> Use student feedback to improve practice from 62.1% (2020) to 65% (2024) Support growth and learning of the whole student from 50.8% (2020) to 55% (2024) 	
		<p>AToSS Increase percentage positive endorsement:</p> <ul style="list-style-type: none"> Learning confidence from 68% (2019) to 73% (2024) Resilience from 66% (2019) to 71% (2024) Teacher concern 45% (2019) to 50% (2024) Advocate at school 60% (2019) to 74% (2024) 	

<p>Goal 1</p>	<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>
<p>12 Month Target 1.1</p>	<p>NAPLAN</p> <p>Increase percentage of Year 9 students in the top two bands:</p> <ul style="list-style-type: none"> - Reading from 15% to 20% - Writing from 14% to 20% - For Numeracy from 19% to 25% <p>Reduce the percentage of Year 9 students in the bottom two bands:</p> <ul style="list-style-type: none"> - For writing from 35% to 30% - For Reading from 25 % to 20% - For Numeracy from 24% to 19% <p>All students enrolled in an intensive numeracy support program (INP, MYLNS, TLI,) will on average achieve 18 months growth in Maths for 12 months learning as measured by PAT-M testing</p> <ul style="list-style-type: none"> - All students at the College will on average achieve 12 months growth in Maths for 12 months learning as measured by PAT - M testing <p>Increase VCE all studies mean score to 29</p> <p>Decrease VCAL non-completion for students who were eligible but did not complete to 10%</p> <p>Increase the School Staff Survey positive endorsement measures for the following areas:</p> <ul style="list-style-type: none"> • Teacher collaboration to at or above 52% • Understand how to analyse data to at or above 45% • Plan differentiated learning activities to at or above 55% • Time to share pedagogical knowledge to at or above 40% • Collective efficacy to be at or above 57% - Academic emphasis 50% - Use student feedback to improve practice to at or above 65% <p>Numeracy:</p> <ul style="list-style-type: none"> - Increase percentage of Year 9 students in the top two bands from 19% to 25% - Decrease percentage of Year 9 students in the bottom two bands by 5%

	<p>Increase percentage positive endorsement in the ATOSS for the following measures:</p> <ul style="list-style-type: none"> - Student voice and agency from 52% to 60% - Self-regulation and goal setting from 61% to 69% - Differentiated learning challenge from 63% to 68% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
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	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
Goal 3	Improve engagement in learning for all students.	
12 Month Target 3.1	<p>School Staff Survey</p> <p>Increase percentage positive endorsement:</p> <ul style="list-style-type: none"> - Collective efficacy to be at or above 57% - Academic emphasis 53% - Guaranteed and viable curriculum from 48% to 53%% - Instructional leadership from 44% to 50%% 	
12 Month Target 3.2	<p>AToSS</p> <p>Increase percentage positive endorsement:</p> <p>Student voice and agency from 52% to 60%</p>	

	Self-regulation and goal setting from 61% to 69% Differentiated learning challenge from 63% to 68% Stimulated learning from 59% to 64%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Instructional and shared leadership	Improve whole college instructional leadership capacity.	Yes
KIS 3.b Curriculum planning and assessment	Develop, implement, and review curriculum to engage students in learning.	No
KIS 3.c Intellectual engagement and self-awareness	Build teacher capacity to activate student voice and agency in learning.	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.	Continuing to develop the Instructional capacity of the Principal Class and Middle Level Leadership Teams to effectively plan and implement high level strategies will improve the quality of teaching and learning practice across the school. Leaders will be modelling the classroom practices expected as well as providing support to their teams. Members of the Principal Team will be able to utilise a variety of coaching strategies in School Improvement Team meetings, curriculum conversations and in day to day interactions with team members and other staff.	

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<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>
<p>12 Month Target 1.1</p>	<p>NAPLAN</p> <p>Increase percentage of Year 9 students in the top two bands:</p> <ul style="list-style-type: none"> - Reading from 15% to 20% - Writing from 14% to 20% - For Numeracy from 19% to 25% <p>Reduce the percentage of Year 9 students in the bottom two bands:</p> <ul style="list-style-type: none"> - For writing from 35% to 30% - For Reading from 25 % to 20% - For Numeracy from 24% to 19% <p>All students enrolled in an intensive numeracy support program (INP, MYLNS, TLI,) will on average achieve 18 months growth in Maths for 12 months learning as measured by PAT-M testing</p> <ul style="list-style-type: none"> - All students at the College will on average achieve 12 months growth in Maths for 12 months learning as measured by PAT - M testing <p>Increase VCE all studies mean score to 29 Decrease VCAL non-completion for students who were eligible but did not complete to 10%</p> <p>Increase the School Staff Survey positive endorsement measures for the following areas:</p> <ul style="list-style-type: none"> • Teacher collaboration to at or above 52% • Understand how to analyse data to at or above 45% • Plan differentiated learning activities to at or above 55% • Time to share pedagogical knowledge to at or above 40% • Collective efficacy to be at or above 57% - Academic emphasis 50% - Use student feedback to improve practice to at or above 65% <p>Numeracy:</p>

	<ul style="list-style-type: none"> - Increase percentage of Year 9 students in the top two bands from 19% to 25% - Decrease percentage of Year 9 students in the bottom two bands by 5% <p>Increase percentage positive endorsement in the ATOSS for the following measures:</p> <ul style="list-style-type: none"> - Student voice and agency from 52% to 60% - Self-regulation and goal setting from 61% to 69% - Differentiated learning challenge from 63% to 68%
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	To continue to build teacher capability to <ul style="list-style-type: none"> - utilise data and a range of assessment strategies to differentiate learning and determine impact.
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> - expand their use a range of formative assessment data including the Edapt and Pivot platforms to accurately identify the learning needs of their students and confidently tailor differentiated support. - use HITS to plan lessons and units, with a focus on Feedback, Setting Goals or Differentiation of Work <p>Students will:</p> <ul style="list-style-type: none"> - provide feedback to their teachers on differentiation, the instructional model, and use of common strategies through PIVOT, student voice forums and ATOSS surveys - receive support at their point of learning <p>Leaders will:</p> <ul style="list-style-type: none"> - provide professional learning supported by Classroom observations and learning walks to support teachers in the implementation of professional learning strategies. - Leaders model a data-focused mindset and refer to evidence to support their decisions
Success Indicators	<ul style="list-style-type: none"> - Teacher self-evaluation surveys will indicate greater confidence in co –designing of learning goals with students - Curriculum documentation shows evidence of planning for differentiation - Notes from peer observations and learning walks show that staff are implementing effective differentiation practices - The school's digital platform will indicate staff are collecting, accessing and organizing data - PLT minutes will indicate teachers are evaluating outcomes and monitoring for continuous improvement and impact - PLT minutes will indicate teachers are transforming data into information and making connections between data and practice - Staff Opinion Survey measure linked to Differentiated Learning will show improvement

	<ul style="list-style-type: none"> - Improvement in the Student Attitudes to School Survey measure Stimulated learning plus any other measures - Curriculum documentation shows evidence of planning for differentiation 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>EDAPT and the Pivot system have been implemented across the College and staff trained in its use. This training must be expanded to include the 30+ new teaching staff that we have in 2023. All members of the Leadership Team (Leading Teachers plus Principal Class) and all Learning Specialists have been trained (in 2021) in the use of these systems and how to train staff through the PLTs. There will be ongoing contact between Leadership Team and Learning Specialists and consultants from the EDAPT system throughout 2023 to refine expertise and also to expand the number of classes with which it is used. Teachers will be required to report of their used of PIVOT in their Statement of Expectations</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 2</p>	<p>\$50,000.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Ongoing monitoring of staff confidence levels in the Components of Data Literacy [(Mandinach, E. B. & Gummer, E. S., 2016, p2]. This will be done through the PLTs and overseen by the the Learning Specialists reporting to the AP -Teaching and Learning</p> <p>Ongoing professional Learning through PLTs in co –designing of learning goals with students and transforming data into information: Making connections between data and practice.</p> <p>This will include students being surveyed or involved in focus group sessions:</p> <ul style="list-style-type: none"> - to establish how the co-designing learning goals is progressing - to determine the frequency and consistency of practice with which PIVOT is being used 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>College AP - Teaching and Learning will meet fortnightly with Learning Specialists and Leadership Team to review and assess progress and achievement at the PLT level. Progress will then be reported back to the SIT Team as part of the school improvement review cycle.</p>	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>School Leadership establish peer classroom observations with a focus on differentiation in the classroom. Information from these observations is to be fed back to teachers being observed and where appropriate possibly reviewed and discussed in Curriculum Domain meetings.</p>	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>School Leadership and Learning Specialists conduct Learning Walks to observe staff practice and collect data on student experiences of assessment and differentiation. Information gathered through these processes is used to identify staff skill and knowledge gaps linked to differentiation of learning. It will also inform targeted professional learning for teachers needing additional professional practice support.</p>	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
The school improvement Team to meet on 5 weekly cycles to review and assess progress on targeted work and adjust the work if required.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Implementation of 3 tier (Universal, Targeted and Individual) Wellbeing support structures including utilisation of resources available through the School Mental Health Fund			
Outcomes	In students expected outcomes will be: - Reduced problematic behaviour - Decrease in absenteeism - Increased academic performance - Improved perception of safety			

	<ul style="list-style-type: none"> - Reduced bullying behaviours - Improved social-emotional competence - Improved positive school climate and culture <p>For teachers</p> <ul style="list-style-type: none"> - Increased uninterrupted time in the classroom for teaching and learning • Student leaders will be able to recognise, respond to and refer mental health emergencies • Students will be able to explain what positive mental health means and where they can seek support at school • Students will report improved mental health • Teachers will plan for and implement social and emotional learning within their curriculum areas • Teachers will be able to recognise, respond to and refer students' mental health needs • Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health • Wellbeing team will directly support students' mental health and/or provide referrals 			
Success Indicators	<p>Students engagement in wellbeing programs (feedback, participation, classroom observations)</p> <p>Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns</p> <p>Teacher reports of student wellbeing concerns</p> <p>Data used to identify students in need of targeted support</p> <p>Data of counselling services accessed by students and families</p> <ul style="list-style-type: none"> • Policies and programs will show documentation of multi-tiered response model • Curriculum documentation will show plans for social and emotional learning • Notes from learning walks and peer observation will show how staff are embedding social and emotional learning • Student support resources displayed around the school will show how students can seek support • Personal and Social Capability will be delivered in programs across the school • Improved positive endorsement measures in the AtoSS factors: sense of connectedness, resilience and teacher concern 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implementation of internally provided student well being programs:- see attached document 'Keysborough College Student Wellbeing Programs 2023'	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implementation of externally provided student well being programs: - RITE Man - No Limits - Gatehouse Young Womans Project - LeMana Community Engagement Program	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Utilisation of resources available through the School Mental Health Fund - Resiliency Project - Safe Schools - Respectful Relations - Trauma Informed Care in Schools (TIC)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$162,500.18 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Goal 3	Improve engagement in learning for all students.			
12 Month Target 3.1	School Staff Survey Increase percentage positive endorsement: - Collective efficacy to be at or above 57% - Academic emphasis 53% - Guaranteed and viable curriculum from 48% to 53%% - Instructional leadership from 44% to 50%%			
12 Month Target 3.2	AToSS Increase percentage positive endorsement: Student voice and agency from 52% to 60% Self-regulation and goal setting from 61% to 69% Differentiated learning challenge from 63% to 68% Stimulated learning from 59% to 64%			
KIS 3.a Instructional and shared leadership	Improve whole college instructional leadership capacity.			
Actions	Develop the Instructional capacity of the Principal Class and Middle Level Leadership Teams by implementing the College Instructional Model to effectively plan and implement high level strategies to improve the quality of teaching and learning practice across the school			
Outcomes	Leaders will be modelling the classroom practices expected as well as providing support to their teams Members of the Principal Team will work with: <ul style="list-style-type: none"> • Teachers to strengthen their use of the school's instructional model • School and Middle level leaders coach and mentor teachers to embed the school's instructional model • Leaders support all staff to apply the school instructional model by prioritising time for planning, coaching, peer observation and providing professional learning opportunities. • Teachers consistently and explicitly implement the school's instructional model 			

	<ul style="list-style-type: none"> Teachers conduct regular conferences with students, set learning goals, model strategies and provide feedback to students during phases of the instructional model used in program delivery Students can articulate a typical lesson structure used by the classroom teacher 			
Success Indicators	<p>A common understanding of instructional leadership and what instructional leaders do including an understanding by staff of who are the instructional leaders in the school and what they do</p> <p>The college organisational structure be such that there is coherence and clarity of the roles and expectations of all working teams with a clear line of sight from leadership to the classroom.</p> <p>Leaders within each team have clarity about their role and action plans aligned to the instructional work.</p> <p>Clarity in attribution of roles and responsibilities enabling clear expectations, authority for decision making and accountability for improving instruction.</p> <p>Short term action plans developed and implemented by the Leadership Team will demonstrate direct links to the Annual Implementation Plan actions linked to Building Practice Excellence</p> <ul style="list-style-type: none"> Teachers using the schools instructional as a framework for delivering learning Teachers using the school's instructional model to guide planning for student learning Consultation notes showing how staff have informed the design of the school instructional model Observations and notes from learning walks reflect mentoring conversations about consistent teacher use of the school's instructional model Peer observations reflect staff implementing of the school's instructional model Planners reflect the instructional model informs teacher planning for learning Staff Opinion Survey data demonstrate improvement in a range of survey measures linked to classroom teacher practice 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Principal Team to meet regularly with School Leadership Team Coach to identify the work that will be undertaken with School and Middle Level Leadership. Each member of the the principal team will establish an individual Action Plans that will reflect their work over the course of the year. The Principal Team as a group will also develop a collective Action Plan. These action plans will then be regularly reviewed by the team monthly and will the School Leadership Coach once per term. Principal Team to meet regularly with Instructional Leadership Team Coach to evaluate implementation of the Instructional Leadership Model	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items

				will be used which may include DET funded or free items
Review and revise roles and responsibilities of leaders to align them with the key work targeted in the Strategic Plan. Provide Professional Learning to Leading Teachers and Learning Specialists strengthen their instructional leadership skills and knowledge. Ensure all leaders are clear on their roles and have action plans with goals and targets linked to the school's Strategic and Annual Implementation Plans. These action plans will be reviewed twice per term by the school leadership team as part of the schools school improvement cycle	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$3,875,887.46	\$3,875,887.46	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$162,500.18	\$162,500.18	\$0.00
Total	\$4,038,387.64	\$4,038,387.64	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Implementation of internally provided student well being programs:- see attached document 'Keysborough College Student Wellbeing Programs 2023'	\$30,000.00
Implementation of externally provided student well being programs: - RITE Man - No Limits - Gatehouse Young Womans Project - LeMana Community Engagement Program	\$50,000.00
Utilisation of resources available through the School Mental Health Fund - Resiliency Project - Safe Schools - Respectful Relations - Trauma Informed Care in Schools (TIC)	\$162,500.18
Totals	\$242,500.18

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Implementation of internally provided student well being programs:- see attached document 'Keysborough College Student Wellbeing Programs 2023'	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services
Implementation of externally provided student well being programs: - RITE Man - No Limits - Gatehouse Young Womans Project - LeMana Community Engagement Program	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services
Totals		\$80,000.00	

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
---------------------------	------	------------------------	----------

Utilisation of resources available through the School Mental Health Fund - Resiliency Project - Safe Schools - Respectful Relations - Trauma Informed Care in Schools (TIC)	from: Term 1 to: Term 4	\$162,500.18	<input checked="" type="checkbox"/> Respectful Relationships (free)
Totals		\$162,500.18	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Employment of additional School Refuser Engagement Worker, 1.0 Youth Worker + 1.6 Intervention Support Worker	\$240,000.00
Additional teaching staff employed (22@ Class1-5) to allow for more differentiated classes at all year levels and additional VCE unit offerings to increase student choice	\$1,894,992.00
Appointment of MYLNS tutors over and above those funded through SRP (4 x 0.6) CRT coverage for release for PL	\$246,726.40
Employment do Inclusive Curriculum Lead Teacher	\$123,257.00
Subsidising of Intra-college school buses	\$290,000.00
Staffing of Intensive Reading Program at Years 7- 9 (4.0 EFT) CRT Coverage for PL release	\$410,000.00
Staffing of Numeracy Support Program at Years 7- 9 (4.0 EFT) CRT Coverage for PL release	\$410,000.00

CRT coverage for release of teachers for Equity related programs	\$100,000.00
Support for student access to VET programs	\$80,912.06
Totals	\$3,795,887.46

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Employment of additional School Refuser Engagement Worker, 1.0 Youth Worker + 1.6 Intervention Support Worker	from: Term 1 to: Term 4	\$240,000.00	<input checked="" type="checkbox"/> School-based staffing
Additional teaching staff employed (22@ Class1-5) to allow for more differentiated classes at all year levels and additional VCE unit offerings to increase student choice	from: Term 1 to: Term 4	\$1,894,992.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Appointment of MYLNS tutors over and above those funded through SRP (4 x 0.6) CRT coverage for release for PL	from: Term 1 to: Term 4	\$246,726.40	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Employment do Inclusive Curriculum Lead Teacher	from: Term 1 to: Term 4	\$123,257.00	<input checked="" type="checkbox"/> School-based staffing
Subsidising of Intra-college school buses	from: Term 1 to: Term 4	\$290,000.00	<input checked="" type="checkbox"/> Support services

Staffing of Intensive Reading Program at Years 7- 9 (4.0 EFT) CRT Coverage for PL release	from: Term 1 to: Term 4	\$410,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Staffing of Numeracy Support Program at Years 7- 9 (4.0 EFT) CRT Coverage for PL release	from: Term 1 to: Term 4	\$410,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
CRT coverage for release of teachers for Equity related programs	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> CRT
Support for student access to VET programs	from: Term 1 to: Term 4	\$80,912.06	<input checked="" type="checkbox"/> Support services
Totals		\$3,795,887.46	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Employment of additional School Refuser Engagement Worker, 1.0 Youth Worker + 1.6 Intervention Support Worker	from: Term 1 to: Term 4		
Additional teaching staff employed (22@ Class1-5) to allow for more differentiated classes at all year levels and additional VCE unit offerings to increase student choice	from: Term 1 to: Term 4		

Appointment of MYLNS tutors over and above those funded through SRP (4 x 0.6) CRT coverage for release for PL	from: Term 1 to: Term 4		
Employment do Inclusive Curriculum Lead Teacher	from: Term 1 to: Term 4		
Subsidising of Intra-college school buses	from: Term 1 to: Term 4		
Staffing of Intensive Reading Program at Years 7- 9 (4.0 EFT) CRT Coverage for PL release	from: Term 1 to: Term 4		
Staffing of Numeracy Support Program at Years 7- 9 (4.0 EFT) CRT Coverage for PL release	from: Term 1 to: Term 4		
CRT coverage for release of teachers for Equity related programs	from: Term 1 to: Term 4		
Support for student access to VET programs	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Employment of additional School Refuser Engagement Worker, 1.0 Youth Worker + 1.6 Intervention Support Worker	from: Term 1 to: Term 4		
Additional teaching staff employed (22@ Class1-5) to allow for more differentiated classes at all year levels and additional VCE unit offerings to increase student choice	from: Term 1 to: Term 4		
Appointment of MYLNS tutors over and above those funded through SRP (4 x 0.6) CRT coverage for release for PL	from: Term 1 to: Term 4		
Employment do Inclusive Curriculum Lead Teacher	from: Term 1 to: Term 4		
Subsidising of Intra-college school buses	from: Term 1 to: Term 4		
Staffing of Intensive Reading Program at Years 7- 9 (4.0 EFT) CRT Coverage for PL release	from: Term 1 to: Term 4		
Staffing of Numeracy Support Program at Years 7- 9 (4.0 EFT) CRT Coverage for PL release	from: Term 1 to: Term 4		

CRT coverage for release of teachers for Equity related programs	from: Term 1 to: Term 4		
Support for student access to VET programs	from: Term 1 to: Term 4		
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
EDAPT and the Pivot system have been implemented across the College and staff trained in its use. This training must be expanded to include the 30+ new teaching staff that we have in 2023. All members of the Leadership Team (Leading Teachers plus Principal Class) and all Learning Specialists have been trained (in 2021) in the use of these systems and how to train staff through the PLTs. There will be ongoing contact between Leadership Team and Learning Specialists and consultants from the EDAPT system throughout 2023 to refine expertise and also to expand the number of classes with which it is used. Teachers will be required to report of their used of PIVOT in their Statement of Expectations	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Ongoing monitoring of staff confidence levels in the Components of Data Literacy [(Mandinach, E. B. &	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

<p>Gummer, E. S., 2016, p2]. This will be done through the PLTs and overseen by the the Learning Specialists reporting to the AP -Teaching and Learning</p> <p>Ongoing professional Learning through PLTs in co –designing of learning goals with students and transforming data into information: Making connections between data and practice.</p> <p>This will include students being surveyed or involved in focus group sessions:</p> <ul style="list-style-type: none"> - to establish how the co-designing learning goals is progressing - to determine the frequency and consistency of practice with which PIVOT is being used 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formalised PLC/PLTs 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy leader 	
<p>Utilisation of resources available through the School Mental Health Fund</p> <ul style="list-style-type: none"> - Resiliency Project - Safe Schools - Respectful Relations - Trauma Informed Care in Schools (TIC) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants <p>Providers of School Mental Health Fund Programs</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Principal Team to meet regularly with School Leadership Team Coach to</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal 	<p>from: Term 1</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership partners 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>identify the work that will be undertaken with School and Middle Level Leadership. Each member of the the principal team will establish an individual Action Plans that will reflect their work over the course of the year. The Principal Team as a group will also develop a collective Action Plan. These action plans will then be regularly reviewed by the team monthly and will the School Leadership Coach once per term.</p> <p>Principal Team to meet regularly with Instructional Leadership Team Coach to evaluate implementation of the Instructional Leadership Model</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal 	<p>to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School improvement partnerships 	
<p>Review and revise roles and responsibilities of leaders to align them with the key work targeted in the Strategic Plan. Provide Professional Learning to Leading Teachers and Learning Specialists strengthen their instructional leadership skills and knowledge. Ensure all leaders are clear on their roles and have action plans with goals and targets linked to the school's Strategic and</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

Annual Implementation Plans. These action plans will be reviewed twice per term by the school leadership team as part of the schools school improvement cycle						
---	--	--	--	--	--	--