

2023 Annual Implementation Plan

for improving student outcomes

Kensington Community High School (7947)



Submitted for review by Rhys Doyle (School Principal) on 20 January, 2023 at 02:53 PM
Awaiting endorsement by Senior Education Improvement Leader
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 | Embedding |
| | 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 | |

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| 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 | |

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| Engagement | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school | Embedding |
| | Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | |

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| 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 | |

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| Enter your reflective comments | <p>Student Engagement</p> <p>The main focus of student engagement and well-being at the school is to: reduce absenteeism; provide students with a sense of belonging and purpose; promote a school culture of self-value; and increase students' connectedness with their peers, staff and broader school community. A whole-school approach to health and wellbeing has been integral to creating positive student engagement, learning, growth, relationships and achievement. It has helped students to make informed decisions, build resilience and actively participate in decisions about their learning.</p> |
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| | <p>Teaching and Learning The KCHS teaching and learning model focused on; curriculum, instruction and assessment. The school continued to implement the Victorian Curriculum and VCAL certificate by developing a guaranteed and viable curriculum, pacing guides and learning continuums in collaboration with staff. Identifying what each student needs to learn explains what key skills, knowledge and dispositions we expect them to acquire as a result of our teaching. The instructional framework ensures that teachers reinforce the same ideas, use similar vocabulary for communicating those ideas, know how to make links with what has gone before, and are guided in their efforts by common assessments. Leaders have led policy development and effective professional learning communities with a consistent approach to curriculum, instruction and assessment delivery. Protocols have been developed to ensure staff use an evidence-based approach to evaluate, create and improve the quality of the KCHS curriculum programs and initiatives.</p> <p>VCAL, Career Pathways and Remote Learning The school had an increase in VCAL senior certificate completion rates. The career pathways coordinator streamlined VET courses at the school, tailored to student interests and needs. Remote and Flexible had many teaching and learning challenges but the school was able to pivot its resource to overcome each challenge.</p> |
| <p>Considerations for 2023</p> | <p>Continue to embed and develop the KCHS Teaching and Learning Model:</p> <ul style="list-style-type: none"> - Universal implementation of Instructional Practices. - Consistent use of data to inform teaching strategies. - Alignment of wellbeing and learning practices to enhance student learning outcomes. - Leaders to coach staff in the implementation of specific instructional practices. <p>Continue to align learning and wellbeing.</p> <ul style="list-style-type: none"> - Ensuring that the wellbeing and learning improves student outcomes. - Use an evidence-based approach to student engagement and wellbeing. - Consistent language around the use of SWPBS. |
| <p>Documents that support this plan</p> | |

SSP Goals Targets and KIS

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| 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. |
| 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 |

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>Targets: School staff survey – school climate factors - increase positive responses for: Teacher collaboration: from 2022 data 71% to 2023 Collective efficacy: from 2022 data 47% to 2023 Collective responsibility: from 2022 data 72% to 2023 Trust in colleagues: from 2022 data 85% to 2023 Students to demonstrate above expected level of growth in teacher judgement: English: Reading - from 2020 26% to 2023 Writing - from 2020 27% to 2023 Mathematics: - Measurement and geometry from 2020 data 29% to 2023 - Number and algebra from 2020 data 29% to 2023 - Statistics and probability from 2020 data 9% to 2023 AToSS variable: Stimulated Learning - Increase the positive responses from 50% in 2022 to in 2023</p> |

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| <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>Targets: School staff survey – school climate factors - increase positive responses for:</p> |

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| | <p>Teacher collaboration: from 2022 data 71% to 2023 Collective efficacy: from 2022 data 47% to 2023 Collective responsibility: from 2022 data 72% to 2023 Trust in colleagues: from 2022 data 85% to 2023</p> <p>Students to demonstrate above expected level of growth in teacher judgement:</p> <p>English:</p> <p>Reading - from 2020 26% to 2023 Writing - from 2020 27% to 2023</p> <p>Mathematics:</p> <ul style="list-style-type: none"> - Measurement and geometry from 2020 data 29% to 2023 - Number and algebra from 2020 data 29% to 2023 - Statistics and probability from 2020 data 9% to 2023 <p>AToSS variable:</p> <p>Stimulated Learning - Increase the positive responses from 50% in 2022 to in 2023</p> | |
| 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 | Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023. | |

attention.

Define Actions, Outcomes and Activities

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| 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 | <p>Targets:</p> <p>School staff survey – school climate factors - increase positive responses for:</p> <p>Teacher collaboration: from 2022 data 71% to 2023 Collective efficacy: from 2022 data 47% to 2023 Collective responsibility: from 2022 data 72% to 2023 Trust in colleagues: from 2022 data 85% to 2023</p> <p>Students to demonstrate above expected level of growth in teacher judgement:</p> <p>English:</p> <p>Reading - from 2020 26% to 2023 Writing - from 2020 27% to 2023</p> <p>Mathematics:</p> <ul style="list-style-type: none"> - Measurement and geometry from 2020 data 29% to 2023 - Number and algebra from 2020 data 29% to 2023 - Statistics and probability from 2020 data 9% to 2023 <p>AToSS variable:</p> <p>Stimulated Learning - Increase the positive responses from 50% in 2022 to in 2023</p> |
| 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 | Embed the consistent use of the KCHS Teaching and Learning Model |

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| <p>Outcomes</p> | <p>Leaders will:</p> <ul style="list-style-type: none"> - Model the KCHS teaching and learning approach through role modelling. - Support staff to provide effective feedback/become reflective practitioners. - Develop instructional leaders to lead teams effectively. <p>Teachers will:</p> <ul style="list-style-type: none"> - Continue to implement the PLC process across the school. - Implement, plan and deliver structured lessons (GANAG). - Evaluate the impact of teaching on learning by analysing multiple data sources. - Understand their role within the classroom (Co-Teaching). <p>Education support staff will:</p> <ul style="list-style-type: none"> - Assist in the implementation, planning and delivery of structured lessons (GANAG). - Work with the teacher by actively participating in activities, assisting, intervening and encouraging students and, where appropriate, providing 1:1 instructional support. -Working with students, under the direction of a teacher, to support the implementation of particular learning goals as identified in the Individual Learning Plan. - Understand their role within the classroom (Co-Teaching). <p>Wellbeing staff will:</p> <ul style="list-style-type: none"> - Assist in the implementation, planning and delivery of structured lessons (GANAG). -Working with students, under the direction of a teacher, to support the implementation of particular learning goals as identified in the Individual Learning Plan. - Understand their role in supporting the learning environment. <p>Students will:</p> <ul style="list-style-type: none"> - Know their learning goal, explain how they will achieve their goal and identify when they have achieved their goal. - Apply and discuss their new learning from the lesson. - Provide feedback on the teaching and learning model. |
| <p>Success Indicators</p> | <p>School staff survey – school climate factors - increase positive responses for:</p> <p>Teacher collaboration: from 2022 data 56% to 2023 60%</p> <p>Collective efficacy: from 2022 data 43% to 2023 50%</p> <p>Collective responsibility: from 2022 data 64% to 2023 67%</p> |

| | <p>Trust in colleagues: from 2022 data 51% to 2023 55%</p> <p>Teacher judgement to be above level in:</p> <p>English: Reading from 2022 26% to 2023 30% Writing from 2022 27% to 2023 30%</p> <p>Mathematics: Measurement and geometry from 2022 data 29% to 2023 35% Number and algebra from 2022 data 29% to 2023 35% Statistics and probability from 2022 data 9% to 2023 20%</p> <p>AToSS variable: Stimulated Learning - Increase the positive responses from 52% in 2022 to 55% in 2023.</p> <p>Other: PLC Maturity Matrix Reading Intervention Data PDP PLC Meeting Minutes</p> | | | |
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| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| <p>Whole school PLC - Thursday (50 mins) - Continue to structure and implement the PLC process to monitor the whole school approach to literacy and numeracy instruction and student achievement.</p> <p>Key Actions: - Using the FISO inquiry to identify and implement literacy instructional practices to improve student learning. - Re-visit the 2022 literacy teaching strategies e.g., Frayer model, single paragraph structure, TEEL and read, think aloud, literature circles and close reading. - Review the following numeracy teaching strategies for possible implementation in 2023 e.g., problem-solving, and worked</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) | <p><input checked="" type="checkbox"/> PLP Priority</p> | <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 |

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| <p>examples.</p> <ul style="list-style-type: none"> - Collect student work samples and provide feedback <p>Term One - KCHS Instructional Model Term Two - Literacy and Numeracy Instruction Term Three - Literacy and Numeracy instruction Term Four - Curriculum and Assessment</p> | | | | |
| <p>Key Learning Areas PLC - Weekly (50 mins) & One day per term.</p> <ul style="list-style-type: none"> - Review and update curriculum documentation to incorporate space to identify student learning needs and plans for differentiation within each lesson <p>Key Actions:</p> <ul style="list-style-type: none"> - Implementing the essential learnings from the G.V.C - Identify and document key learning goals, knowledge, skills, and understandings for each unit of work. - Develop and implement student learning continuums based on the Victorian and VCAL curriculums - Develop ongoing formative assessment tasks that provide students with regular feedback on their progress - Use the KCHS instructional model (GANAG & HITS) to plan weekly lessons. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <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>\$15,000.00</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>Program for Students with Disabilities (PSD), MYLNS, Tutoring and additional educational support.</p> <ul style="list-style-type: none"> - Students will receive targeted support differentiated to their point of need <p>Key Actions:</p> <ul style="list-style-type: none"> - Create and organise regular student support group meetings - Develop, monitor and evaluate individual learning plans for all students receiving an intervention (PSD, MYLNS and Tutoring). | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <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>\$49,000.00</p> <ul style="list-style-type: none"> <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 |

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| KIS 1.b Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable |
| Actions | Embed a whole-school approach to learning and wellbeing. |
| Outcomes | <p>Leaders will:</p> <ul style="list-style-type: none"> - Present a KCHS mission statement, shared vision, and whole school framework for learning and wellbeing which has been developed in consultation with the whole school community - Complete a review of KCHS's approach to disability inclusion (using the setting expectations & promoting inclusion FISO tool) - Implement a staff wellbeing strategy which has been developed in collaboration with school staff and positive psychology wellbeing consultant (Chris Egan). <p>Teachers will:</p> <ul style="list-style-type: none"> - Have a clear understanding of the SWPBS philosophy and use consistent language to discuss positive behaviours and major and minor behaviours - Have a clear understanding of the roles and responsibilities of pastoral teachers and carry out these roles and responsibilities, which includes building a collaborative partnership with parents/carers/kin and implementing recommendations from specialists to best meet students' learning needs and implement inclusive practices - Be provided opportunities to contribute to staff wellbeing strategy <p>Wellbeing staff will:</p> <ul style="list-style-type: none"> - Have a clear understanding of the SWPBS philosophy and use consistent language to discuss positive behaviours and major and minor behaviours - Have a clear understanding of the roles and responsibilities of wellbeing team members and carry out these roles and responsibilities, which includes providing wellbeing consultation to teaching staff and providing wellbeing support to students. - Be provided opportunities to contribute to staff wellbeing strategy <p>Education support staff will:</p> <ul style="list-style-type: none"> - Have a clear understanding of the SWPBS philosophy and use consistent language to discuss positive behaviours and major and minor behaviours - Collaborate with teachers to implement inclusive practices and ensure students' learning needs are met - Be provided opportunities to contribute to staff wellbeing strategy <p>Students will:</p> <ul style="list-style-type: none"> - Be given opportunities to take on more responsibilities and develop more independence and agency - Be given opportunities to discuss their learning, classroom supports and interests with their pastoral teacher and wellbeing staff |

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| | - Receive regular communication and support from the school | | | |
| Success Indicators | <ul style="list-style-type: none"> - AToSS - Student voice and agency: Increase the positive responses from 46% in 2022 to 50% in 2023. - AToSS - Effective teaching time: Increase the positive responses from 52% in 2022 to 60% in 2023. - Increase VCAL completions for Year 10-12 students from 54% in 2022 to 60% in 2023. <p>Other:</p> <ul style="list-style-type: none"> - Observations of changes to classroom practices - Documentation of frameworks, policies or programs - Documentation of referrals/communication processes - Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns - Data used to identify students in need of targeted support - Documentation of strategies students will use in classes and at school - Engagement data from learning management systems such as compass | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Revise KCHS Mission Statement, Shared Vision and Values (Term 2 - 3) Key Actions: - Undertake an appreciative Inquiry with the whole school community - Finalise the School Strategic Plan 2022 - 2025 | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 3 | \$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 |
| Student Support Framework - Curriculum Day Term Three - Audit and develop resources to reflect student learning and wellbeing supports | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 3 to: | \$1,000.00 |

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| <p>Key Actions</p> <ul style="list-style-type: none"> - Align school-wide wellbeing and learning practices/supports - Present wellbeing, attendance and behavioural support framework | <input checked="" type="checkbox"/> Student(s) | | Term 3 | <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>Wellbeing Meeting (Tuesday)</p> <ul style="list-style-type: none"> - Have a clear understanding of the SWPBS philosophy and use consistent language to discuss positive behaviours and major and minor behaviours <p>Key Actions:</p> <ul style="list-style-type: none"> - Undertake the FISO inquiry cycle - Review SWPBIS data - Implement targeted student support strategies | <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) | <input checked="" 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>Pastoral Care - Self-Directed Work (Weekly 60 mins)</p> <ul style="list-style-type: none"> - Have a clear understanding of the roles and responsibilities of pastoral teachers <p>Key Actions:</p> <ul style="list-style-type: none"> - Nominate one teacher as a key contact and allocate time in the professional calendar for them to communicate with parents/carers/kin of at risk students. -Establish protocols and processes to support at-risk students and organise weekly check-ins with families. | <input checked="" type="checkbox"/> Teacher(s) | <input checked="" 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 |

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| | | | | Health Menu items will be used which may include DET funded or free items |
| <p>Staff Wellbeing: - Develop a staff wellbeing strategy in consultation with all staff.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Undertake an appreciative inquiry to co-design wellbeing strategy • Utilise the PERMAH survey data to inform key actions and interventions at the three organisational level 'Me, We, Us' Framework. • Implement wellbeing coaching model across the three levels. | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$10,000.00 <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 |
| <p>Disability Inclusion/Berry Street Education Model -To create safe and inclusive school environments for all students</p> <p>Key Actions:</p> <ul style="list-style-type: none"> - Complete a review of KCHS's approach to disability inclusion (using the setting expectations & promoting inclusion FISO tool) - Undertake the Berry Street Educational Model training (Pink Group) | <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) | <input 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 |

Funding Planner

Summary of Budget and Allocated Funding

| Summary of Budget | School's total funding (\$) | Funding Allocated in activities (\$) | Still available/shortfall |
|-------------------------------------|-----------------------------|--------------------------------------|---------------------------|
| Equity Funding | \$105,052.13 | \$50,000.00 | \$55,052.13 |
| Disability Inclusion Tier 2 Funding | \$65,438.78 | \$0.00 | \$65,438.78 |
| Schools Mental Health Fund and Menu | \$0.00 | \$0.00 | \$0.00 |
| Total | \$170,490.91 | \$50,000.00 | \$120,490.91 |

Activities and Milestones – Total Budget

| Activities and Milestones | Budget |
|--|--------------------|
| Program for Students with Disabilities (PSD), MYLNS, Tutoring and additional educational support. - Students will receive targeted support differentiated to their point of need Key Actions: - Create and organise regular student support group meetings - Develop, monitor and evaluate individual learning plans for all students receiving an intervention (PSD, MYLNS and Tutoring). | \$49,000.00 |
| Totals | \$49,000.00 |

Activities and Milestones - Equity Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---------------------------|-------|------------------------|---|
| Program for Students with | from: | \$50,000.00 | <input checked="" type="checkbox"/> School-based staffing |

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| Disabilities (PSD), MYLNS, Tutoring and additional educational support. - Students will receive targeted support differentiated to their point of need Key Actions: - Create and organise regular student support group meetings - Develop, monitor and evaluate individual learning plans for all students receiving an intervention (PSD, MYLNS and Tutoring). | Term 1 to: Term 4 | | <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services |
| Totals | | \$50,000.00 | |

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 |
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| Totals | \$0.00 |
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Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|----------------------------------|-------------|-------------------------------|-----------------|
| Totals | | \$0.00 | |

Additional Funding Planner – Schools Mental Health Fund and Menu

| Activities and Milestones | When | Funding allocated (\$) | Category |
|----------------------------------|-------------|-------------------------------|-----------------|
| Totals | | \$0.00 | |

Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
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| <p>Whole school PLC - Thursday (50 mins) - Continue to structure and implement the PLC process to monitor the whole school approach to literacy and numeracy instruction and student achievement.</p> <p>Key Actions: - Using the FISO inquiry to identify and implement literacy instructional practices to improve student learning. - Re-visit the 2022 literacy teaching strategies e.g., Frayer model, single paragraph structure, TEEL and read, think aloud, literature circles and close reading. - Review the following numeracy teaching strategies for possible implementation in 2023 e.g., problem-solving, and worked examples. - Collect student work samples and provide feedback</p> <p>Term One - KCHS Instructional Model</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(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"/> Formalised PLC/PLTs | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT Meeting | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Improvement teacher | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site |

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| Term Two - Literacy and Numeracy Instruction Term Three - Literacy and Numeracy instruction Term Four - Curriculum and Assessment | | | | | | |
| <p>Key Learning Areas PLC - Weekly (50 mins) & One day per term.</p> <ul style="list-style-type: none"> - Review and update curriculum documentation to incorporate space to identify student learning needs and plans for differentiation within each lesson <p>Key Actions:</p> <ul style="list-style-type: none"> - Implementing the essential learnings from the G.V.C - Identify and document key learning goals, knowledge, skills, and understandings for each unit of work. - Develop and implement student learning continuums based on the Victorian and VCAL curriculums - Develop ongoing formative assessment tasks that provide students with regular feedback on their progress - Use the KCHS instructional model (GANAG & HITS) to plan weekly lessons. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s) | <p>from: Term 1 to: Term 4</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Student Achievement Manager | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site |
| Program for Students with Disabilities (PSD), MYLNS, | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Education Support | <p>from: Term 1</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Student Achievement | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site |

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| <p>Tutoring and additional educational support. - Students will receive targeted support differentiated to their point of need</p> <p>Key Actions: - Create and organise regular student support group meetings - Develop, monitor and evaluate individual learning plans for all students receiving an intervention (PSD, MYLNS and Tutoring).</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Teacher(s) | <p>to: Term 4</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student voice, including input and feedback | <p>Learning Sessions</p> | <p>Manager</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> MYLYNS Improvement teacher | |
| <p>Student Support Framework - Curriculum Day Term Three - Audit and develop resources to reflect student learning and wellbeing supports</p> <p>Key Actions - Align school-wide wellbeing and learning practices/supports - Present wellbeing, attendance and behavioural support framework</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) | <p>from: Term 3 to: Term 3</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"/> Formal School Meeting / Internal Professional Learning Sessions | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School improvement partnerships | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site |
| <p>Wellbeing Meeting (Tuesday) - Have a clear understanding of the SWPBS philosophy and use consistent language to discuss positive behaviours and major and</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team | <p>from: Term 1 to: Term 4</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback | <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"/> Internal staff | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site |

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| <p>minor behaviours</p> <p>Key Actions:</p> <ul style="list-style-type: none"> - Undertake the FISO inquiry cycle - Review SWPBIS data - Implement targeted student support strategies | <input checked="" type="checkbox"/> Teacher(s) | | | | | |
| <p>Pastoral Care - Self-Directed Work (Weekly 60 mins)</p> <ul style="list-style-type: none"> - Have a clear understanding of the roles and responsibilities of pastoral teachers <p>Key Actions:</p> <ul style="list-style-type: none"> - Nominate one teacher as a key contact and allocate time in the professional calendar for them to communicate with parents/carers/kin of at risk students. -Establish protocols and processes to support at-risk students and organise weekly check-ins with families. | <input checked="" type="checkbox"/> Teacher(s) | <p>from: Term 1 to: Term 4</p> | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| <p>Staff Wellbeing:</p> <ul style="list-style-type: none"> - Develop a staff wellbeing strategy in consultation with all staff. <p>Key Actions:</p> <ul style="list-style-type: none"> • Undertake an appreciative inquiry to co-design wellbeing strategy | <input checked="" type="checkbox"/> All Staff | <p>from: Term 1 to: Term 4</p> | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Development Coach - Chris Egan | <input checked="" type="checkbox"/> On-site |

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| <ul style="list-style-type: none"> Utilise the PERMAH survey data to inform key actions and interventions at the three organisational level 'Me, We, Us' Framework. Implement wellbeing coaching model across the three levels. | | | | | | |
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