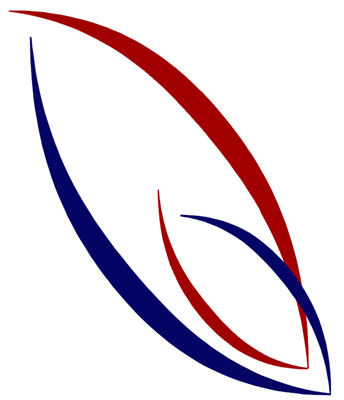
**2025 Annual Implementation Plan**

Submitted for review by Gerard Fauvrelle (School Principal) on 19 December, 2024 at 01:23 PM  
Endorsed by Davide Lombardi (Senior Education Improvement Leader) on 10 February, 2025 at 09:23 AM  
Awaiting endorsement by School Council President

**for improving student outcomes**

Keilor Downs Secondary College (8715)



**Self-evaluation summary**

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

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

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|  | **FISO 2.0 Dimensions** | Self-evaluation level |
| **Leadership** | The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | 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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| **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 |

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| **Assessment** | Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. | Embedding |
| Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities |

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| **Engagement** | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students’ participation and engagement in school | 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 and resources** | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Embedding |
| Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students |

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| **Future planning** | This year’s progress reflects strong alignment with our 4-year Strategic Plan goals, particularly in fostering student agency, resilience, and wellbeing. Key Improvement Strategies (KIS) such as promoting positive behaviours, expanding leadership opportunities, and embedding student voice into wellbeing practices were effectively implemented, contributing to measurable improvements in student outcomes. Survey data highlighted significant growth in "Promoting Positive Behaviour" and "Confidence and Resiliency Skills," surpassing or nearing targets.  In teaching and learning, the continued implementation of the instructional model has strengthened classroom practices, fostering consistency and improved student engagement. Professional learning initiatives focused on feedback, differentiated instruction, and resilience-building strategies have enhanced teacher capacity and positively impacted student outcomes. Teachers reported increased student self-regulation, goal-setting, and a greater willingness to act on feedback, demonstrating progress toward embedding a growth-oriented learning culture.  Looking ahead, next year’s focus will include refining student-led feedback systems and further integrating student agency into curriculum and wellbeing initiatives. Implementation efforts will target deeper alignment between teaching practices and wellbeing strategies, with an emphasis on professional learning to enhance resilience and self-regulation in students. Increasing parent engagement will also be prioritized to strengthen the home-school partnership and provide more comprehensive feedback to guide future initiatives. |
| **Documents that support this plan** |  |

**Select annual goals and KIS**

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| Four-year strategic goals | Is this selected for focus this year? | **Four-year strategic targets** | 12-month targetThe 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
| To improve student learning. | Yes | To improve the proportion of Year 9 students in the NAPLAN exceeding and strong proficiency levels (from 2023 levels) to:  Reading - greater than 64%  Numeracy - greater than 61%  Writing - greater than 57% | Reading - greater than 64%Numeracy - greater than 63%Writing - greater than 60% |
| By 2027, increase the four–year average VCE median All Studies score from 29 (2022) to 30.  By 2027, decrease the percentage of students with a VCE English study score of less than 25 from 37% (2022) to 25%. | To maintain the VCE all studies mean at 30.To maintain the percentage of students with a VCE English study score of less than 25 at 30% or less. |
| By 2027, increase the percentage positive response on the Attitudes to School Survey for:   * Student voice and agency from 45% (2023) to 55% * Differentiated learning challenge from 65% (2023) to 70% * Stimulated learning from 53% (2023) to 65% | To increase Student Voice and Agency from 42% (2024) to 48%.To increase Differentiated Learning Challenge from 62% (2024) to 68%.To increase Stimulated Learning from 51% (2024) to 58%. |
| By 2027, increase the percentage positive response on the School Staff Survey for:   * Collective efficacy from 64% (2023) to 70% * Professional learning through peer observation from 45% (2023) to 55% | To maintain Collective Efficacy equal to or greater than 70% (2024).To increase Professional Learning through Peer Observation from 40% (2024) to 48%. |
| To improve student wellbeing. | Yes | By 2027, decrease the average number of days absence per student per year from 24 days (2022) to 16 days. | To decrease the average number of days absence per student per year from 27 days (2023) to 24 days. |
| By 2027, increase the percentage positive response on the Attitudes to School Survey for:   * Teacher concern from 37% (2023) to 50% * Sense of connectedness from 54% (2023) to 65% * Effective teaching time from 60% (2023) to 70% | To increase Teacher Concern from 37% (2024) to 42%.To increase Sense of Connectedness from 52% (2024) to 58%.To increase Effective Teaching Time from 65% (2024) to 68%. |
| By 2027, increase the percentage positive response on the Parent Opinion Survey for:   * Promoting positive behaviour from 63% (2022) to 75% * Confidence and resiliency skills from 63% (2022) to 70% | To maintain Promoting Positive Behaviour at or above 78% (2024)To maintain Confidence and Resiliency Skills at or above77% (2024) |
| By 2027, increase the percentage of Year 7–10 students who are considered Ready to Learn on the Resilience Survey from 46% (2023) to 55%. | To increase the percentage of Year 7–12 students who are considered Ready to Learn on the Resilience Survey from 48% (2024) to 52%. |

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| Goal 1 | **To improve student learning.** | |
| 12-month target 1.1 | Reading - greater than 64% Numeracy - greater than 63% Writing - greater than 60% | |
| 12-month target 1.2 | To maintain the VCE all studies mean at 30. To maintain the percentage of students with a VCE English study score of less than 25 at 30% or less. | |
| 12-month target 1.3 | To increase Student Voice and Agency from 42% (2024) to 48%. To increase Differentiated Learning Challenge from 62% (2024) to 68%. To increase Stimulated Learning from 51% (2024) to 58%. | |
| 12-month target 1.4 | To maintain Collective Efficacy equal to or greater than 70% (2024). To increase Professional Learning through Peer Observation from 40% (2024) to 48%. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1.a**  Leadership | Further develop, document and embed whole school collaborative approaches to curriculum planning, assessment and shared instructional approaches. | Yes |
| **KIS 1.b**  Assessment | Embed systematic assessment practices that provide effective feedback to support student learning and growth. | Yes |
| **KIS 1.c**  Teaching and learning | Build the capacity of staff to create opportunities for students to have agency and influence in their learning. | Yes |
| **KIS 1.d**  Teaching and learning | Build the capability of staff to respond to the learning needs of each individual student. | 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. | We are only one year into our four-year strategic plan, so we are maintaining our focus on all key improvement strategies as these initiatives are still in progress. Our recent School Review recognised strengths in curriculum and teaching practices but identified areas requiring further work, including achieving greater consistency in differentiation, the use of the instructional model, and curriculum documentation. The review also emphasised the need to revitalize student voice and agency, which had been impacted by the pandemic, with a particular focus on learner agency and two-way feedback between students and teachers.  In 2025, we will continue to prioritise improving the consistency of documentation and policies while strengthening the implementation of key college initiatives in classrooms. Our assessment strategy was acknowledged as effective, but the review recommended refining it further to ensure consistency, balance formative and summative assessments, and integrate student perspectives into assessment practices.  Encouraging progress was made in the second semester of 2024, particularly in student voice and agency initiatives, which we expect to positively influence the next set of AtoSS results. Likewise, peer observation as part of professional learning was also embraced by some PLC groups in second semester of 2024, and this will remain a focus in 2025 as we build on its early success.  As we move forward, this AIP emphasises continued development of consistent practices, coherent documentation, and resources to support teachers. It also aims to advance learner agency and deepen engagement with the GANAG model, informed by Science of Learning research, as part of our ongoing commitment to achieving our long-term goals. | |
| Goal 2 | **To improve student wellbeing.** | |
| 12-month target 2.1 | To decrease the average number of days absence per student per year from 27 days (2023) to 24 days. | |
| 12-month target 2.2 | To increase Teacher Concern from 37% (2024) to 42%. To increase Sense of Connectedness from 52% (2024) to 58%. To increase Effective Teaching Time from 65% (2024) to 68%. | |
| 12-month target 2.3 | To maintain Promoting Positive Behaviour at or above 78% (2024) To maintain Confidence and Resiliency Skills at or above77% (2024) | |
| 12-month target 2.4 | To increase the percentage of Year 7–12 students who are considered Ready to Learn on the Resilience Survey from 48% (2024) to 52%. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 2.a**  Support and resources | Further develop the whole school approach to wellbeing, inclusion and engagement through systematic and responsive structures and processes. | Yes |
| **KIS 2.b**  Engagement | Further enhance formal and informal structures to engage with and respond to the full range of student perspectives and feedback. | Yes |
| **KIS 2.c**  Support and resources | Further develop and strengthen active partnerships with specialist services, education providers and community organisations to enhance support to students. | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | The panel acknowledged the effectiveness of the college’s wellbeing programs and emphasised the importance of documenting these programs comprehensively. This documentation should address both proactive and reactive wellbeing initiatives, student behavior management, staff wellbeing, and the roles of staff, House Leaders, and wellbeing personnel in implementing a cohesive wellbeing plan.  The panel also highlighted the need for greater student voice in shaping wellbeing strategies. While the college has established significant partnerships with parents, carers, support agencies, and community organizations, the panel identified opportunities to strengthen and enhance these collaborations for greater impact.  In 2024, we saw growth in student participation in wellbeing and leadership program opportunities, reflecting positive steps forward. However, challenges remain. Absence rates have yet to show improvement, and we aim to address this with a targeted approach in 2025. Similarly, AtoSS data indicates areas of concern, emphasizing the need to persist with key improvement strategies to turn these trends around.  Our focus remains on fostering a cohesive and inclusive wellbeing framework, amplifying student input in wellbeing initiatives, and strengthening partnerships to better support student and staff wellbeing. | |

**Define actions, outcomes, success indicators and activities**

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| Goal 1 | To improve student learning. | | | | |
| 12-month target 1.1 | Reading - greater than 64% Numeracy - greater than 63% Writing - greater than 60% | | | | |
| 12-month target 1.2 | To maintain the VCE all studies mean at 30. To maintain the percentage of students with a VCE English study score of less than 25 at 30% or less. | | | | |
| 12-month target 1.3 | To increase Student Voice and Agency from 42% (2024) to 48%. To increase Differentiated Learning Challenge from 62% (2024) to 68%. To increase Stimulated Learning from 51% (2024) to 58%. | | | | |
| 12-month target 1.4 | To maintain Collective Efficacy equal to or greater than 70% (2024). To increase Professional Learning through Peer Observation from 40% (2024) to 48%. | | | | |
| KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Further develop, document and embed whole school collaborative approaches to curriculum planning, assessment and shared instructional approaches. | | | | |
| **Actions** | Ensure all curriculum documentation is in line with Victorian Curriculum F-10 Version 2.0 and VCAA.   VCE/VM curriculum policies and documentation are contained in a readily available and stored on relevant school platforms.  Refresh and refine GANAG Instructional Model through the lens of Science of Learning.   The Teaching and Learning and Wellbeing and Engagement Teams will create accessible and adaptable peer observation proformas to support staff to learn from each other and work towards a shared understanding of best practice in the classroom. | | | | |
| **Outcomes** | Year 7 and 8 Curriculum documentation will align with the new Victorian Curriculum F-10 v2.0.    Year 9 & 10 curriculum will be audited and re-documented, in line with Victorian Curriculum F-10 v2.0. This will provide consistency and understanding across the whole teaching staff.   VCE/VM teachers will have greater confidence and understanding in their Applied Learning teaching and Learning practice, due to clearer access and familiarity to consistent and established policies and approaches relating to VCE/VM curriculum and Attendance processes.   Teachers will have a consolidated and extended knowledge of the Science of Learning framework, provided through teacher workshops. Strategies from this framework will be embedded into classroom practice. Staff new to KDC will be provided with individual explicit induction, and continued support, on the use of the GANAG Instructional Model.   PLC structures will be used to identify and focus on whole school and/or individual areas of need. Classroom observation practices will be developed and embedded into the PLC structure, to support teacher development and improve student outcomes.   Literacy Coordinator to work in a team to develop and refine an agreed understanding of improving writing at KDC, through collaborating to develop and teach staff to use capability frameworks and strategies. | | | | |
| **Success Indicators** | Year 7 – 10 curriculum documentation will be documented and stored centrally, with explicit reference to Victorian Curriculum v2.0 for relevant subjects.   Evidence of a strengthened learner agency focus in curriculum documentation, artefacts and exemplars of teacher and student work and improvement in the identified factors in ATOSS.    A clearer and consistent understanding of VCE VM policies: VCE/VM will have one handbook to streamline documentation for students and staff, outlining VCE/VM curriculum and attendance policies and reporting documentation to demonstrate clearer guidelines and greater consistency.   The introduction of cross-marking across the 4 subject areas will enable and demonstrate teacher consistency and understanding of the new VCE VM performance standards and assist in tracking student development/growth.    Monitoring VCE subjects focussing on identifying opportunities to transfer successful strategies and foster consistency and improvement across all areas.  All VCE-VM teachers will have centralised access to curriculum and attendance policies to remain familiar with and reinforce agreed norms and expectations regarding VCE-VM curriculum and attendance procedures.    Documented professional learning program including Curriculum Day agenda, teacher feedback and PLC projects generated by the Science of Learning PD.    Improvement in the identified factors in the Staff Survey, with a particular focus on peer observation.    Authentic documentation of projects, artefacts and feedback generated from collaborative PLC processes to demonstrate improvement and innovation in targeted areas of teaching practice. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| The VCE/VM coordinators will schedule meetings with relevant VCE-VM staff to re-familiarise with the VCE-VM handbook. | | 🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Refine, collate and centralise all relevant college VCE/VM curriculum policies and documentation into a single handbook and online resources, ensuring all processes are clear and consistent and accessible to all staff on key school IT platforms. | | 🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $2,000.00  🗹 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used |
| Year 9 and 10 curriculum audit, including year at a glance, unit outlines, rubrics, matrix, cross curricula capabilities, assessment tasks and feedback. | | 🗹 Curriculum co-ordinator (s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $20,000.00  🗹 Equity funding will be used |
| Year 9 and 10 curriculum audit will involve streamlining content, with a clearer focus on consistent strategies to support skill development, actionable feedback and learner agency. | | 🗹 Curriculum co-ordinator (s)  🗹 KLA leader | 🞎 PLP Priority | from: Term 1  to: Term 4 | $20,000.00  🗹 Equity funding will be used |
| KIS 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Embed systematic assessment practices that provide effective feedback to support student learning and growth. | | | | |
| **Actions** | The Teaching and Learning Team will support all staff to develop, deliver and evaluate assessment tasks, ensuring they are meaningful and cater for all learners.   Build staff capacity to collect, act on and provide actionable feedback to and from students. | | | | |
| **Outcomes** | Formative and summative assessment tasks have been developed to provide opportunities for all learners, considering the 20/60/20 model.   Teaching staff are supported to differentiate formative learning activities and to modify assessment tasks, through the support of KLA Inclusion Leaders and the Teaching and Learning team.   Increased focus on collecting and analysing assessment data to identify trends and areas of need for differentiation.   Teachers will have an improved capacity to provide regular actionable feedback to students.   Students will demonstrate an improved understanding of the feedback they are given and are more able to act on the specific feedback.   Teachers will regularly seek specific feedback on their classroom practice from students. Students will have more regular opportunities to provide teacher feedback.    The Teaching and Learning Team will have developed processes and protocols for regularly collecting feedback from students on teacher practice across the college.   Embedded use of actionable feedback documentation, including ‘how to’ guides and exemplar models for all KLA.   Teaching and Learning workshops are used to develop staff knowledge on the Science of Learning feedback frameworks. | | | | |
| **Success Indicators** | All assessment tasks are stored in a central location.    Modified assessment tasks are documented and accessible to staff. This will include both modified and extended tasks.   Teachers consistently provide appropriate modified assessment tasks to students.    Regular use of assessment data by teachers to inform planning, differentiation, and intervention strategies.   Increased collaboration among teachers to develop and implement effective assessment and feedback strategies.   Each KLA area develops and shares at least one exemplar of teacher to student feedback, demonstrating high quality examples of subject specific, actionable feedback.   Feedback aligns with school-wide frameworks, with a focus on actionable steps designed to support student growth.   Evidence of professional learning through PLC observations, shared practices, and discussions about effective feedback.   Students demonstrate improved self-awareness of their learning process, identifying strengths and areas for improvement based on feedback as noted in feedback reflection discussions and records. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Create, schedule and deliver workshops related to feedback and differentiation. | | 🗹 School improvement team  🗹 Teaching and learning coordinator | 🗹 PLP Priority | from: Term 1  to: Term 4 | $20,000.00  🗹 Equity funding will be used |
| Development of KLA specific feedback exemplars | | 🗹 KLA leader  🗹 Teaching and learning coordinator | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Storing all differentiated resources and modified Learning Tasks centrally – sharepoint. | | 🗹 KLA leader | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Reporting audits checking for differentiation, modification, teacher judgment, feedback etc. | | 🗹 Curriculum co-ordinator (s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Equity funding will be used |
| KIS 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build the capacity of staff to create opportunities for students to have agency and influence in their learning. | | | | |
| **Actions** | Build capacity of staff to identify opportunities for learner agency, with a clear understanding of the value and key features of learner agency.   Encourage staff to experiment with learner agency across a range of learning spaces. | | | | |
| **Outcomes** | Staff have positive perceptions of the benefits of learner agency and the impact on student engagement.   Staff notice and reflect on the impact of opportunities for learner agency for students.   Staff increase student awareness of learner agency, through the explicit modelling and promotion of this practice.   Students will demonstrate an improved understanding and stronger skills in learner agency through focus groups, surveys and ATOSS data.    Improved documentation and resources will support teachers to feel more skilled and confident, to ensure a stronger learner agency focus in their practice.   Staff encourage students to have influence in their learning. | | | | |
| **Success Indicators** | Student feedback collected through surveys, focus groups and improvement in related ATOSS factors.   Student voice and agency ATOSS factor has increased above 42%.    Teaching and Learning documents reflect whole school implementation of these priorities.    All staff consistently collect data and use this to drive PLC focus and strategies around learner agency.   Staff opinion survey shows growth in the peer observation factor to above 40%.    Peer observation templates and reflections readily available and used. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Create, schedule and deliver workshops related to learner agency and influence. | | 🗹 PLC leaders | 🗹 PLP Priority | from: Term 1  to: Term 4 | $6,000.00  🗹 Equity funding will be used |
| Embedding peer observation practices into PLC structure. | | 🗹 PLC leaders | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🗹 Equity funding will be used |
| Collaboratively create a peer observation proforma. | | 🗹 School improvement team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🗹 Equity funding will be used |
| Modelling and demonstration data collection to all staff. | | 🗹 School improvement team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🗹 Equity funding will be used |
| KIS 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build the capability of staff to respond to the learning needs of each individual student. | | | | |
| **Actions** | Build staff capacity in responding to the needs of high performing students.  Build the capacity of teachers to develop and use differentiated resources and modified learning tasks.   Strengthen the Disability Inclusion Profile process.   Literacy and Numeracy Coordinators to build staff capacity to best support the learning needs of all students by collaborating to develop a shared understanding of literacy and numeracy. | | | | |
| **Outcomes** | Students involved in high ability programs will have an IEP.   Class profiles on all year 7-9 classes will be refined and embedded within teacher planning and instruction.   All staff will build on their understanding of DIP Process and increase their involvement in the process.  Professional Development will be provided for DI, differentiation and individual learning needs.   Literacy Coordinator to work with a team to develop and refine an agreed understanding of improving writing at KDC, through collaborating to develop frameworks of capabilities and strategies, to build English staff capacity to best support the learning needs of all students.   Numeracy Coordinator will develop an agreed understanding of numeracy within the Maths department. | | | | |
| **Success Indicators** | High Ability students will be interviewed as part of the development of Individual Education Profiles that will be made accessible on Compass and modified at least once by the end of the year.   Class Profiles for 2025 will be released for teacher use early in Term 1 and again in early in Term 3   Relevant staff will attend PD and other meetings regarding DI Processes.   During each DIP, staff will upload required information.   Increase in documented adjustments being made in the school environment and reported via the DIP Process.  Staff have begun using literacy writing framework and numeracy equivalent demonstrated through Learning Tasks and other documentation. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Develop IEPs throughout Semester 1 and revise in Semester 2. | | 🗹 Data leader  🗹 Team leader(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🗹 Equity funding will be used |
| Update Class Profiles as PAT and NAPLAN data is made available and interpreted. | | 🗹 Data leader  🗹 Team leader(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🗹 Equity funding will be used |
| Organise PD and meetings to support DIPs in Semester 1. | | 🗹 Disability inclusion coordinator | 🗹 PLP Priority | from: Term 1  to: Term 2 | $10,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Develop and refine an agreed understanding of literacy and numeracy at KDC through collaborating to develop frameworks of capabilities and strategies, to build staff capacity to best support the learning needs of all students. | | 🗹 Literacy leader  🗹 Numeracy leader | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used |
| Goal 2 | To improve student wellbeing. | | | | |
| 12-month target 2.1 | To decrease the average number of days absence per student per year from 27 days (2023) to 24 days. | | | | |
| 12-month target 2.2 | To increase Teacher Concern from 37% (2024) to 42%. To increase Sense of Connectedness from 52% (2024) to 58%. To increase Effective Teaching Time from 65% (2024) to 68%. | | | | |
| 12-month target 2.3 | To maintain Promoting Positive Behaviour at or above 78% (2024) To maintain Confidence and Resiliency Skills at or above77% (2024) | | | | |
| 12-month target 2.4 | To increase the percentage of Year 7–12 students who are considered Ready to Learn on the Resilience Survey from 48% (2024) to 52%. | | | | |
| KIS 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Further develop the whole school approach to wellbeing, inclusion and engagement through systematic and responsive structures and processes. | | | | |
| **Actions** | House Leaders to further develop and refine the Wellbeing and Engagement handbook for all staff to promote consistency and clarify agreed processes. This will include relevant policies, staff and student expectations and practical implementation such as effective recording and referral processes. It will also outline the principles of key policies and practices such as SWPBS, Respectful Relationships, restorative justice and the Berry St model.   House Teams to ensure the provision of meeting time, professional learning, individual coaching and development of resources to support staff capacity to continually improve student wellbeing and engagement.  Houses to continue to develop support materials and processes for staff to increase the support of Tier 2 and 3 students.   Continue to strengthen collaboration, communication and coordinated service delivery across our Wellbeing services including SWC's, Mental Health Practitioner, Youth Worker, psychologists, Doctors in Schools program and Health Promotion Nurse to provide a comprehensive system of student support programs, activities and services to support mental health and wellbeing.  To refine the whole school approach to monitoring and improving student attendance rates. | | | | |
| **Outcomes** | Staff use the policies outlined in the Engagement and Wellbeing Handbook to consistently and effectively support students.  House Teams have implemented professional development for all staff focusing on priority wellbeing issues.  Improved use of individualised student data and case management approach, leading to more effective interventions and coordinated approaches to Tier 2 and 3 students including use of the updated Behaviour Support Plan and/or Individual Learning Plans.  House Teams more clearly collaborate with the Wellbeing team to coordinate the provision of Wellbeing services and programs.  Improved accuracy in recording student absences and strengthened follow-up processes. Greater student ownership of their attendance, especially at the Senior Years. | | | | |
| **Success Indicators** | Increased staff usage of the processes and policies in the Engagement and Wellbeing Handbook.   Key wellbeing issues have been identified, and professional learning has been provided to address these issues.   Support materials developed and refined to assist staff in supporting Tier 2 and 3 students.   Increase in number of wellbeing support programs offered to students.   Improved student attendance rates at all year levels, with a focus on the Senior Years. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Transfer the Engagement and Wellbeing Handbook from a static PDF to a dynamic website, and to continuously revise the content as the need arises. | | 🗹 House leaders | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used |
| Develop a professional learning program, including using department provided resources, across two student free days (T1 &T3) that are supplemented by the House Meetings with staff. | | 🗹 House leaders | 🗹 PLP Priority | from: Term 1  to: Term 4 | $50,000.00  🗹 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Refine and publish a common Behaviour Support Plan and Individual Education Plan template, and the process for engaging with completed plans for individual students. | | 🗹 House leaders | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Create and continually update a published repository of external programs that are available to support students. | | 🗹 House leaders | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Refine the attendance process across the House Teams to clarify the expectations of students, families, teachers and House Teams. | | 🗹 House leaders | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used |
| KIS 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Further enhance formal and informal structures to engage with and respond to the full range of student perspectives and feedback. | | | | |
| **Actions** | Activate student voice and agency in Tier 2 & Tier 3 interventions.   Student Leadership opportunities in the engagement and wellbeing area will be expanded and systems, such as student forums, will be established to gather student views on relevant issues and policies. | | | | |
| **Outcomes** | Staff have an increased awareness of student voice and agency in Tier 2 & 3 interventions.   Leadership considers new initiatives in response to student focus group feedback. | | | | |
| **Success Indicators** | Teachers of Tier 2 & 3 students observe and record an improvement in student self-regulation and resilience in their learning and wellbeing.   Student feedback will be utilised to further enhance students’ participation and engagement in school. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Formalise a framework for including student feedback in initiatives relating to student engagement and wellbeing. | | 🗹 House leaders | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used |
| Embed opportunities for students to engage with and take ownership of the strategies that will be implemented to support their ability to reach their potential such as within their IEP or ILP. | | 🗹 House leaders | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| KIS 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Further develop and strengthen active partnerships with specialist services, education providers and community organisations to enhance support to students. | | | | |
| **Actions** | Continue to expand the range of targeted programs and extracurricular activities to further engage all students.   To further implement Disability Inclusion policies and processes.   To further expand the range of community organisations, volunteer opportunities and project providers to enhance support to students.  Continue to strengthen collaboration, communication and coordinated service delivery across our Wellbeing services including SWC's, Mental Health Practitioner, Youth Worker, psychologists, Doctors in Schools program and Health Promotion Nurse to provide a comprehensive system of student support programs, activities and services to support mental health and wellbeing.   To strengthen relationships between our Wellbeing Team, the network SSS service, and external agencies to better address the needs of students. | | | | |
| **Outcomes** | A greatly expanded range of wellbeing intervention programs have been conducted to support students, with outcomes evaluated through student and staff feedback.   All staff have professional development in Disability Inclusion processes.   Youth Worker and VM project co-ordinator have investigated opportunities to expand student connections with the broader community.   Systems, programs and processes have been reviewed, including scheduling, record-keeping and student communication mechanisms, to facilitate effective collaboration across all wellbeing staff.   Relationships between Wellbeing team and external agencies have become even more coherent and efficient. | | | | |
| **Success Indicators** | An increased number of students have participated in targeted wellbeing programs and extracurricular activities.  Increased staff understanding of and participation in Disability Inclusion processes and documentation.   Students have greater access to and connections with a range of community organisations and businesses.   Increased use of systems, programs and processes by all wellbeing staff.   Increased understanding of available external agencies and their role in supporting students. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Research and implement new intervention strategies, and adjust current interventions based on student and staff feedback. | | 🗹 House leaders  🗹 Wellbeing team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $20,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Collect staff observations and feedback of student behaviour and assessment outcomes to enhance the benefits of the Disability and Inclusion processes. | | 🗹 Disability inclusion coordinator  🗹 House leaders | 🞎 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Investigate and promote external programs, excursions, and other opportunities to offer students at a range of year levels. | | 🗹 House leaders | 🞎 PLP Priority | from: Term 1  to: Term 4 | $30,000.00  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Design and publish graphic resources and other touchpoints for display in staffrooms and office spaces, as well as in classrooms where appropriate. | | 🗹 Disability inclusion coordinator  🗹 House leaders  🗹 Wellbeing team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Continuously update staff members on the activities of the House and Wellbeing teams through the House Meetings schedule. | | 🗹 House leaders  🗹 Wellbeing team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |

**Funding planner**

Summary of budget and allocated funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Summary of budget** | **School’s total funding ($)** | **Funding allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $746,196.30 | $102,000.00 | $644,196.30 |
| Disability Inclusion Tier 2 Funding | $396,896.24 | $98,500.00 | $298,396.24 |
| Schools Mental Health Fund and Menu | $117,895.80 | $52,500.00 | $65,395.80 |
| **Total** | $1,260,988.34 | $253,000.00 | $1,007,988.34 |

Activities and milestones – Total Budget

|  |  |
| --- | --- |
| **Activities and milestones** | **Budget** |
| Refine, collate and centralise all relevant college VCE/VM curriculum policies and documentation into a single handbook and online resources, ensuring all processes are clear and consistent and accessible to all staff on key school IT platforms. | $2,000.00 |
| Year 9 and 10 curriculum audit, including year at a glance, unit outlines, rubrics, matrix, cross curricula capabilities, assessment tasks and feedback. | $20,000.00 |
| Year 9 and 10 curriculum audit will involve streamlining content, with a clearer focus on consistent strategies to support skill development, actionable feedback and learner agency. | $20,000.00 |
| Create, schedule and deliver workshops related to feedback and differentiation. | $20,000.00 |
| Reporting audits checking for differentiation, modification, teacher judgment, feedback etc. | $10,000.00 |
| Create, schedule and deliver workshops related to learner agency and influence. | $6,000.00 |
| Embedding peer observation practices into PLC structure. | $2,000.00 |
| Collaboratively create a peer observation proforma. | $2,000.00 |
| Modelling and demonstration data collection to all staff. | $2,000.00 |
| Develop IEPs throughout Semester 1 and revise in Semester 2. | $2,000.00 |
| Update Class Profiles as PAT and NAPLAN data is made available and interpreted. | $2,000.00 |
| Organise PD and meetings to support DIPs in Semester 1. | $10,000.00 |
| Develop and refine an agreed understanding of literacy and numeracy at KDC through collaborating to develop frameworks of capabilities and strategies, to build staff capacity to best support the learning needs of all students. | $5,000.00 |
| Transfer the Engagement and Wellbeing Handbook from a static PDF to a dynamic website, and to continuously revise the content as the need arises. | $5,000.00 |
| Develop a professional learning program, including using department provided resources, across two student free days (T1 &T3) that are supplemented by the House Meetings with staff. | $50,000.00 |
| Refine and publish a common Behaviour Support Plan and Individual Education Plan template, and the process for engaging with completed plans for individual students. | $5,000.00 |
| Create and continually update a published repository of external programs that are available to support students. | $5,000.00 |
| Refine the attendance process across the House Teams to clarify the expectations of students, families, teachers and House Teams. | $5,000.00 |
| Formalise a framework for including student feedback in initiatives relating to student engagement and wellbeing. | $5,000.00 |
| Embed opportunities for students to engage with and take ownership of the strategies that will be implemented to support their ability to reach their potential such as within their IEP or ILP. | $5,000.00 |
| Research and implement new intervention strategies, and adjust current interventions based on student and staff feedback. | $20,000.00 |
| Collect staff observations and feedback of student behaviour and assessment outcomes to enhance the benefits of the Disability and Inclusion processes. | $10,000.00 |
| Investigate and promote external programs, excursions, and other opportunities to offer students at a range of year levels. | $30,000.00 |
| Design and publish graphic resources and other touchpoints for display in staffrooms and office spaces, as well as in classrooms where appropriate. | $5,000.00 |
| Continuously update staff members on the activities of the House and Wellbeing teams through the House Meetings schedule. | $5,000.00 |
| **Totals** | $253,000.00 |

Activities and milestones - Equity Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Refine, collate and centralise all relevant college VCE/VM curriculum policies and documentation into a single handbook and online resources, ensuring all processes are clear and consistent and accessible to all staff on key school IT platforms. | from: Term 1  to: Term 1 | $1,000.00 | 🗹 Teaching and learning programs and resources |
| Year 9 and 10 curriculum audit, including year at a glance, unit outlines, rubrics, matrix, cross curricula capabilities, assessment tasks and feedback. | from: Term 1  to: Term 4 | $20,000.00 | 🗹 Teaching and learning programs and resources |
| Year 9 and 10 curriculum audit will involve streamlining content, with a clearer focus on consistent strategies to support skill development, actionable feedback and learner agency. | from: Term 1  to: Term 4 | $20,000.00 | 🗹 Teaching and learning programs and resources |
| Create, schedule and deliver workshops related to feedback and differentiation. | from: Term 1  to: Term 4 | $20,000.00 | 🗹 Professional development (excluding CRT costs and new FTE) |
| Reporting audits checking for differentiation, modification, teacher judgment, feedback etc. | from: Term 1  to: Term 4 | $10,000.00 | 🗹 Teaching and learning programs and resources |
| Create, schedule and deliver workshops related to learner agency and influence. | from: Term 1  to: Term 4 | $6,000.00 | 🗹 Professional development (excluding CRT costs and new FTE) |
| Embedding peer observation practices into PLC structure. | from: Term 1  to: Term 4 | $2,000.00 | 🗹 Professional development (excluding CRT costs and new FTE) |
| Collaboratively create a peer observation proforma. | from: Term 1  to: Term 4 | $2,000.00 | 🗹 Professional development (excluding CRT costs and new FTE) |
| Modelling and demonstration data collection to all staff. | from: Term 1  to: Term 4 | $2,000.00 | 🗹 Professional development (excluding CRT costs and new FTE) |
| Develop IEPs throughout Semester 1 and revise in Semester 2. | from: Term 1  to: Term 4 | $2,000.00 | 🗹 Teaching and learning programs and resources |
| Update Class Profiles as PAT and NAPLAN data is made available and interpreted. | from: Term 1  to: Term 4 | $2,000.00 | 🗹 Teaching and learning programs and resources |
| Develop and refine an agreed understanding of literacy and numeracy at KDC through collaborating to develop frameworks of capabilities and strategies, to build staff capacity to best support the learning needs of all students. | from: Term 1  to: Term 4 | $5,000.00 | 🗹 Teaching and learning programs and resources |
| Transfer the Engagement and Wellbeing Handbook from a static PDF to a dynamic website, and to continuously revise the content as the need arises. | from: Term 1  to: Term 4 | $2,500.00 | 🗹 Teaching and learning programs and resources |
| Refine the attendance process across the House Teams to clarify the expectations of students, families, teachers and House Teams. | from: Term 1  to: Term 4 | $2,500.00 | 🗹 Teaching and learning programs and resources |
| Formalise a framework for including student feedback in initiatives relating to student engagement and wellbeing. | from: Term 1  to: Term 4 | $5,000.00 | 🗹 School-based staffing |
| **Totals** |  | $102,000.00 |  |

Activities and milestones - Disability Inclusion Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Refine, collate and centralise all relevant college VCE/VM curriculum policies and documentation into a single handbook and online resources, ensuring all processes are clear and consistent and accessible to all staff on key school IT platforms. | from: Term 1  to: Term 1 | $1,000.00 | 🗹 Teaching and learning programs and resources |
| Organise PD and meetings to support DIPs in Semester 1. | from: Term 1  to: Term 2 | $10,000.00 | 🗹 Professional learning for school-based staff   * Teachers   🗹 Teaching and learning programs and resources |
| Transfer the Engagement and Wellbeing Handbook from a static PDF to a dynamic website, and to continuously revise the content as the need arises. | from: Term 1  to: Term 4 | $2,500.00 | 🗹 Teaching and learning programs and resources |
| Develop a professional learning program, including using department provided resources, across two student free days (T1 &T3) that are supplemented by the House Meetings with staff. | from: Term 1  to: Term 4 | $30,000.00 | 🗹 Professional learning for school-based staff |
| Refine and publish a common Behaviour Support Plan and Individual Education Plan template, and the process for engaging with completed plans for individual students. | from: Term 1  to: Term 4 | $5,000.00 | 🗹 Teaching and learning programs and resources |
| Create and continually update a published repository of external programs that are available to support students. | from: Term 1  to: Term 4 | $2,500.00 | 🗹 Teaching and learning programs and resources |
| Refine the attendance process across the House Teams to clarify the expectations of students, families, teachers and House Teams. | from: Term 1  to: Term 4 | $2,500.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| Embed opportunities for students to engage with and take ownership of the strategies that will be implemented to support their ability to reach their potential such as within their IEP or ILP. | from: Term 1  to: Term 4 | $5,000.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| Research and implement new intervention strategies, and adjust current interventions based on student and staff feedback. | from: Term 1  to: Term 4 | $20,000.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| Collect staff observations and feedback of student behaviour and assessment outcomes to enhance the benefits of the Disability and Inclusion processes. | from: Term 1  to: Term 4 | $10,000.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties  🗹 Teaching and learning programs and resources |
| Design and publish graphic resources and other touchpoints for display in staffrooms and office spaces, as well as in classrooms where appropriate. | from: Term 1  to: Term 4 | $5,000.00 | 🗹 Teaching and learning programs and resources |
| Continuously update staff members on the activities of the House and Wellbeing teams through the House Meetings schedule. | from: Term 1  to: Term 4 | $5,000.00 | 🗹 Teaching and learning programs and resources |
| **Totals** |  | $98,500.00 |  |

Activities and milestones - Schools Mental Health Fund and Menu

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Develop a professional learning program, including using department provided resources, across two student free days (T1 &T3) that are supplemented by the House Meetings with staff. | from: Term 1  to: Term 4 | $20,000.00 | 🗹 Employ staff to support Tier 1 activities |
| Create and continually update a published repository of external programs that are available to support students. | from: Term 1  to: Term 4 | $2,500.00 | 🗹 Employ cohort-specific staff to support Tier 2 initiatives |
| Investigate and promote external programs, excursions, and other opportunities to offer students at a range of year levels. | from: Term 1  to: Term 4 | $30,000.00 | 🗹 Employ staff to support Tier 1 activities |
| **Totals** |  | $52,500.00 |  |

Additional funding planner – Total Budget

|  |  |
| --- | --- |
| **Activities and milestones** | **Budget** |
| **Totals** | $0.00 |

Additional funding planner – Equity Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

Additional funding planner – Disability Inclusion Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

Additional funding planner – Schools Mental Health Fund and Menu

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

**Professional learning plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
| Create, schedule and deliver workshops related to feedback and differentiation. | 🗹 School improvement team  🗹 Teaching and learning coordinator | from: Term 1  to: Term 4 | 🗹 Design of formative assessments  🗹 Collaborative inquiry/action research team | 🗹 Formal school meeting / internal professional learning sessions  🗹 PLC/PLT meeting | 🗹 Internal staff  🗹 Learning specialist | 🗹 On-site |
| Create, schedule and deliver workshops related to learner agency and influence. | 🗹 PLC leaders | from: Term 1  to: Term 4 | 🗹 Student voice, including input and feedback | 🗹 Formal school meeting / internal professional learning sessions  🗹 PLC/PLT meeting | 🗹 Internal staff  🗹 Learning specialist | 🗹 On-site |
| Embedding peer observation practices into PLC structure. | 🗹 PLC leaders | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection | 🗹 Formal school meeting / internal professional learning sessions  🗹 PLC/PLT meeting | 🗹 Learning specialist | 🗹 On-site |
| Collaboratively create a peer observation proforma. | 🗹 School improvement team | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection | 🗹 Formal school meeting / internal professional learning sessions  🗹 PLC/PLT meeting | 🗹 Internal staff  🗹 Learning specialist | 🗹 On-site |
| Organise PD and meetings to support DIPs in Semester 1. | 🗹 Disability inclusion coordinator | from: Term 1  to: Term 2 | 🗹 Planning | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff  🗹 Departmental resources  Disability Inclusion resources | 🗹 On-site |
| Develop a professional learning program, including using department provided resources, across two student free days (T1 &T3) that are supplemented by the House Meetings with staff. | 🗹 House leaders | from: Term 1  to: Term 4 | 🗹 Individualised reflection | 🗹 Whole school pupil free day  🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff  🗹 Departmental resources  Schools Mental Health Fund Menu | 🗹 On-site |