

2023 Annual Implementation Plan

for improving student outcomes

Korumburra Secondary College (7960)



Submitted for review by John Wilson (School Principal) on 10 May, 2023 at 01:10 PM
Endorsed by Robert Juratowitch (Senior Education Improvement Leader) on 10 May, 2023 at 05:36 PM
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-curricular 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.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Excelling
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Excelling
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	These ratings came from discussions as a part of our School Review in 2022. This started with a self-reflection and our performance in these areas was often considered more favorably when we were determining a final rating for the School Review. On two occasions our rating was lifted a category as part of these discussions.
Considerations for 2023	A key area of focus for us will continue to be the systematic and strategic use of data across the school. The ongoing development of our data executive will help with this. One of the foci for Teaching and Learning across the school will be the

	development of Year Level Scope and Sequences and the use of these with mentors and students. Student agency is again written in to our SSP for the next four years.
Documents that support this plan	

SSP Goals Targets and KIS

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
Goal 2	To optimise literacy and numeracy outcomes for all students.
Target 2.1	By 2026, the two-year average percentage of Year 9 students demonstrating above benchmark growth in NAPLAN Numeracy will increase from 16% (2019-21) to 25% (average 2024-25).
Target 2.2	By 2026, the two-year average percentage of Year 9 students demonstrating above benchmark growth in NAPLAN Writing will increase from 15% (2019-2021) to 20% (average 2024-25).
Target 2.3	By 2026, the two-year average percentage of Year 9 students demonstrating above benchmark growth in NAPLAN Reading will increase from 26% (2019-2021) to 30% (average 2024-25).

Target 2.4	By 2026 to increase the percentage of studies at or above the predicted score on VASS Report 10 from 50% (2020) to 70%. (? in 2021, 50% in 2020)
Target 2.5	By 2026 to increase the percentage of positive endorsement for the Stimulated Learning in the Effective teaching practice for cognitive engagement module on the Attitudes to School Survey from 54% (2021) to 60%.
Target 2.6	By 2026 to increase the percentage of positive endorsement for the Motivation and interest factor in the Learner characteristics and disposition module on the Attitudes to School Survey from 50% (2021) to 70%.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricular programs	Utilise the Professional Learning Communities model within domain structures to further develop teacher knowledge and instructional practice to differentiate student learning at their point of need.
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	To improve teacher data literacy and rigorous collaborative practices to plan, measure and evaluate the impact of teaching and learning.
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum	To establish and implement a whole school process for peer-to-peer feedback within a coaching model.

and senior secondary pathways, incorporating extra-curricular programs	
Goal 3	To empower students to have greater agency in their learning.
Target 3.1	By 2026 to increase the percentage of positive endorsement for the Student Voice and Agency factor in the Social engagement module on the Student Attitudes to School Survey from 41 % (2021) to 50%.
Target 3.2	By 2026 to increase the percentage of positive endorsement for the Plan differentiated learning activities Practice factor in the Teaching and learning planning module on the School Staff Survey from 52% (2021) to 60%.
Target 3.3	By 2026 to increase the percentage of positive endorsement for the Student motivation and support factor in the Student development module on the Parent Opinion Survey from 70 % (2021) to 75%.
Key Improvement Strategy 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricular programs	Identify and incorporate within all classes, the good practice in the school's signature programs to further build teacher knowledge, understanding and skills relating to student agency across the whole school.
Key Improvement Strategy 3.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning	To develop and embed a whole school approach to goal setting and feedback within each classroom. (student to teacher, teacher to student, student to student)

growth, attainment and wellbeing capabilities	
Key Improvement Strategy 3.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricular programs	To provide and refine ongoing opportunities for reflection, metacognition, and celebration of student learning.
Goal 4	To enhance and strengthen student wellbeing capabilities.
Target 4.1	By 2026 to increase the percentage of positive endorsement for the Sense of connectedness factor in the Social engagement module in the Student Attitudes to School Survey from 47% (2021) to 55%.
Target 4.2	By 2026 to increase the percentage of positive endorsement for the Differentiated learning challenge factor in the Effective teaching practice for cognitive engagement domain in the Student Attitudes to School Survey from 54% (2022) to 60%.
Target 4.3	By 2026 to increase the percentage of positive endorsement for the Emotional awareness and regulation factor in the Emotional and relational engagement domain in the Student Attitudes to School Survey from 61% (2022) to 66%.
Key Improvement Strategy 4.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning	Build teacher capacity to make the necessary adjustments for students within the disabilities and inclusion framework.

<p>growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 4.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Partner with families and the wider community to support the implementation of Respectful Relationships.</p>

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>Plan differentiated learning from 52% - 54% Student motivation and support from 70% - 72% Increase the percentage of positive endorsement for the Differentiated learning challenge factor in the Effective teaching practice for cognitive engagement domain in the Student Attitudes to School Survey from 54% (2022) to 56%. Increase the percentage of positive endorsement for the Emotional awareness and regulation factor in the Emotional and relational engagement domain in the Student Attitudes to School Survey from 61% (2022) to 62%</p>
To optimise literacy and numeracy outcomes for all students.	Yes	By 2026, the two-year average percentage of Year 9 students demonstrating above benchmark growth in NAPLAN Numeracy will increase from 16% (2019-21) to 25% (average 2024-25).	Year 9 Naplan Numeracy benchmark growth from 16% to 19%
		By 2026, the two-year average percentage of Year 9 students demonstrating above benchmark growth in NAPLAN Writing will increase from 15% (2019-2021) to 20% (average 2024-25).	Year 9 Naplan Writing benchmark growth from 15% to 17%
		By 2026, the two-year average percentage of Year 9 students demonstrating above benchmark growth in NAPLAN Reading will increase from 26% (2019-2021) to 30% (average 2024-25).	Year 9 Naplan Reading benchmark growth from 26% to 27%

		By 2026 to increase the percentage of studies at or above the predicted score on VASS Report 10 from 50% (2020) to 70%. (? in 2021, 50% in 2020)	We do not believe this goal is achievable. We would prefer to measure study scores which is how we have measured in the past. To get 70% of students above GAT expected scores is not realistic if we believe the GAT is a valid tool for predicting student achievement.
		By 2026 to increase the percentage of positive endorsement for the Stimulated Learning in the Effective teaching practice for cognitive engagement module on the Attitudes to School Survey from 54% (2021) to 60%.	Increase the percentage of positive endorsement for the Stimulated Learning in the Effective teaching practice for cognitive engagement module on the Attitudes to School Survey from 54% (2021) 46% (2022) to 50%.
		By 2026 to increase the percentage of positive endorsement for the Motivation and interest factor in the Learner characteristics and disposition module on the Attitudes to School Survey from 50% (2021) to 70%.	Increase the percentage of positive endorsement for the Motivation and interest factor in the Learner characteristics and disposition module on the Attitudes to School Survey from 50% (2021) 44% (2022) to 50%.
To empower students to have greater agency in their learning.	Yes	By 2026 to increase the percentage of positive endorsement for the Student Voice and Agency factor in the Social engagement module on the Student Attitudes to School Survey from 41 % (2021) to 50%.	Increase Student Voice and Agency from 41% - 44%
		By 2026 to increase the percentage of positive endorsement for the Plan differentiated learning activities Practice factor in the Teaching and learning planning module on the School Staff Survey from 52% (2021) to 60%.	Plan differentiated learning from 52% - 54%
		By 2026 to increase the percentage of positive endorsement for the Student motivation and support factor in the Student development module on the Parent Opinion Survey from 70 % (2021) to 75%.	Student motivation and support from 70% - 72%

To enhance and strengthen student wellbeing capabilities.	Yes	By 2026 to increase the percentage of positive endorsement for the Sense of connectedness factor in the Social engagement module in the Student Attitudes to School Survey from 47% (2021) to 55%.	Increase the percentage of positive endorsement for the Sense of connectedness factor in the Social engagement module in the Student Attitudes to School Survey from 47% (2021) to 50%
		By 2026 to increase the percentage of positive endorsement for the Differentiated learning challenge factor in the Effective teaching practice for cognitive engagement domain in the Student Attitudes to School Survey from 54% (2022) to 60%.	Increase the percentage of positive endorsement for the Differentiated learning challenge factor in the Effective teaching practice for cognitive engagement domain in the Student Attitudes to School Survey from 54% (2022) to 56%.
		By 2026 to increase the percentage of positive endorsement for the Emotional awareness and regulation factor in the Emotional and relational engagement domain in the Student Attitudes to School Survey from 61% (2022) to 66%.	Increase the percentage of positive endorsement for the Emotional awareness and regulation factor in the Emotional and relational engagement domain in the Student Attitudes to School Survey from 61% (2022) to 62%

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	Plan differentiated learning from 52% - 54% Student motivation and support from 70% - 72% Increase the percentage of positive endorsement for the Differentiated learning challenge factor in the Effective teaching practice for cognitive engagement domain in the Student Attitudes to School Survey from 54% (2022) to 56%. Increase the percentage of positive endorsement for the Emotional awareness and regulation factor in the Emotional and relational engagement domain in the Student Attitudes to School Survey from 61% (2022) to 62%	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
Goal 2	To optimise literacy and numeracy outcomes for all students.	
12 Month Target 2.1	Year 9 Naplan Numeracy benchmark growth from 16% to 19%	
12 Month Target 2.2	Year 9 Naplan Writing benchmark growth from 15% to 17%	
12 Month Target 2.3	Year 9 Naplan Reading benchmark growth from 26% to 27%	
12 Month Target 2.4	We do not believe this goal is achievable. We would prefer to measure study scores which is how we have measured in the past. To get 70% of students above GAT expected scores is not realistic if we believe the GAT is a valid tool for predicting student achievement.	
12 Month Target 2.5	Increase the percentage of positive endorsement for the Stimulated Learning in the Effective teaching practice for cognitive engagement module on the Attitudes to School Survey from 54% (2021) 46% (2022) to 50%.	
12 Month Target 2.6	Increase the percentage of positive endorsement for the Motivation and interest factor in the Learner characteristics and disposition module on the Attitudes to School Survey from 50% (2021) 44% (2022) to 50%.	
Key Improvement Strategies	Is this KIS selected for focus this year?	

<p>KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricular programs</p>	<p>Utilise the Professional Learning Communities model within domain structures to further develop teacher knowledge and instructional practice to differentiate student learning at their point of need.</p>	<p>No</p>
<p>KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>To improve teacher data literacy and rigorous collaborative practices to plan, measure and evaluate the impact of teaching and learning.</p>	<p>No</p>
<p>KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricular programs</p>	<p>To establish and implement a whole school process for peer-to-peer feedback within a coaching model.</p>	<p>Yes</p>
<p>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.</p>	<p>When the Panel inquired about differentiation, the Panel consistently heard from staff, individually and in groups and teams, that they explicitly planned for differentiated teaching and learning. During classroom observations, it was not always evident to the Panel that differentiation was taking place, nor were students consistently aware that their learning was being differentiated. A Panel member commented that 'it is obvious that staff are working very hard, there was lots of talk and thinking from teachers, but this effort was not necessarily being matched by students'. The Panel found that students generally seemed to be focused on task completion, and comments from teachers in staff forums indicated they would like to see this develop into discussions centering around 'what does good learning look like?' The Panel found that the school had implemented a wide range of strategies that effectively supported building a culture of high expectations and for students to be challenged in their learning. The Panel agreed that further opportunities remained for these to become consistently embedded across the school. Discussions with staff in staff forums indicated to the Panel that teachers were using the school's instructional model but that it was not always evident in planning documents. Staff consistently informed the Panel that the model 'guides the structure of my lesson'. However, in discussions with staff, the Panel heard comments such as 'not all teachers use it...or realise that they use it...'. Discussions with students in student forums revealed to the Panel that students were generally unable to articulate the</p>	

	<p>school's instructional model indicating a limited understanding of it. However, when students could do so, they were generally able to identify to the Panel key aspects of the first part of a lesson, namely review and demonstration. This was not the case with other parts of their lessons. In staff forums, the Panel heard comments such as, 'students don't need to understand the instructional model...' leading the Panel to conclude that 'perhaps there is not yet a common understanding of the model's purpose amongst all staff.'</p> <p>After examining a range of school documentation, the Panel agreed that the level of school documentation was outstanding. Staff reported to the Panel that the school's scope and sequence documents were detailed and consistent. In staff forums, teachers told the Panel that they had just started producing Year Level scope and sequence documents. Teachers informed the Panel that these would be provided to students and their mentors to assist in planning their learning.</p> <p>Staff reported to the Panel that approximately 50 per cent of their domain meeting time was devoted to curriculum and the remainder to professional development. Teachers told the Panel that the essence of their domain meetings was 'what does good student learning look like, and how do we know?'</p> <p>Observations of domain meetings by the Panel indicated that many elements from an effective PLC structure were in evidence. These included.</p> <ul style="list-style-type: none"> o Use of student work samples to identify point of need o High levels of trust in the teams o Shared voices o Focus on the student o Identification of change in teacher practice o Research into teaching strategy o Use of data and evidence <p>The Panel agreed that there was a strong culture of review, responsibility, and shared accountability among all staff in the school. The Panel found considerable evidence that teachers challenged and improved each other's practice.</p> <p>The introduction of an instructional model and the development of a wide range of curriculum documentation were used to align teacher instructional and evaluation practices with the school's goals and priorities. The Panel agreed that the school was in the process of embedding PLC procedures to assess the impact of past actions to understand which actions and interventions would produce the most significant difference in individual and collective student outcomes.</p>
Goal 3	To empower students to have greater agency in their learning.
12 Month Target 3.1	Increase Student Voice and Agency from 41% - 44%
12 Month Target 3.2	Plan differentiated learning from 52% - 54%

12 Month Target 3.3	Student motivation and support from 70% - 72%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricular programs	Identify and incorporate within all classes, the good practice in the school's signature programs to further build teacher knowledge, understanding and skills relating to student agency across the whole school.	No
KIS 3.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	To develop and embed a whole school approach to goal setting and feedback within each classroom. (student to teacher, teacher to student, student to student)	No
KIS 3.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricular programs	To provide and refine ongoing opportunities for reflection, metacognition, and celebration of student learning.	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 found through fieldwork activities that the school had implemented a wide range of teaching practices, giving students opportunities to have agency in their learning. The Panel agreed that developing consistent approaches to feedback and student goal setting would further enhance student learner agency.	
Goal 4	To enhance and strengthen student wellbeing capabilities.	

12 Month Target 4.1	Increase the percentage of positive endorsement for the Sense of connectedness factor in the Social engagement module in the Student Attitudes to School Survey from 47% (2021) to 50%
12 Month Target 4.2	Increase the percentage of positive endorsement for the Differentiated learning challenge factor in the Effective teaching practice for cognitive engagement domain in the Student Attitudes to School Survey from 54% (2022) to 56%.
12 Month Target 4.3	Increase the percentage of positive endorsement for the Emotional awareness and regulation factor in the Emotional and relational engagement domain in the Student Attitudes to School Survey from 61% (2022) to 62%
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 4.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capacity to make the necessary adjustments for students within the disabilities and inclusion framework.
KIS 4.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Partner with families and the wider community to support the implementation of Respectful Relationships.
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 found that the school had undertaken significant work during the review period to improve its students' learning and wellbeing outcomes. The Panel found that the school had formed strong partnerships with community organisations to provide support for students. The Panel agreed that utilising these partnerships to support the implementation of the Respectful Relationships program would further enhance inclusive practices and strengthen student wellbeing capabilities.

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.			
12 Month Target 1.1	Plan differentiated learning from 52% - 54% Student motivation and support from 70% - 72% Increase the percentage of positive endorsement for the Differentiated learning challenge factor in the Effective teaching practice for cognitive engagement domain in the Student Attitudes to School Survey from 54% (2022) to 56%. Increase the percentage of positive endorsement for the Emotional awareness and regulation factor in the Emotional and relational engagement domain in the Student Attitudes to School Survey from 61% (2022) to 62%			
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	Build collective capacity for differentiation, modifications and adjustments across all teaching and ESI staff Strengthen our signature programs designed to provide individualised learning, and through data executive, Year Level Teams and Domain Teams continue to identify the needs of individual students.			
Outcomes	Teachers will be able to more strategically provide differentiated opportunities in all classes. These will be documented. Students will work on tasks with modifications and adjustments for their learning needs across the curriculum. Our signature programs (Like Minds, Activate, Likeability, ACE, VM) will help us support a greater number programs with increased clarity on best teaching practice in these programs for our staff			
Success Indicators	Documentation of differentiation and tasks demonstrating differentiation Modifications and adjustments being recorded Engagement of students in our Activate program as measured by number of students engaged in program, attendance, GPA and responses to informal class surveys Decreased behaviour concerns from students in Activate program			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Differentiation PD	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$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
Use, documentation and monitoring of differentiation, modification and adjustment strategies	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Data Leader	<input type="checkbox"/> PLP Priority	from: Term 2 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
Creation of 8A, ongoing professional learning and monitoring of program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Update our Wellbeing Referral Model and disseminate amongst staff to ensure referrals are occurring as required. Disseminate our Wellbeing Emergency Contacts Cards to student body			
Outcomes	Students will have availability of wellbeing contact information for themselves and their peers. Staff awareness of referral processes increased and applicable.			
Success Indicators	Wellbeing Referral Model easily accessible within the school. Data available on referrals to external bodies.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Wellbeing Referral Model reviewed and reissued	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Emergency Wellbeing Contacts Card disseminated to students	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Goal 2	To optimise literacy and numeracy outcomes for all students.			
12 Month Target 2.1	Year 9 Naplan Numeracy benchmark growth from 16% to 19%			
12 Month Target 2.2	Year 9 Naplan Writing benchmark growth from 15% to 17%			
12 Month Target 2.3	Year 9 Naplan Reading benchmark growth from 26% to 27%			
12 Month Target 2.4	We do not believe this goal is achievable. We would prefer to measure study scores which is how we have measured in the past. To get 70% of students above GAT expected scores is not realistic if we believe the GAT is a valid tool for predicting student achievement.			
12 Month Target 2.5	Increase the percentage of positive endorsement for the Stimulated Learning in the Effective teaching practice for cognitive engagement module on the Attitudes to School Survey from 54% (2021) 46% (2022) to 50%.			

12 Month Target 2.6	Increase the percentage of positive endorsement for the Motivation and interest factor in the Learner characteristics and disposition module on the Attitudes to School Survey from 50% (2021) 44% (2022) to 50%.			
KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricular programs	To establish and implement a whole school process for peer-to-peer feedback within a coaching model.			
Actions	Learning specialists will complete coaching course and develop a coaching model for our school Leadership Team provide supportive peer observations for our new staff Staff will visit colleagues' classes to observe an area of interest and development for them			
Outcomes	Learning specialists will develop skills and knowledge around coaching, and have practiced this Staff will develop more strategies in an area of interest for them Our new staff for 2023 will develop additional teaching skills and strategies, as well as become more familiar with our processes at KSC through observations			
Success Indicators	Completion of coaching course by Learning Specialists Documented coaching model for KSC Records of peer observations by LT with our new staff Records of staff observations of colleagues' classes with clear focus on area of interest to them			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Learning Specialists complete coaching course, including practising these new skills and knowledge and development of coaching model.	<input checked="" type="checkbox"/> Learning Specialist(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
Peer observations from LT with new staff	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Staff identify an area of interest and growth for them, and observe a colleague's class around this area	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3 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

Goal 3	To empower students to have greater agency in their learning.			
12 Month Target 3.1	Increase Student Voice and Agency from 41% - 44%			
12 Month Target 3.2	Plan differentiated learning from 52% - 54%			
12 Month Target 3.3	Student motivation and support from 70% - 72%			
KIS 3.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricular programs	To provide and refine ongoing opportunities for reflection, metacognition, and celebration of student learning.			
Actions	Continue to develop ACE program, including Class curriculum, Mentoring, Student 360s			
Outcomes	Document unit plans and scope and sequence for ACE at each year level to provide greater clarity and effectiveness of our ACE curriculum Each Student 360 will have a specific focus and we will build staff capacity to use these to promote reflection and metacognition As part of the implementation of a SWPBS program there will be regular celebration of student learning at class, year level, sub school and whole school level			
Success Indicators	Documentation of ACE curriculum Student reflection sheets from Student 360s			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop scope and sequence for ACE Monitor implementation of this.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

				<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop focus of each Student 360. Provide professional learning to staff prior to these each term.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
As part of a School Wide Positive Behaviours approach, implement - a behaviour matrix for the yard, develop by students and explicitly taught through ACE regular celebration of learning at a mentor level, year level, sub school level and whole school level.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 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
Goal 4	To enhance and strengthen student wellbeing capabilities.			
12 Month Target 4.1	Increase the percentage of positive endorsement for the Sense of connectedness factor in the Social engagement module in the Student Attitudes to School Survey from 47% (2021) to 50%			
12 Month Target 4.2	Increase the percentage of positive endorsement for the Differentiated learning challenge factor in the Effective teaching practice for cognitive engagement domain in the Student Attitudes to School Survey from 54% (2022) to 56%.			
12 Month Target 4.3	Increase the percentage of positive endorsement for the Emotional awareness and regulation factor in the Emotional and relational engagement domain in the Student Attitudes to School Survey from 61% (2022) to 62%			
KIS 4.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capacity to make the necessary adjustments for students within the disabilities and inclusion framework.			
Actions	<p>Incorporate the adjustment needs into Domain and Year Level meetings.</p> <p>Discussions around strategies for each individual student.</p> <p>Time for Year Level meetings</p> <p>Regularly revisit student profiles. Recommendations for each student need to be specific and consistent in classrooms.</p> <p>Each student for Inclusion model to have IELP</p> <p>Develop Teacher Toolbox of Differentiation Strategies by End Semester 2.</p>			

	Last 3 weeks of the year: Lesson Planning increases to include LI, SC and Modification (in teacher notes)			
Outcomes	IELP's for all Inclusion students YL Team Meetings Scheduled and Minuted Termly Teacher Toolbox of differentiation strategies created for staff reference. Improvements in Lesson Planning Outcomes			
Success Indicators	All Inclusion Students have IELP's. YLT Minutes. All staff lesson plans in last three weeks of 2023 include differentiation/ modification. Data			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Presentation at start of year with recommendations from professional reports, and reference to pins. (RA)	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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>Revisit in each Year Level Meeting in Term 1 to give concrete examples in practice. (CC)</p>	<p><input checked="" type="checkbox"/> Leading Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Request Case Study exemplars from KSC Staff. (CC/RA)</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Planning and documentation by staff for adjustments</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 4.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Partner with families and the wider community to support the implementation of Respectful Relationships.			
Actions	Hold 1 meeting for at least two committee members from each of the identified clubs to attend. Launch RRR at this meeting to them and gauge their willingness/ability to support the program. (Semester 1) Seek club engagement for Orange Round (August) Working with Korumburra Staying Strong Community Group on RRR Activities Establishment of KSC "Diversity" Group			
Outcomes	Meeting Articles in local rags about activities. Attendance of Staying Strong meetings. Lunchtime meetings for "Diversity" Group			
Success Indicators	Meeting running for club involvement. Articles in Burra Flyer and Loch Express. Clubs are aware of Orange Round and other potential activities			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Plan meeting.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Write Articles.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Meetings and actions developed by “Diversity Group”	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<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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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$215,188.74	\$215,188.74	\$0.00
Disability Inclusion Tier 2 Funding	\$157,715.38	\$157,715.38	\$0.00
Schools Mental Health Fund and Menu	\$47,696.15	\$22,000.00	\$25,696.15
Total	\$420,600.27	\$394,904.12	\$25,696.15

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Creation of 8A, ongoing professional learning and monitoring of program	\$50,000.00
Totals	\$50,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Creation of 8A, ongoing professional learning and monitoring of program	from: Term 1 to: Term 4	\$130,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services
Totals		\$130,000.00	

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
Additional classroom support through Integration Aides	\$157,715.38
Mental Health Support worker	\$22,000.00
Likeability Math's and English classes at Year 7 and 8	\$85,188.74
Totals	\$264,904.12

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Additional classroom support through Integration Aides	from: Term 1 to: Term 4		
Mental Health Support worker	from: Term 3 to: Term 4		
Likeability Math's and English classes at Year 7 and 8	from: Term 1 to: Term 4	\$85,188.74	<input checked="" type="checkbox"/> School-based staffing
Totals		\$85,188.74	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Additional classroom support through Integration Aides	from: Term 1 to: Term 4	\$157,715.38	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education Support Staff
Mental Health Support worker	from: Term 3 to: Term 4		
Likeability Math's and English classes at Year 7 and 8	from: Term 1 to: Term 4		

Totals		\$157,715.38	
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Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Additional classroom support through Integration Aides	from: Term 1 to: Term 4		
Mental Health Support worker	from: Term 3 to: Term 4	\$22,000.00	<input checked="" type="checkbox"/> headspace counselling (free)
Likeability Math's and English classes at Year 7 and 8	from: Term 1 to: Term 4		
Totals		\$22,000.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Differentiation PD	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Creation of 8A, ongoing professional learning and monitoring of program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Learning Specialists complete coaching course, including practising these new skills and knowledge and development of coaching model.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> On-site
Presentation at start of year with recommendations from professional reports, and reference to pins. (RA)	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site