

Annual Implementation Plan - 2024

Define actions, outcomes, success indicators and activities

Williamstown High School (8475)



Submitted for review by Giorgio Catalano (School Principal) on 20 December, 2023 at 09:48 AM

Endorsed by Judy Maguire (Senior Education Improvement Leader) on 12 January, 2024 at 12:30 PM

Endorsed by Kane Harnden (School Council President) on 23 February, 2024 at 04:39 PM

Define actions, outcomes, success indicators and activities

<p>Goal 1</p>	<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>
<p>12-month target 1.1 target</p>	<p>GOAL 1, KIS 1A: Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy.</p> <p>GOAL 1, KIS 1B: 2024 Priorities Goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2024 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<p>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</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>
<p>Actions</p>	<p>KIS 1a/i) Who: Literacy Learning Specialists Support our vulnerable Year 10 literacy students through the English progress class.</p> <p>KIS 1a/ii) Who: Teaching & Learning Learning Specialists - Explanation of assessment rubric level headings and their meanings will be developed and released to teachers, students and parents. - Rubrics used for summative learning tasks will be adapted to the four new level headings from 7-10 (used in clickable rubrics).</p> <p>KIS 1a/iii) Who: Inclusive Education Leading Teachers Supporting staff through modification and differentiation to ensure all student needs are met.</p> <p>KIS 1a/iv) Who: Literacy Learning Specialists Enriching writing opportunities for middle and high performing students.</p>

	<p>KIS 1a/v) Who: Campus Principals, Strategic Assistant Principal, Literacy and Mathematics Learning Specialists Enaction of Tutor Learning Initiative which will target students requiring Literacy and Numeracy support.</p>
<p>Outcomes</p>	<p>KIS 1a/i) Who: Literacy Learning Specialists Select students take part in the class Deliver a modified and differentiated English curriculum and assessment to improve student outcomes</p> <p>KIS 1a/ii) Who: Teaching & Learning Learning Specialists - Explanation of assessment rubric level headings and their meanings will be developed and released to teachers, students and parents. - Rubrics used for summative learning tasks will be adapted to the four new level headings from 7-10 (used in clickable rubrics).</p> <p>KIS 1a/iii) Who: Inclusive Education Leading Teachers i) Adding modifications/differentiation to unit outlines to show specific adjustments being made. ii) Staff utilising IEPs and Support Plans for AEN students in classes. iii) Supply a range of resources (books, wobble chairs, fidget toys etc.) for students and teachers to access during learning.</p> <p>KIS 1a/iv) Who: Literacy Learning Specialists i) Promote and support the Principal's Writing Competition. ii) Facilitate writing workshops to develop strong and emerging writers.</p> <p>KIS 1a/v) Who: Campus Principals, Strategic Assistant Principal, Literacy and Mathematics Learning Specialists Students will be identified in need of Literacy and Numeracy support (Needs Additional Support) through NAPLAN, PAT data.</p>
<p>Success Indicators</p>	<p>KIS 1a/i) Who: Literacy Learning Specialists Students demonstrate improved literacy skills. Attendance data improves for select students. Improved engagement and wellbeing at school as indicated by AToSS data.</p> <p>KIS 1a/ii) Who: Teaching & Learning Learning Specialists i) Student learning task data on Maestro will yield a greater spread of results than there have been in previous years. ii) Student Victorian Curriculum level and NAPLAN data are more aligned.</p> <p>KIS 1a/iii) Who: Inclusive Education Leading Teachers i) Increased engagement in learning. ii) Staff feeling confident differentiating for students especially those with Specific Learning Needs such as Dyscalculia.</p>

	<p>KIS 1a/iv) Who: Literacy Learning Specialists i) Increased participation in Principal Writing Competition. ii) Increased student growth in writing through writing workshops.</p> <p>KIS 1a/v) Who: Campus Principals, Strategic Assistant Principal, Literacy and Mathematics Learning Specialists Selected students will show growth in smaller scale literacy and numeracy skills in diagnostic testing (Mathspace Skills & PAT/DAL).</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<ul style="list-style-type: none"> - PD for staff in differentiating for students with specific learning needs. - Promote Principal Writing Competition to a greater degree. - Hold workshops for writing growth. 	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$299,703.64 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
KIS 1.b 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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>KIS 1b/i) Who: Assistant Campus Principals, Year Level Coordinators, Mental Health Practitioners and Youth Worker Strengthening a whole school approach to physical/social/emotional/cultural/civic wellbeing.</p> <p>KIS 1b/ii) Who: Assistant Campus Principals, Year Level Coordinators, Mental Health Practitioners and Youth Worker Students with emerging or acute wellbeing needs identified and referred appropriately.</p> <p>KIS 1b/iii) Who: Assistant Campus Principals, Year Level Coordinators, Mental Health Practitioners and Youth Worker Implementation of 4 tiers of mental health booklet.</p>			

	<p>KIS 1b/iv) Who: Assistant Campus Principals, Year Level Coordinators, Mental Health Practitioners and Youth Worker - Youth worker</p>
Outcomes	<p>KIS 1b/i) Who: Assistant Campus Principals, Year Level Coordinators, Mental Health Practitioners and Youth Worker - Leaders will support the continuous development of documentation & revision of whole school documentation of wellbeing approaches. - Students will report improved emotional awareness and resilience.</p> <p>KIS 1b/ii) Who: Assistant Campus Principals, Year Level Coordinators, Mental Health Practitioners and Youth Worker - Teachers and staff will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers. - Members of SEWT will respond to emerging/acute wellbeing needs through tiered intervention responses.</p> <p>KIS 1b/iii) Who: Assistant Campus Principals, Year Level Coordinators, Mental Health Practitioners and Youth Worker School and the wider community understand the 4 tiers of mental health including supports and processes at Williamstown High School.</p> <p>KIS 1b/iv) Who: Assistant Campus Principals, Year Level Coordinators, Mental Health Practitioners and Youth Worker - Embedding programs and activities to support student wellbeing.</p>
Success Indicators	<p>KIS 1b/i) Who: Assistant Campus Principals, Year Level Coordinators, Mental Health Practitioners and Youth Worker - AToSS, Focus groups, student leadership, pulse surveys - Documentation provided in the staff handbook. - Parent information provided on our website - Student support resources displayed around the school will show how students can seek support</p> <p>KIS 1b/ii) Who: Assistant Campus Principals, Year Level Coordinators, Mental Health Practitioners and Youth Worker - Tier three meetings are occurring weekly with Year Level Coordinators/coordinators. - Tier 3 students have relevant plans developed and are shared with staff.</p> <p>KIS 1b/iii) Who: Assistant Campus Principals, Year Level Coordinators, Mental Health Practitioners and Youth Worker - Students will have access to mental health booklet in hardcopy and easily accessible on school website. - Distribution and discussion of booklet in assemblies and parent information nights. - Teachers refer students to tiered mental health - Members of SEWT will respond to emerging/acute wellbeing needs through tiered intervention responses.</p>

	KIS 1b(iv) Who: Assistant Campus Principals, Year Level Coordinators, Mental Health Practitioners and Youth Worker - Implementation of group programs			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<ul style="list-style-type: none"> - Review current practices using the School's Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health. - Recruit additional wellbeing and mental health staff to support at-risk students. - Provide the wellbeing team with additional coaching to build capacity and streamline the referral process. - Develop and document policies and processes that show how regular student wellbeing data will be collected and managed. - Define roles and update processes for collaboration between student leaders and the wellbeing team, to ensure all concerns about student mental health are recorded and addressed. - Support student leaders to run student focus groups to seek feedback on the schools' approach to supporting student mental health. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Year level co-ordinator(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	from: Term 1 to: Term 4	\$148,342.50 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	Extend the achievement and learning growth of every student across the school.			
12-month target 2.1 target	2023 RESULTS (NAPLAN Data) OBSERVABLE DATA POTENTIALLY AFFECTED BY NAPLAN SYSTEM CHANGES Target 2.1: By end of 2024, improve the NAPLAN high relative growth percentages for: Year 9 in Numeracy to 27%, Writing to 26.5%, Reading to 31%.			
12-month target 2.2 target	2023 RESULTS (NAPLAN Data) OBSERVABLE DATA POTENTIALLY AFFECTED BY NAPLAN SYSTEM CHANGES Target 2.2: By end of 2024, 39% of Year 9 students will be in the top two bands in Reading and Numeracy and more than 18% of Year 9 students will be in the top two bands in Writing.			

12-month target 2.3 target	<p>2023 RESULTS (NAPLAN Data) OBSERVABLE DATA POTENTIALLY AFFECTED BY NAPLAN SYSTEM CHANGES</p> <p>Target 2.3: By end of 2024, improve the NAPLAN above benchmark growth for Year 9 students in Writing to 24%, and achieve a three-year Reading average above 29%.</p>
12-month target 2.4 target	<p>2023 RESULTS (Teacher Judgment) Results determined on Years 7-9 data for Above Expected Level teacher judgments in "Number and Algebra" - Y10 data has SEAL students removed so including Y10 data would have made the result unreliable - end result for 7-9 was 18.27%. Year 7-10 Writing data indicates we have exceeded the 16% target with 17.75%.</p> <p>Target 2.4: By end of 2024, improve the percentages of students at Years 7-10 deemed above level by teacher judgements (semester 1) in Writing to 18.5% and in Number and Algebra to 22%.</p>
12-month target 2.5 target	<p>2023 RESULTS (VASS VCE Data) - unavailable at time of publication</p> <p>2024 Target 2.5: By end of 2024, improve the percentage of 37+ scores in VCE for: English from the three-year average of 21% (2019-2021) to 21.5% in 2024, Business Management from the three-year average of 11% (2019-2021) to 12.5% in 2024, Further Mathematics from the three-year average of 28% (2019-2021) to 28.5% in 2024, Mathematical Methods from the three-year average of 12% (2019-2021) to 13% in 2024, Biology from the three-year average of 29% (2019-2021) to 30% in 2024, Psychology from the three-year average of 19% (2019-2021) to 20% in 2024, Health & Human Development from the three-year average of 17% (2019-2021) to 18.5% in 2024, Media from the three-year average of 26% (2019-2021) to 27% in 2024.</p>
12-month target 2.6 target	<p>2023 RESULTS (Pathways data) - unavailable at time of publication</p> <p>2024 Target 2.6: By end 2024 100% of VCE VM students to either complete Year 12 certificate or move to employment or external studies.</p>
12-month target 2.7 target	<p>2023 RESULTS (School Staff Survey): Guaranteed and viable curriculum = 74% Academic emphasis = 49% Teacher collaboration = 68% Understand how to analyse data = 67%</p>

	<p>2024</p> <p>Target 2.7: By end 2024, increase the positive response percentages on the School Staff Survey for: Guaranteed and viable curriculum to 65%, Academic emphasis to 54%, Teacher collaboration to 68%, Understand how to analyse data to 48.5%.</p>
<p>KIS 2.a Instructional and shared leadership</p>	<p>Strengthen a whole school approach to the improvement of teaching and learning.</p>
<p>Actions</p>	<p>KIS 2a/i) Who: Teaching & Learning Learning Specialists Build staff capacity in responsive teaching to identify and meet student needs.</p> <p>KIS 2a/ii) Who: Teaching & Learning Learning Specialists PLT structure will guide staff to work collaboratively to actively use Maestro and other data to inform actions to support learning outcomes for all students in their classes.</p> <p>KIS 2a/iii) Who: Teaching & Learning Learning Specialists Provide a differentiated approach to improving teaching and learning practices through instructional coaching.</p> <p>KIS 2a/iv) Who: Curriculum Leading Teachers - Build guaranteed and viable year 7-12 curricula aligned with current Victorian Curriculum or VCAA study designs.</p> <p>KIS 2a/v) Who: Curriculum Leading Teachers - Improve staff perception of Academic Emphasis.</p>
<p>Outcomes</p>	<p>KIS 2a/i) Who: Teaching & Learning Learning Specialists Develop whole-school shared understanding of Responsive Teaching through learning delivered by trained staff in CAT, College and Campus meetings.</p> <p>KIS 2a/ii) Who: Teaching & Learning Learning Specialists PLT structure will change with the three cycles of 'Know Your Students' 'Develop Actions' and 'Reflection' where staff will be explicitly guided and supported to collaborative use data to inform and improve teaching and learning.</p> <p>KIS 2a/iii) Who: Teaching & Learning Learning Specialists - Graduate teachers aligned with a learning specialist as an instructional coach to focus on building practice excellence - Structured reflection, goal setting of professional learning priorities to take place in the outset using the Instructional Coaching Handbook</p>

	<ul style="list-style-type: none"> - Reciprocal observations, post-observation discussions to occur as a way of building a common language of evidence-based practice - LS will offer opportunity to participate in 1:1 instructional coaching to build best practice <p>KIS 2a/iv) Who: Curriculum Leading Teachers With regards to Victorian Curriculum 2.0: All teachers will become familiar with the Victorian Curriculum 2.0, Mathematics and English teachers area ready to implement VC 2.0 in 2025.</p> <ul style="list-style-type: none"> - Teachers continue preparing their courses for course accreditation. - Teachers are familiar with and able to implement any change in VCE Study Design in 2024. <p>KIS 2a/v) Who: Curriculum Leading Teachers On the School Staff Survey, staff respond more positively with relation to Academic Emphasis (an increase from 49%, working towards 55%).</p>
<p>Success Indicators</p>	<p>KIS 2a/i) Who: Teaching & Learning Learning Specialists</p> <ul style="list-style-type: none"> - Trained staff members will deliver CAT specific responsive teaching strategies learning to relevant teams. - Staff across the whole school will be familiar with responsive teaching strategies and these will be observable throughout peer observations. <p>KIS 2a/ii) Who: Teaching & Learning Learning Specialists</p> <ul style="list-style-type: none"> - Staff will be actively participating in PLTs, and engaging with Maestro, Verso and Peer Observations to gather data to then analyse and inform targeted teaching and learning. - AToSS data will show an improvement in the 'Differentiated Learning Challenge' and 'Stimulated Learning' areas to 2023 data <p>KIS 2a/iii) Who: Teaching & Learning Learning Specialists</p> <ul style="list-style-type: none"> - Graduate teachers each have opportunity throughout the year to be supported by the learning specialist, as well as their mentors, in order to obtain their VIT registration and develop best practice <p>KIS 2a/iv) Who: Curriculum Leading Teachers</p> <ul style="list-style-type: none"> - All staff are aware of and act on all current documentation and resources, relevant to their curriculum. - All courses are documented on Google Drive in the agreed manner. - Teachers update the Overview of Student Learning for 2025 to reflect the VC 2.0. - Teachers create resources to support the delivery of VC 2.0. <p>KIS 2a/v) Who: Curriculum Leading Teachers Staff use data to at-risk students more consistently.</p>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<ul style="list-style-type: none"> - Begin rollout of Responsive teaching PL. - Ensure actions are in place to address the 'Differentiated Learning Challenge' statistic. <p>Course Accreditation</p> <ul style="list-style-type: none"> - Schedule Course Accreditation meetings at least twice a year. - Run PD on how to prepare a course for Accreditation and how to be a panel member/chair - The familiarisation and preparation for VC 2.0 is the main focus for Curriculum teams upon publication of the curriculum. <ul style="list-style-type: none"> - Explain to staff and parents at the start of the year the function of at-risk - Have time in campus/college meeting for staff to review their classes to issue at-risk. - Track and analyse at-risk data throughout the year 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2.b Evidence-based high-impact teaching strategies	Enhance the whole school approach to the effective teaching of literacy.			
Actions	<p>KIS 2b/i) Who: Literacy Leading Teachers, Campus Principals Build capacity of staff to implement functional language strategies across CAT areas from the 3L program.</p> <p>KIS 2b/ii) Who: Literacy Leading Teachers, Campus Principals Build capacity of staff to implement Science of Learning and Reading features in course planning and lesson delivery across discipline areas.</p>			
Outcomes	<p>KIS 2b/i) Who: Literacy Leading Teachers, Campus Principals</p> <ul style="list-style-type: none"> - Teachers adopt literacy strategies from 3L relevant to their discipline areas. - Teachers understand and use common language and concepts to discuss text comprehension and composition across discipline areas. <p>KIS 2b/ii) Who: Literacy Leading Teachers, Campus Principals</p>			

	<ul style="list-style-type: none"> - Teachers embed literacy strategies from Science of Learning into coursework - Learning areas use shared language and key concepts to discuss and highlight literacy- reading and writing 			
Success Indicators	<p>KIS 2b/i) Who: Literacy Leading Teachers, Campus Principals</p> <ul style="list-style-type: none"> - Strategies from 3L embedded in curriculum, assessment and teaching practices across discipline areas. <p>KIS 2b/ii) Who: Literacy Leading Teachers, Campus Principals</p> <ul style="list-style-type: none"> - Science of Learning and Reading strategies delivered in teaching practices, for example, Knowledge Organisers. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<ul style="list-style-type: none"> - Provide access to 3L program via structured Professional Learning schedule inside term time. - Use course accreditation to guarantee incorporation of these Literacy goals. - Utilisation of Science of Learning and Reading strategies. 	<input checked="" type="checkbox"/> Literacy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2.c Evidence-based high-impact teaching strategies	Enhance the whole school approach to the effective teaching of mathematics			
Actions	<p>KIS 2c/i) Who: Mathematics and Teaching & Learning Learning Specialists</p> <ul style="list-style-type: none"> - Creation of a structured system of learning walks in mathematics classrooms to promote teacher effectiveness (cross-campus). - Build on work already started where Senior school teachers teaching Maths at Bayview in the hub along junior teachers for Year 10 preparation. - The Teaching & Learning team to work with the new Mathematics Learning Specialist in 2024 to develop a process for Learning Walks in Maths. <p>KIS 2c/ii) Who: Mathematics Learning Learning Specialist</p> <ul style="list-style-type: none"> - Build the capacity of parents/guardians to support their children in their mathematics growth (minor communications began in 2023 - build on this) 			
Outcomes	<p>KIS 2c/i) Who: Mathematics and Teaching & Learning Learning Specialists</p> <ul style="list-style-type: none"> - Teachers value the learning walk process and are willing to make time to visit other classes and receive visits from their colleagues - Improved teacher capacity 			

	<p>KIS 2c/ii) Who: Mathematics Learning Learning Specialist</p> <ul style="list-style-type: none"> - Parents have a greater understanding of the mathematics procedures at WHS - Parents understand how Mathspace works and can use it to support their children in tracking their mathematics growth 				
Success Indicators	<p>KIS 2c/i) Who: Mathematics and Teaching & Learning Learning Specialists</p> <ul style="list-style-type: none"> - Teachers from both campuses engaging in learning walks based on a pre-designed focus. <p>KIS 2c/ii) Who: Mathematics Learning Learning Specialist</p> <ul style="list-style-type: none"> - Parent/Carer seminar has been run to provide teaching for parents in how to support their students mathematics growth. - Parent/Carer updates are regularly sent throughout the year to provide learning and guidance for mathematics support of their child. 				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
<ul style="list-style-type: none"> - Create an event or communication schedule where parents can access the Mathematics vision. - Provide Professional Development to staff regarding effective Learning Walks. 	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used	
Goal 3	Enhance student engagement in their learning.				
12-month target 3.1 target	<p>2023 RESULTS (AToSS data)</p> <ul style="list-style-type: none"> - Student voice and agency - 34% - Stimulated learning - 43% - Goal Setting - 55% - Differentiated learning challenge - 48% - Motivation and interest - 51% <p>2024 Target 3.1: By end 2024, the percentage of positive responses in the Attitudes to School Survey, to increase for: Student voice and agency from 39% in 2021 to 40%, Stimulated learning from 51% in 2021 to 52%, Self-regulation and goal setting from 57% in 2021 to 59%, Differentiated learning challenge from 54% to 55%, Motivation and interest from 54% in 2021 to 55%.</p>				

12-month target 3.2 target	<p>2023 RESULTS (Attendance data) 31% of students with 20+ days absent, for the YTD decrease of 1% from 2022. Less students with 30+ days off (2% decrease) and 4% decrease in students with 10-19.5 days off.</p> <p>2024 Target 3.2: By end 2024, decrease the percentage of students with 20+ absence days from 26% in 2019 to 23% in 2024.</p>
12-month target 3.3 target	<p>2023 RESULTS (School Staff Survey) Believe evaluating impact improves practice = 79% Use student feedback to improve practice = 59% Promote student ownership of learning goals = 63%</p> <p>2024 Target 3.3: By end of 2024, the percentage of positive responses in the School Staff Survey, to increase for: Believe evaluating impact improves practice to 64%, Use student feedback to improve practice to 60%, Promote student ownership of learning goals to 66%.</p>
KIS 3.a Empowering students and building school pride	Strengthen student voice and capabilities to be agents of their own learning.
Actions	<p>KIS 3a/i) Who: Teaching & Learning Learning Specialists Roll out platform to regularly seek and use student feedback to inform practice with VERSO.</p> <p>KIS 3a/ii) Who: Teaching & Learning Learning Specialists - Student Learning Goals process will be revised and improved from this year</p> <p>KIS 3a/iii) Who: Pathways Leading Teacher and Careers Coordinator at Bayview Campus Strengthen Career Education where Year 7-12 students engage in Careers Education and complete Career Action Plans embedded into the Home group Curriculum to ensure appropriate subject and course selection decisions are made at each year level.</p>
Outcomes	<p>KIS 3a/i) Who: Teaching & Learning Learning Specialists Staff across the school are literate in using VERSO and are running regular check ins with their classes (at least monthly) to monitor and improve teaching and learning.</p> <p>KIS 3a/ii) Who: Teaching & Learning Learning Specialists</p>

	<p>T&L team will continue work from the 2023 working party, with those members who wish to still be involved, to revise and improve the student learning goals to make this more meaningful and rigorous across the school. By the end of the year, Year 7s will have trialed using a developmental rubric of expected behaviours to develop, use and reflect on their learning goals in the second semester.</p> <p>KIS 3a/iii) Who: Pathways Leading Teacher and Careers Coordinator at Bayview Campus Students will reflect on their strengths and abilities, subjects and future choices. Students will be better prepared for their course and subject selection. Staff and leaders will be aware of the importance of CAP completion and Career Education via email.</p>			
Success Indicators	<p>KIS 3a/i) Who: Teaching & Learning Learning Specialists</p> <ul style="list-style-type: none"> - T&L Learning Specialists will have trained all staff in meetings to use VERSO in PLT meetings - all staff will have active accounts with the platforms. - Data on the VERSO dashboard will show that staff are running check ins at least monthly with their classes. - Staff will be directed to use VERSO data in CAT and PLT meetings to inform and improve teaching and learning. <p>KIS 3a/ii) Who: Teaching & Learning Learning Specialists</p> <ul style="list-style-type: none"> - Learning behaviours rubric will be developed by the end of Semester 1 for students to anchor their goals in more specific areas to refine current process. - Year 7 Homegroups will trial using the rubric to develop, use and reflect on their learning goals in Semester 2. - Staff and student feedback on goal setting process at end of the trial will have improved results from 2023 surveys <p>KIS 3a/iii) Who: Pathways Leading Teacher and Careers Coordinator at Bayview Campus My Career Portfolio CAP completion data by Year level, by Home group and individual.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<ul style="list-style-type: none"> - Provide staff with opportunities to use the VERSO Student Feedback tool. - Seek extraction of VERSO data to Maestro. - Incorporate Careers Action Plan into Homegroup Curriculum. 	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3.b	Enhance a culture of pride and achievement in learning.			

Empowering students and building school pride	
Actions	<p>KIS 3b/i) Who: Inclusive Education Leading Teachers</p> <ol style="list-style-type: none"> 1. Alumni Mentors Program (Pasco) in place. 2. Engage in services such as KESO to link in with the school. 3. Supporting Recognition Days such as IDAHOBIT day and RUOK day. <p>KIS 3b/ii) Who: Year Level Coordinators, Student Welfare Coordinators, Assistant Principals Establish student focus groups to promote student voice and seek feedback on student achievement and school pride.</p> <p>KIS 3b/iii) Who: Year Level Coordinators, Student Welfare Coordinators, Assistant Principals Establish attendance processes and protocols that ensure tier 2 and 3 attendance students receive support.</p>
Outcomes	<p>KIS 3b/i) Who: Inclusive Education Leading Teachers</p> <ol style="list-style-type: none"> 1. Teachers recommending Alumni Mentors Program to students and their parents. More students staying back in the library after school to collaborate with other students and to seek help from the Mentors. 2. Teachers understanding Koori/First Nations Cultural plans and embedding these into the classrooms. 3. Continuing to educate staff and students on diversity. <p>KIS 3b/ii) Who: Year Level Coordinators, Student Welfare Coordinators, Assistant Principals</p> <ol style="list-style-type: none"> 1. Students recognise the success of others. Teachers acknowledging student success. 2. Student success is recognised and celebrated in a variety of ways. <p>KIS 3b/iii) Who: Year Level Coordinators, Student Welfare Coordinators, Assistant Principals The school community are aware of the impact of student absence of attendance, increase in attendance of tier 3 students, staff recognise attendance patterns and implement follow up protocols, breakout rooms in campus meetings to address.</p>
Success Indicators	<p>KIS 3b/i) Who: Inclusive Education Leading Teachers</p> <ol style="list-style-type: none"> 1. Survey students and staff about the Alumni Mentors program. Weekly attendance figures for extended library hours are noted. Feedback from Alumni Mentors is gathered. 2. Better connection with First nation families and students, Greater understanding of how to embed First nations culture into our curriculum. 3. Active Student participation in all support days, greater acknowledgement and understanding of diversity and Inclusion. <p>KIS 3b/ii) Who: Year Level Coordinators, Student Welfare Coordinators, Assistant Principals</p> <ol style="list-style-type: none"> 1. Increase in student connectedness data (interest and student voice and agency).

	<p>2. Increased positive posts in relation to student achievements, awards issued at assemblies and graduation.</p> <p>KIS 3b/iii) Who: Year Level Coordinators, Student Welfare Coordinators, Assistant Principals</p> <ul style="list-style-type: none"> - Improvement in student attendance (decrease in student missing 20+ days of school). - Attendance improvement plan implemented for at risk students. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<ul style="list-style-type: none"> - indigenous link to house names - regular student leaders and utilising them as advocates - house point system to increase pride - embedded local indigenous knowledge. - celebration awards are consistent and whole school approach linking to the school values - inclusion of awards or extra curricular activities - vulnerable students clearly identified in attendance tracking sheet - attendance improvement plans created and implemented - capacity of homegroup and classroom teachers build through staff meetings to identify and address attendance 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Year level co-ordinator(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	\$20,000.00
Goal 4	Strengthen the social and emotional wellbeing of all students.			
12-month target 4.1 target	<p>2023 RESULTS (AToSS data)</p> <p>Advocate of school = 58%</p> <p>Respect for diversity = 37%</p> <p>Perceptions of LGBTIQ = 31%</p> <p>Managing bullying = 43%</p> <p>Teacher concern = 30%</p> <p>2024</p> <p>Target 4.1: By end of 2024, the percentage of positive responses in the Attitudes to School Survey to increase for: Advocate of school to 66%, Respect for diversity to 44%, Perceptions of LGBTIQ+ to 34%, Managing bullying to 50%, Teacher concern to 36%.</p>			
12-month target 4.2 target	<p>2023 RESULTS (Parent Opinion)</p> <p>Stimulated learning environment = 69%</p> <p>Student motivation and support = 53%</p>			

	<p>Parent community engagement - parent participation and involvement = 61%</p> <p>Promoting positive behaviour = 69%</p> <p>Student agency and voice = 65%</p> <p>Teacher communication = 64%</p> <p>2024</p> <p>Target 4.2: By end of 2024, the percentage of positive responses in the Parent Opinion Survey to increase for: Stimulated learning from a three-year average 2018-2020 of 76% to 77%, Student motivation from a three-year average 2018-2020 of 65% to 66%, Parent community engagement - parent participation and involvement from a three-year average 2018-2020 of 66% to 67%, Promoting positive behaviour from a three-year average 2018-2020 of 82% to 83%, Student voice and agency from a three-year average 2018-2020 of 75% to 66%, Teacher communication from a three-year average 2018-2020 of 65% to 66%</p>
12-month target 4.3 target	<p>2023 RESULTS (School Staff Survey)</p> <p>Support growth and learning of whole students = 70%</p> <p>Believe student engagement is the key = 91%</p> <p>2024</p> <p>Target 4.3: By end of 2024, increase the positive response percentages on the School Staff Survey for: Support growth and learning of whole students to 60%, Believe student engagement is the key to 85%</p>
KIS 4.a Health and wellbeing	Refine and embed effective structures and processes to support student wellbeing.
Actions	<p>KIS 4a/i) Who: Year Level Coordinators, Assistant Principals</p> <p>Embed SWPBS processes and protocols to support all students and staff.</p> <p>KIS 4a/ii) Who: Year Level Coordinators, Leadership Team</p> <p>Implement SWPBS Leader in each campus.</p>
Outcomes	<p>KIS 4a/i) Who: Year Level Coordinators, Assistant Principals</p> <ul style="list-style-type: none"> - Staff are aware of processes and procedures at school and consistently follow them. - Students are aware of the work and actions the school are taking to support wellbeing and schoolwide behaviour. - Clearly defined Wellbeing Team that Tier 2 & 3 wellbeing matters are viewed and addressed by. <p>KIS 4a/ii) Who: Year Level Coordinators, Leadership Team</p> <ul style="list-style-type: none"> - Year Level Coordinators and Leadership Team will provide coaching and mentoring, and provide professional learning to build staff capacity in relation to SWPBS

	<ul style="list-style-type: none"> - Implementation of 'Learning Walks' - Staff are more engaged and aware of SWPBS programs 			
Success Indicators	<p>KIS 4a/i) Who: Year Level Coordinators, Assistant Principals Increased responses on AToSS data for: ·</p> <ul style="list-style-type: none"> - Advocate of school - Perceptions of LGBTIQ+ - Managing bullying - Teacher concern <p>KIS 4a/ii) Who: Year Level Coordinators, Leadership Team Increased responses on AToSS data for:</p> <ul style="list-style-type: none"> - Respect for diversity - Perceptions of LGBTQIA+ - Managing Bullying - Teacher concern 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<ul style="list-style-type: none"> - Develop new SWPBS matrices - Provide PL for staff on SWBPS including new staff/graduates through induction program - utilisation and evaluation of SWBPS (i.e. Compass and Maestro Data Dashboard software) - Curriculum day focus on SWBPS strategies - Utilising year level break out meetings to develop staff capacity in SWPBS 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Year level co-ordinator(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	from: Term 1 to: Term 4	\$10,000.00
KIS 4.b Building practice excellence	Develop and implement a strategy to embed the wellbeing capabilities across the school.			
Actions	<p>KIS 4b/i) Who: Year Level Coordinators, Assistant Principals Curriculum Mapping of Homegroup course content and implementation within homegroups.</p> <p>KIS 4b/ii) Who: Year Level Coordinators, Student Welfare Coordinators, Assistant Principals Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development.</p>			

Outcomes	<p>KIS 4b/i) Who: Year Level Coordinators, Assistant Principals - Homegroup Teachers implement the homegroup curriculum in homegroup sessions (including 4Rs and resilience project). - 4Rs focused professional learning for teachers in campus meetings and breakout sessions.</p> <p>KIS 4b/ii) Who: Year Level Coordinators, Student Welfare Coordinators, Assistant Principals Teachers will respond to and implement a range of interventions in their classroom to support student wellbeing.</p>			
Success Indicators	<p>KIS 4b/i) Who: Year Level Coordinators, Assistant Principals Student Engagement and Wellbeing processes are in place to support all students, with a specific focus on: - SWPBS - 4Rs - Dynamic homegroup curriculum in place</p> <p>Students are more aware of 4Rs and display positive behaviours in and out of the classroom</p> <p>Consistency in the implementation of 4Rs across all staff</p> <p>Increase responses on AToSS data for: - Respect for diversity - Perceptions of LGBTQIA+</p> <p>KIS 4b/ii) Who: Year Level Coordinators, Student Welfare Coordinators, Assistant Principals - Staff PL - campus meeting on tiered approach to wellbeing. - Staff understand the process on how to respond to different wellbeing concerns and the different types of wellbeing interventions. - Build capacity of Homegroup Teachers/staff to identify and respond to student wellbeing especially those of disadvantage, during breakouts/campus meetings - Teachers know their students need including disadvantaged students</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<ul style="list-style-type: none"> - Regular PL sessions offered to staff run by the SEWT. - Incorporating a wellbeing PL focus within the year level staff break out meetings. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Year level co-ordinator(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
KIS 4.c	Strengthen and embed the Respectful Relationships initiative.			

Health and wellbeing	
Actions	<p>KIS 4c/i) Who: Year Level Coordinators Continue implementation of Resilience, Rights, and Respectful Relationships (4Rs).</p> <p>KIS 4c/ii) Who: Year Level Coordinators and Executive Team 4Rs Auditing.</p> <p>KIS 4c/iii) Who: Year Level Coordinators - Implement 4Rs Leader in each campus.</p>
Outcomes	<p>KIS 4c/i) Who: Year Level Coordinators - Updated 4Rs action plans. - Refinement of 4Rs executive committee. - Increased parent involvement, education and understanding of the 4Rs framework and school programs. - Alignment of 4Rs with Homegroup Curriculum. - Breakout meetings with campus staff members to deliver 4Rs content, whole professional learning opportunities and Curriculum day with a focus of Professional Learning.</p> <p>KIS 4c/ii) Who: Year Level Coordinators and Executive Team - Consistency of 4Rs across the whole school community. - Embedded 4Rs curriculum in Homegroup and subject areas.</p> <p>KIS 4c/iii) Who: Year Level Coordinators - Year Level Coordinators and Leadership Team will provide coaching and mentoring, and provide professional learning to build staff capacity in relation to 4Rs. - Implementation of Learning Walks. - Staff are more engaged and aware of 4Rs program.</p>
Success Indicators	<p>KIS 4c/i) Who: Year Level Coordinators - Completion of actions from 4Rs action plans, 4Rs team has members from all areas of the school. - 4Rs parent communication/workshops occur. - Attendance at workshops. - Increase in staff implementing 4Rs strategies. - Inclusion of 4Rs curriculum mapping in Homegroup. - Increase in AToSS data (as above). - Implementation of student feedback to guide 4Rs inclusion in lessons.</p>

	<p>KIS 4c/ii) Who: Year Level Coordinators and Executive Team</p> <ul style="list-style-type: none"> - Improvement in AToSS data relating to respect, diversity, bullying etc. - Improvement in staff engagement and data. - Compass data and decrease in observable behaviour in relation to respect. <p>KIS 4c/iii) Who: Year Level Coordinators</p> <p>Increased responses on AToSS data for:</p> <ul style="list-style-type: none"> - Respect for diversity - Perceptions of LGBTQIA+ - Managing Bullying - Teacher concern 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<ul style="list-style-type: none"> - Develop 4Rs action plan - Promotion of 4Rs curriculum through W files and parent/community communications - 4Rs curriculum mapped across the school - Learning walks and observations occurring during homegroup lesson - Building staff capacity through PL in college/campus and year level breakout meetings - Provide PL for staff on 4Rs including new staff/graduates through induction program - Curriculum day focus on 4Rs strategies 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Year level co-ordinator(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00