

Goal 1	2021 Priorities Goal Koonung Secondary College AIP
12 Month Target 1.1	Complete assessment schedule to benchmark student learning needs Establish intervention programs including tutor program and monitor learning growth in identified students in literacy and/or numeracy Roll out School Wide Positive Behaviour Program Review Wellbeing program, team structure and appoint Mental Health practitioner
KIS 1 -	Building practice excellence Learning, catch-up and extension priority
Actions	Establish Assessment Schedule to benchmark all Year 7 to 10 students Literacy and Numeracy levels and identify students who require intervention Develop data portfolios of students learning and develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support Conduct process to appoint required staff and establish a targeted support program for students (including QuickSmart Literacy and Numeracy, MYLNS program, High Ability student Program and Small group tutoring) Build staff capacity to develop and implement IEPs and to assess learning and map progress against IEP goals for identified students. Plan whole school professional learning on data literacy, assessment and differentiation.
Outcomes	Tutor program will be established and identified students will be receiving targeted support both within classrooms and in withdrawn groups. Teachers will confidently and accurately identify student learning needs of their students and plan teaching programs to support them PLC training will be completed by team and PLC's will be established to engage in reflective practice, evaluate and plan curriculum, assessments, lessons with a focus on key priorities. The agreed assessment schedule will be implemented and data collected and published. Teachers will provide regular feedback and monitor student progress using data provided. Teachers will provide students with the opportunity to work at their level using differentiated resources. Students will know what their next steps are to progress their learning.
Success Indicators	A documented assessment schedule and evidence of teachers inputting data Data used to identify students for tailored supports and differentiated resources developed and used in tailored supports Assessment data and student surveys from intervention groups Appointment/staffing and implementation of programs Progress against Individual Education Plans Documentation and data from formative assessments for all students Differentiated curriculum documents and evidence of student learning at different levels
KIS 2	Health and wellbeing Happy, active and healthy kids priority
Actions	Refine whole school approach to wellbeing, engagement and student management with roll out School Wide Positive Behaviour Program Build staff capacity to collect, analyse, monitor and respond to student engagement data Strengthen in-class relationships through peer and group learning activities with a focus on positive behaviours and school values Further strengthen student and staff connection and involvement in the House System, student leadership, co-curricula program and clubs Restructure Wellbeing team and appoint Mental Health Practitioner Design and redevelop an appropriate Wellbeing Space which encourages inclusion and supports the participation of students at risk of disengagement. Targeted counselling will be provided for individual students/families with acute needs

Outcomes	<p>Teachers, leaders and the school community will share a common understanding of School Wide Positive Behaviour Program, which will clarify behaviour expectations across the school.</p> <p>A process for monitoring and recording both positive behaviours and minor and major breaches will be established and visible</p> <p>Students and staff will feel supported and engaged and contribute to a strong school culture within the classroom and co-curricula programs</p> <p>Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) conducted.</p> <p>Students and families will be connected to allied health and mental health services as required.</p>
Success Indicators	<p>Observations of changes to classroom practices and student management processes</p> <p>Increased data collection of positive acknowledgements and participation in House and extra-curricula events</p> <p>Curriculum documentation reflects school values and social capabilities</p> <p>Appointment/staffing of programs and establishment of an appropriate space for counselling and engagement of students.</p> <p>Documentation of resources for wellbeing programs and regular presentations to students, staff and parents by Well-being team</p> <p>Documentation of referrals and communication processes regarding monitoring and support for students</p> <p>Data used to identify students in need of targeted support and data of counselling services accessed by students and families</p> <p>Student engagement and learning behaviour surveys</p>
KIS 3	<p>Building communities Connected schools priority</p>
Actions	<p>Strengthen communication with parents/carers by incorporating the use of digital technologies for information sessions and course counselling</p> <p>Develop a plan for increasing the engagement of parents/carers/ of EAL and LBOTE students within the learning program, and community events</p> <p>Continue engagement in regional and network communities of practice and FISO projects</p> <p>Build staff capability to integrate digital learning including the use of TEAMS and oneNote for collaboration.</p> <p>Explore additional senior school pathway options.</p>
Outcomes	<p>Staff will have strong relationships with students and parents/carers and communication channels will be effective.</p> <p>Community members including those whose first language is not English will feel welcome in the school and engage in school processes and events.</p> <p>Staff will further develop relationships with colleagues in other schools and share practice and research</p> <p>Staff will develop increased confidence in integrating digital learning pedagogy and students will have increased digital literacy.</p> <p>A range of alternate, viable pathways to supplement Senior School pathway options will be investigated and recommendations presented.</p>
Success Indicators	<p>Whole school surveys (SSS, Parent surveys, AToSS) will show improvement in areas of communication, connectedness and collaboration.</p> <p>Frequency of communications with parents/carers and increased participation/attendance in school events and processes</p> <p>Staff will engage in network meetings, and common tasks/peer observations with colleagues from other schools.</p> <p>Lesson plans and domain curriculum materials will be documented and shared using TEAMS and OneNote</p> <p>Senior School panel presents recommendations for future pathways.</p>