

2025 Annual Implementation Plan

for improving student outcomes

Koonung Secondary College (7954)



Submitted for review by Andrew Mcneil (School Principal) on 12 March, 2025 at 02:25 PM

Endorsed by Joanne Wastle (Senior Education Improvement Leader) on 12 March, 2025 at 10:04 PM

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Embedding
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Embedding
	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving

	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	
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 and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
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Future planning	<p>We have completed our 4 year period of the 2020-2024 SSP. While the College did not meet most targets, for the first time the College received an overall grade of 'High' in the School Performance Report- in both Learning and Wellbeing.</p> <p>The Goals and KIS for 2025 have been developed in as part of the School review and as such will change from this AIP and SSP period.</p>
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
To maximise learning outcomes for all students	Yes	<p>By 2028, increase the 2024 percentage of Year 9 students in NAPLAN Exceeding:</p> <ul style="list-style-type: none"> • Reading from 35% to 40% • Writing from 33% to 38% • Numeracy from 29% to 35% <p>By 2028, decrease or maintain the 2024 percentage of Year 9 students in NAPLAN Needs additional support</p> <ul style="list-style-type: none"> • Reading from 7% to 5% • Writing at 4%. 	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Reading to 37% Exceeding at Year 9 Writing to 35% Exceeding at Year 9 Numeracy to 32% Exceeding at Year 9 By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024 with a focus in Reading at Year 9 to decrease 'Needs Additional Support' to 5%</p>
		<p>By 2028, increase the 2024 percentage of Year 9 students with more than a year's expected growth (semester one, teacher judgement):</p> <ul style="list-style-type: none"> • Reading from 18% to 25% • Writing from 17% to 25%. 	20% of Year 9 students to have more than 12 months growth in both Reading and Writing
		<p>By 2028:</p> <ul style="list-style-type: none"> • increase the VCE All-Study median score from 32 (2023) to 33 • maintain the percentage of students with a Unit 3-4 study score at or above 40 at 10%. 	<p>VCE Median Student Score of 33 Target of 11% of study scores above 40</p>

		<p>By 2028, increase the 2024 percentage positive endorsement on the student Attitudes to School Survey (AtoSS):</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 57% to 62% • Effective teaching time from 63% to 68% • High expectations of success from 70% to 75%. 	<p>Differentiated learning challenge to 59%Effective teaching time to 65%</p>
		<p>By 2028, increase or maintain the 2024 percentage positive endorsement on the School Staff Survey (SSS):</p> <ul style="list-style-type: none"> • Academic emphasis from 57% to 62% • Teacher collaboration from 54% to 58% • Promote student ownership of learning from 67% to 70% • Collaborate to scaffold learning at 80%. 	<p>Academic Emphasis to 59%Teacher collaboration to 56%Student ownership of learning to 68%Collaborate to scaffold learning to 80%</p>
		<p>By 2028, maintain the 2023 percentage positive endorsement on the Parent/Carer/Guardian Opinion Survey (PCGOS):</p> <ul style="list-style-type: none"> • High expectations of success at 88% • Effective teaching at 75% • Stimulating learning environment at 73%. 	<p>High expectations to 85%Effective teaching at 75%Stimulated learning to 75%</p>
To optimise student wellbeing and engagement.	Yes	<p>By 2028, reduce the 2023 percentage of students with over 20 days absence (years 7 to 12):</p> <ul style="list-style-type: none"> • all students - from 30% to 20% • girls - from 34% to 30%. 	<p>All students to 27% Girls to 30%</p>
		<p>By 2028, increase the 2024 percentage positive endorsement on AtoSS:</p> <ul style="list-style-type: none"> • Effective classroom behaviour from 58% to 65% • Self-regulation and goal setting from 62% to 65% 	<p>Effective classroom behaviour to 60%</p>

		By 2028, reduce the 2024 percentage 'not positive' endorsement by girls on AtoSS: <ul style="list-style-type: none"> • Sense of connectedness from 21% to 17%. 	
		By 2028, increase the 2024 percentage positive endorsement on the SSS: <ul style="list-style-type: none"> • Believe student engagement is key to learning from 87% to 90% • Support growth and learning of the whole student from 72% to 75%. 	Student engagement to 90%
		By 2028, increase or maintain the 2023 percentage positive endorsement on the PCGOS: <ul style="list-style-type: none"> • Student motivation and support from 58% to 62% • Parent participation and involvement from 74% to 77% and • Promoting positive behaviour at 85% . 	Student motivation to 60%Positive behaviour at 85%

Goal 1	To maximise learning outcomes for all students
12-month target 1.1	Reading to 37% Exceeding at Year 9 Writing to 35% Exceeding at Year 9 Numeracy to 32% Exceeding at Year 9 By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024 with a focus in Reading at Year 9 to decrease 'Needs Additional Support' to 5%
12-month target 1.2	20% of Year 9 students to have more than 12 months growth in both Reading and Writing

12-month target 1.3	VCE Median Student Score of 33 Target of 11% of study scores above 40
12-month target 1.4	Differentiated learning challenge to 59% Effective teaching time to 65%
12-month target 1.5	Academic Emphasis to 59% Teacher collaboration to 56% Student ownership of learning to 68% Collaborate to scaffold learning to 80%
12-month target 1.6	High expectations to 85% Effective teaching at 75% Stimulated learning to 75%
Key Improvement Strategies	
KIS 1.a Teaching and learning	Strengthen instructional practice to enable all students to excel.
KIS 1.b Teaching and learning	Develop student capability to maximise their learning outcomes.
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.	Central to our work in maximising student academic outcomes will be embedding the Victorian Teaching and Learning model 2.0 into our practices.
Goal 2	To optimise student wellbeing and engagement.

12-month target 2.1	All students to 27% Girls to 30%	
12-month target 2.2	Effective classroom behaviour to 60%	
12-month target 2.3	Student engagement to 90%	
12-month target 2.4	Student motivation to 60% Positive behaviour at 85%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Engagement	Develop and embed practices to optimise student engagement and wellbeing.	Yes
KIS 2.b Engagement	Enhance staff and student capacity to build relational engagement.	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.	Optimising student well-being and engagement is a core component of supporting student achievement. A focus of our work in 2025 is building engagement, including cognitive engagement, relational engagement, behavioural, cultural and procedural engagement.	

Define actions, outcomes, success indicators and activities

Goal 1	To maximise learning outcomes for all students
12-month target 1.1	<p>Reading to 37% Exceeding at Year 9 Writing to 35% Exceeding at Year 9 Numeracy to 32% Exceeding at Year 9</p> <p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024 with a focus in Reading at Year 9 to decrease 'Needs Additional Support' to 5%</p>
12-month target 1.2	20% of Year 9 students to have more than 12 months growth in both Reading and Writing
12-month target 1.3	<p>VCE Median Student Score of 33 Target of 11% of study scores above 40</p>
12-month target 1.4	<p>Differentiated learning challenge to 59% Effective teaching time to 65%</p>
12-month target 1.5	<p>Academic Emphasis to 59% Teacher collaboration to 56% Student ownership of learning to 68% Collaborate to scaffold learning to 80%</p>
12-month target 1.6	<p>High expectations to 85% Effective teaching at 75% Stimulated learning to 75%</p>
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Strengthen instructional practice to enable all students to excel.

incorporating extra-curricula programs				
Actions	To strengthen instructional practice, the College will focus on embedding VTLM2.0 and the Gradual Release of Responsibility (GRR) model of Explicit Instruction. The will include enhancing the College's LETS LEARN Instructional approach			
Outcomes	Expected change in behaviour of teacher practice is a tightening on the use of Explicit teaching approaches and a focus on developing a consistent approach to Lesson structure. For students, the increased use of procedures and academic routines that creates a calm, orderly learning environment conducive to learning.			
Success Indicators	Learning Walks and Peer Observations will be used to provide formative feedback on or practice. Further feedback, including evidence of learning in the form of NAPLAN and VCE Data will be used as part of the PLC approach to improving practice. Further indicators of success will be explored through the Student Attitudes to School Survey and the Staff And Parent Opinion survey.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Deliver whole staff briefings and workshops on the use of Calm Classroom and the development of classroom routines to support learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Implement Leadership Coaching for PLC Domain Leaders and middle leaders in use of classroom routines and explicit teaching.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input checked="" type="checkbox"/> Other funding will be used
Engage in a Cycle of Learning Walks focusing on Classroom routines.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00

Explicit Teaching workshops on Gradual Release Model and focus on lesson endings (the Summary of the LETS LEARN model).	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00
Deliver workshop and PL on Clarify Ed (Verso) as a tool to support the Summary part of Lesson Sequence.	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00
Purchase whole school licence for Clarify Ed.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$3,000.00 <input checked="" type="checkbox"/> Other funding will be used
Deliver Professional Learning to deepen teacher use of questioning as a HIT and tool of formative assessment to develop engagement and retention and recall of information.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$6,000.00 <input checked="" type="checkbox"/> Other funding will be used
In conjunction with Monash University, deliver Professional Learning on the use of the AI tools to support teaching and learning	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00
Explore practice in the use of questioning through a cycle of Peer Observation.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00
KIS 1.b	Develop student capability to maximise their learning outcomes.			

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs				
Actions	To maximise the learning outcomes of students the College will focus on embedding VTLM2.0 and the Gradual Release of Responsibility (GRR) model of Explicit Instruction and will deepen its PLC approach to incorporate the Planning element of teaching through the use of data to support planning of high quality, engaging point of need curriculum, assessment and instruction			
Outcomes	Expected change in behaviour is a tightening on the use of Explicit teaching approaches and a focus on developing a consistent approach to Lesson structure. For students, the increased use of procedures and academic routines that creates a calm, orderly learning environment conducive to learning leading to increased student engagement, particularly in cognitive engagement through ensuring the curriculum and instruction is at point of need.			
Success Indicators	Learning Walks and Peer Observations will be used to provide formative feedback on or practice. Further feedback, including evidence of learning in the form of NAPLAN and VCE Data will be used as part of the PLC approach to improving practice. Further indicators of success will be explored through the Student Attitudes to School Survey and the Staff And Parent Opinion survey.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Through the Focus on 40 approach, deliver VCE Data workshops on using VCE Data in our Domain teams to support planning and instruction. Work in PLC teams to analyse the data and identify areas for improvement in both Year 12 programs and Year 7-11 programs.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Senior secondary leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Employ Quick Smart Literacy and Numeracy Tutors. Identify students requiring additional support in Literacy and	<input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1	\$29,835.00

Numeracy and implement a before school program using small group instruction.	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Principal		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Develop Power BI tools for staff use in order to know the learning needs of all students.	<input checked="" type="checkbox"/> Data leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Deliver workshop in use of Power BI tool for student learning and wellbeing data.	<input checked="" type="checkbox"/> Data leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Deliver Study Skills program to students in Year 11 and 12	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Embed Disability Inclusion Team including DI Leader, DI Officer and add to the team a DI Support staff member to assist in supporting students and families to receive the support needed to be successful.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$206,047.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Deliver Professional Learning in IEPS and strategies to support students through Disability Inclusion.	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00

Deliver Professional Learning in explicit strategies in differentiation, both in extending students and supporting students. (Term 2 and Term 4)	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Deliver Professional learning and support for PLC teams to embed explicit approaches to teaching literacy in all subject areas.	<input checked="" type="checkbox"/> Literacy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00
Review Homework Policy. Develop a consistent whole college approach to homework in both Middle School and Senior School	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Continue whole college approach to Developmental rubrics to support the implementation of Vic Curriculum 2.0.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Engage in a Cycle of Planning based on exploring the elements of learning as per the Victorian Teaching and Learning Model 2.0.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00
Deliver staff workshop on Cognitive Load and routines for re-engagement.	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Identify students with potential for high performance in VCE English and create a weekly extension class to support students to maximise their VCE English result.	<input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Identify students requiring additional support in Literacy (and use the TLI provided list) and create a Literacy/English support/withdrawal program. This program will target a range of students across the academic year.	<input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Other funding will be used
Purchase the PAT teacher resources in Literacy to support Literacy program.	<input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,900.00 <input checked="" type="checkbox"/> Other funding will be used
Begin annual PAT Science testing for all Years 7 to 9	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input checked="" type="checkbox"/> Other funding will be used
Complete and publish (to College Website and wider community) the Koonung High Ability Practice Handbook	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Goal 2	To optimise student wellbeing and engagement.			
12-month target 2.1	All students to 27% Girls to 30%			
12-month target 2.2	Effective classroom behaviour to 60%			
12-month target 2.3	Student engagement to 90%			

12-month target 2.4	Student motivation to 60% Positive behaviour at 85%			
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and embed practices to optimise student engagement and wellbeing.			
Actions	Our high-level actions in 2025 are to decrease student absenteeism, further embed the Calm Classrooms approach in conjunction with School Wide Positive Behaviours and improve the engagement of female students.			
Outcomes	Expected change in behaviour is in teacher practice is a tightening on the use of routines in classroom practice and a focus on developing a consistent approach to engaging students. For students, the increased use of procedures and academic routines that creates a calm, orderly learning environment conducive to learning			
Success Indicators	Learning Walks and Peer Observations will be used to provide formative feedback on or practice. Further feedback, including evidence of learning in the form of NAPLAN and VCE Data will be used as part of the PLC approach to improving practice. Further indicators of success will be explored through the Student Attitudes to School Survey and the Staff And Parent Opinion survey.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Ensure staffing of school based counsellors to provide early intervention and targeted support for students at risk.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$175,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Employ Attendance Staff and build the capacity of the Sub School administrators to build interventions in their role as Attendance officers in the Middle School and Senior School, including professional learning in overcoming school refusal.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$124,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Monitor attendance data and implement differentiated Attendance Improvement Plans for students who attendance as flagged as less than 70%, 80% and 90%.	<input checked="" type="checkbox"/> Sub school leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Reduce chronic absenteeism and disengagement from school through participation in the School Focused Youth Services (SFYS). (Learning Specialists- Student Engagement and Social and Emotional Learning Leaders.)	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Deliver Workshop PL on Neurodiversity and support staff to support students with a wide range of learning and social development needs.	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00
Continue to embed our 'Calm Classrooms' approach with a focus on developing consistent school routines and a culture of a calm, orderly and learning focused environment.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Deliver whole-staff professional learning relating to the use of Compass to enhance SWPBS through fostering positive behaviour and logging minor/major behaviours using BARS (Tier 2 and Tier 3 approaches).	<input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00

Conduct the Tiered Fidelity Index (TFI) via the School Assessment Survey (SAS) to gauge staff understanding and use of SWPBS.	<input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00
Update processes and practices based on TFI and school-wide data to establish stronger staff use of SWPBS, and student/community awareness of SWPBS.	<input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00
Review implementation and actions in 2025 and plan for SWPBS in 2026. Review and submit application for Gold recognition of SWPBS practices at Koonung with Department.	<input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00
Deliver Mental Health First Aid training to staff to support mental health.	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Deliver Mental Health First Aid training to Year 8 students as part of Connect program.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$3,672.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Deliver workshop from 'Together for Humanity' to Year 8 cohort as part of Connect program.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Deliver 'Bullying, Resilience and Ethical Behaviour Online' with 'Brainstorm' to all Middle Years students. (Yr 9- Term 2, Year 7- Term 3, Year 8 Term 4)	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,843.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Engage Project Rockit to deliver 'Connect-Online skills' to Year 8 students.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$1,947.50 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Engage Project Rockit to deliver 'Rewrite' on discrimination and diversity to Year 9 students.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$1,905.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Engage Project Rokit to deliver 'Rally' Bullying workshop to Year 7 students.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$2,245.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Deliver Study Without Stress Program as Professional learning for staff.	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$300.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Deliver Study Without Stress program to all Senior School students.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$500.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Engage Body kind to deliver 'Let's Talk body image on-line' to Year 7 students.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$660.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Engage Body kind to deliver 'Let's talk relationships' to Year 8 students.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$660.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Engage Body Kind to deliver 'Let's talk Appearance Ideals' to Year 9 students.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$660.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Engage Body Kind to deliver 'Let's talk eating disorder myths' to Year 10 students.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$660.00
Develop an implement Music Therapy program as a Tier 2 support for students.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$1,920.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Implement the 'I can' program to support students with neurodiversity.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$3,680.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Enhance staff and student capacity to build relational engagement.			
Actions	The School Review identified two aspects of engagement for the college to focus on. This includes increasing engagement in the classroom as we implement the Explicit teaching aspect of the Victorian Teaching and Learning Model 2.0 and to engage our female students both in classroom learning and through a programs approach.			
Outcomes	Expected changes in behaviour are in teacher practice with a tightening on the use of routines in classroom practice and a focus on developing a consistent approach to engaging students. For students, the increased use of procedures and academic routines that creates a calm, orderly learning environment conducive to learning			
Success Indicators	Learning Walks and Peer Observations will be used to provide formative feedback on or practice. Further feedback, including evidence of learning in the form of NAPLAN and VCE Data will be used as part of the PLC approach to improving practice. Further indicators of success will be explored through the Student Attitudes to School Survey and the Staff and Parent Opinion survey. Student and parent focus groups will continue to feature as a tool to evaluate progress and help in the planning for the next stages of implementation.			

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop and implement the Inspiring Girls program to students at the college.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Develop and deliver the Koonung Dance program as a program to build connection for students.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop and publish the Student Engagement and Wellbeing Handbook in conjunction with the SWPBS approach. Present at Whole Staff Meeting the approach taken to support to build connection and engagement.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Develop a 12-month plan for delivering the Connect program to students in the Middle School and then deliver a Connect day at each year level in every term.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Engage in a Cycle of Inquiry on the use of Questioning as a High Impact Teaching strategy in building cognitive and relational engagement.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$10,000.00 <input checked="" type="checkbox"/> Other funding will be used
Undertake Peer Observations based on engagement in the classroom (with questioning as a focus).	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00

Review the Live Life program at Year 9 with a focus on building engagement and connection for students. Re-design as required for implementation in 2026.	<input checked="" type="checkbox"/> Sub school leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement Inspiring Girls Australia Leadership program.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Deliver the Raise Mentoring program for Year 8 students at risk of disengagement.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$3,500.00 <input checked="" type="checkbox"/> Other funding will be used
Implement female student focus groups on safety, help seeking and belonging.	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Promote student engagement and voice through developing a Student Voice section of College Newsletter.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review vertical student leadership program and create a Mentor program for Year 8 and 10 students (including Year 9 Peer Mentor training as part of End of year program).	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Re-new Lunch time clubs program and after school support programs such as Maths Tutoring, Study and Snack and Homework clubs.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
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Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Deliver whole staff briefings and workshops on the use of Calm Classroom and the development of classroom routines to support learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Implement Leadership Coaching for PLC Domain Leaders and middle leaders in use of classroom routines and explicit teaching.	<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"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> External consultants Leadership Coaching- Michael Phillips	<input checked="" type="checkbox"/> On-site
Engage in a Cycle of Learning Walks focusing on Classroom routines.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Explicit Teaching workshops on Gradual Release Model and focus on lesson endings (the Summary of the LETS LEARN model).	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

Deliver workshop and PL on Clarify Ed (Verso) as a tool to support the Summary part of Lesson Sequence.	✓ Learning specialist(s)	from: Term 2 to: Term 2	✓ Planning ✓ Design of formative assessments	✓ Whole school pupil free day ✓ Formal school meeting / internal professional learning sessions ✓ PLC/PLT meeting	✓ Learning specialist ✓ External consultants Clarify Ed	✓ On-site
Deliver Professional Learning to deepen teacher use of questioning as a HIT and tool of formative assessment to develop engagement and retention and recall of information.	✓ Leadership team	from: Term 3 to: Term 3	✓ Design of formative assessments ✓ Student voice, including input and feedback ✓ Demonstration lessons	✓ Formal school meeting / internal professional learning sessions ✓ PLC/PLT meeting	✓ Internal staff ✓ External consultants Currently seeking external consultants- possible Glenn Pearsall	✓ On-site
In conjunction with Monash University, deliver Professional Learning on the use of the AI tools to support teaching and learning	✓ Learning specialist(s)	from: Term 4 to: Term 4	✓ Collaborative inquiry/action research team ✓ Formalised PLC/PLTs	✓ Formal school meeting / internal professional learning sessions	✓ External consultants delivered in conjunction with Monash University staff as part of 3 year program exploring AI in schools.	✓ On-site
Explore practice in the use of questioning through a cycle of Peer Observation.	✓ Assistant principal	from: Term 3 to: Term 3	✓ Peer observation including feedback and reflection	✓ Formal school meeting / internal professional learning sessions	✓ Internal staff	✓ On-site
Through the Focus on 40 approach, deliver VCE	✓ All staff	from: Term 1	✓ Planning	✓ Formal school meeting / internal	✓ Internal staff	✓ On-site

Data workshops on using VCE Data in our Domain teams to support planning and instruction. Work in PLC teams to analyse the data and identify areas for improvement in both Year 12 programs and Year 7-11 programs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Senior secondary leader	to: Term 2	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	professional learning sessions	<input checked="" type="checkbox"/> Departmental resources VCE Data Service data	
Deliver workshop in use of Power BI tool for student learning and wellbeing data.	<input checked="" type="checkbox"/> Data leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Deliver Professional Learning in IEPS and strategies to support students through Disability Inclusion.	<input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Deliver Professional Learning in explicit strategies in differentiation, both in extending students and supporting students. (Term 2 and Term 4)	<input checked="" type="checkbox"/> Leadership team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders	<input checked="" type="checkbox"/> On-site

Deliver Professional learning and support for PLC teams to embed explicit approaches to teaching literacy in all subject areas.	✓ Literacy leader	from: Term 2 to: Term 2	✓ Planning ✓ Preparation ✓ Curriculum development	✓ Formal school meeting / internal professional learning sessions	✓ Learning specialist ✓ Literacy leaders	✓ On-site
Continue whole college approach to Developmental rubrics to support the implementation of Vic Curriculum 2.0.	✓ Curriculum co-ordinator (s)	from: Term 3 to: Term 4	✓ Design of formative assessments	✓ Whole school pupil free day	✓ Internal staff ✓ External consultants Bronwyn Ryrie Jones (?)	✓ On-site
Engage in a Cycle of Planning based on exploring the elements of learning as per the Victorian Teaching and Learning Model 2.0.	✓ Leadership team	from: Term 4 to: Term 4	✓ Planning ✓ Curriculum development ✓ Demonstration lessons	✓ Formal school meeting / internal professional learning sessions ✓ PLC/PLT meeting	✓ Internal staff ✓ Pedagogical Model ✓ High Impact Teaching Strategies (HITS)	✓ On-site
Deliver staff workshop on Cognitive Load and routines for re-engagement.	✓ Learning specialist(s)	from: Term 1 to: Term 1	✓ Planning ✓ Preparation	✓ Formal school meeting / internal professional learning sessions	✓ Internal staff	✓ On-site
Deliver Workshop PL on Neurodiversity and support staff to support students with a wide range of learning and social development needs.	✓ Learning specialist(s)	from: Term 3 to: Term 3	✓ Planning ✓ Student voice, including input and feedback	✓ Formal school meeting / internal professional learning sessions	✓ Internal staff	✓ On-site
Continue to embed our 'Calm Classrooms'	✓ Assistant principal	from: Term 1	✓ Planning	✓ Whole school pupil free day	✓ Internal staff	✓ On-site

approach with a focus on developing consistent school routines and a culture of a calm, orderly and learning focused environment.		to: Term 4	☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions		
Deliver whole-staff professional learning relating to the use of Compass to enhance SWPBS through fostering positive behaviour and logging minor/major behaviours using BARS (Tier 2 and Tier 3 approaches).	☑ SWPBS leader/team	from: Term 1 to: Term 1	☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Deliver Mental Health First Aid training to staff to support mental health.	☑ Learning specialist(s)	from: Term 1 to: Term 1	☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ External consultants Mental Health First Aid Australia	☑ On-site
Deliver Study Without Stress Program as Professional learning for staff.	☑ Learning specialist(s)	from: Term 3 to: Term 3	☑ Preparation ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ External consultants Centre for Emotional Health- Macquarie University	☑ On-site
Engage in a Cycle of Inquiry on the use of Questioning as a High Impact Teaching strategy	☑ Assistant principal	from: Term 3 to: Term 3	☑ Design of formative assessments	☑ Whole school pupil free day ☑ Formal school meeting / internal	☑ Internal staff	☑ On-site

in building cognitive and relational engagement.				professional learning sessions		
Undertake Peer Observations based on engagement in the classroom (with questioning as a focus).	<input checked="" type="checkbox"/> Assistant principal	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site