

2023 Annual Implementation Plan

for improving student outcomes

Kew High School (7950)



Submitted for review by Josephine Millard (School Principal) on 22 February, 2023 at 08:50 AM

Endorsed by Eva McMaster (Senior Education Improvement Leader) on 22 February, 2023 at 03:16 PM

Endorsed by James Thyer (School Council President) on 19 March, 2023 at 08:24 PM

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-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.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
Enter your reflective comments		Kew High School has undertaken the review of a number of programs and processes over the past 18 months and many of these have been implemented from the start of 2023. These changes include, but are not limited to, significant re structure of the school day; review and redistribution of time allocated to learning areas in the Year 7-9 curriculum; a review of the IEP/ILP process; significant change in the PLT process; implementation of the SWPBS framework across the school; and the development and implementation of our new instructional model - the Kew Learning model. In 2023, we want to take

	the time to evaluate and consolidate the change that has been recently implemented. We will continue to review a few other programs but it is important not to lose the momentum we have gained.
Considerations for 2023	The priorities of the school are outlined in the attached document but a major consideration for 2023 is to truly embed the change that has been implemented over the past 18 months. A focus will be the monitoring and evaluation of these.
Documents that support this plan	Leadership Vision and Priorities 2023.pdf (0.18 MB)

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To maximise learning growth for all students
Target 2.1	By 2024 the percentage of students endorsing differentiated learning challenge on the AtoSS will increase from 61 per cent (2020) to 68 per cent (2023)
Target 2.2	By 2024 the percentage of Year 9 students assessed as above NAPLAN benchmark growth will increase: <ul style="list-style-type: none"> • In writing from 16 per cent in 2019 to at or above 25 per cent • In numeracy from 19 per cent in 2019 to at or above 25 per cent • In reading from a 2017-19 average of 30 per cent to at or above 35 per cent

Target 2.3	By 2023 the VCE median study score to be increased to at or above 32 and the adjusted estimate to be zero or above for all studies.
Key Improvement Strategy 2.a Curriculum planning and assessment	Further develop a holistic approach to curriculum and assessment and evaluate its impact on student learning
Key Improvement Strategy 2.b Building practice excellence	Enhance the capacity of all teachers to deliver a differentiated curriculum using a highly effective instructional model.
Key Improvement Strategy 2.c Building leadership teams	Enhance and lead a culture of collaboration, reflection and feedback
Goal 3	To strengthen student engagement in learning.
Target 3.1	Increase the positive endorsement of the AtoSS Student voice and agency factor from 49 per cent (2020) to 60 per cent (2023) and Self-regulation and goal setting factor from 65 per cent (2020) to 80 per cent (2023).
Target 3.2	Increase the positive endorsement of the POS Student voice and agency measure from 69 per cent (2020) to 80 per cent (2023).
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Establish and sustain learning environments that foster student agency through self-regulation and goal setting.
Key Improvement Strategy 3.b	Strengthen opportunities for student voice to be heard in classroom and school-wide decision making.

Empowering students and building school pride	
Key Improvement Strategy 3.c Curriculum planning and assessment	Evaluate and modify the curriculum to ensure there are opportunities for students to direct and take responsibility for their learning
Goal 4	To improve the health and wellbeing of all students
Target 4.1	Increase the positive endorsement of the AtoSS factors of Managing bullying from 65 per cent (2020) to 75 per cent (2023), Respect for diversity from 59 per cent (2020) to 70 per cent (2023) and Sense of connectedness from 64 per cent (2020) to 70 per cent (2023).
Target 4.2	Increase the positive endorsement of the POS Safety module from 83 per cent (2020) to 88 per cent (2023).
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Establish and implement a School Wide Positive Behaviour framework incorporating a consistent student management approach.
Key Improvement Strategy 4.b Health and wellbeing	Evaluate and strengthen student belonging and engagement programs that are developmentally differentiated
Key Improvement Strategy 4.c Setting expectations and promoting inclusion	Enhance the whole school culture for inclusion

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. To increase the percentage of students assessed as above NAPLAN benchmark growth to at or above 25% in numeracy; and at or above 35% in reading
To maximise learning growth for all students	Yes	By 2024 the percentage of students endorsing differentiated learning challenge on the AtoSS will increase from 61 per cent (2020) to 68 per cent (2023)	To increase the percentage of students endorsing the differentiated learning challenge on AToSS to 62%
		By 2024 the percentage of Year 9 students assessed as above NAPLAN benchmark growth will increase: <ul style="list-style-type: none"> • In writing from 16 per cent in 2019 to at or above 25 per cent • In numeracy from 19 per cent in 2019 to at or above 25 per cent • In reading from a 2017-19 average of 30 per cent to at or above 35 per cent 	To increase the percentage of Year 9 students assessed as above NAPLAN benchmark growth to: In writing to at or above 24 per cent In numeracy to at or above 25 per cent In reading to at or above 35 per cent
		By 2023 the VCE median study score to be increased to at or above 32 and the adjusted estimate to be zero or above for all studies.	The VCE median study score to be at or above 31 and all subjects to have an adjusted estimate at or above zero.

To strengthen student engagement in learning.	Yes	Increase the positive endorsement of the AtoSS Student voice and agency factor from 49 per cent (2020) to 60 per cent (2023) and Self-regulation and goal setting factor from 65 per cent (2020) to 80 per cent (2023).	Increase the positive endorsement of the AtoSS Student voice and agency factor to 50 per cent (2023) and Self-regulation and goal setting factor to 60 per cent (2023).
		Increase the positive endorsement of the POS Student voice and agency measure from 69 per cent (2020) to 80 per cent (2023).	Increase the positive endorsement of the POS Student voice and agency measure to 80 per cent (2023)
To improve the health and wellbeing of all students	Yes	Increase the positive endorsement of the AtoSS factors of Managing bullying from 65 per cent (2020) to 75 per cent (2023), Respect for diversity from 59 per cent (2020) to 70 per cent (2023) and Sense of connectedness from 64 per cent (2020) to 70 per cent (2023).	Increase the positive endorsement of the AtoSS factors of Managing bullying to 65 per cent (2023), Respect for diversity to 60 per cent (2023) and Sense of connectedness to 65 per cent (2023).
		Increase the positive endorsement of the POS Safety module from 83 per cent (2020) to 88 per cent (2023).	Increase the positive endorsement of the POS Safety module to 83 per cent (2023).

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
12 Month Target 1.1	To increase the percentage of students assessed as above NAPLAN benchmark growth to at or above 25% in numeracy; and at or above 35% in reading	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
Goal 2	To maximise learning growth for all students	
12 Month Target 2.1	To increase the percentage of students endorsing the differentiated learning challenge on AToSS to 62%	
12 Month Target 2.2	To increase the percentage of Year 9 students assessed as above NAPLAN benchmark growth to: In writing to at or above 24 per cent In numeracy to at or above 25 per cent In reading to at or above 35 per cent	
12 Month Target 2.3	The VCE median study score to be at or above 31 and all subjects to have an adjusted estimate at or above zero.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Curriculum planning and assessment	Further develop a holistic approach to curriculum and assessment and evaluate its impact on student learning	Yes
KIS 2.b Building practice excellence	Enhance the capacity of all teachers to deliver a differentiated curriculum using a highly effective instructional model.	Yes
KIS 2.c Building leadership teams	Enhance and lead a culture of collaboration, reflection and feedback	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.	To support, challenge and effectively communicate students learning growth through; the review of the role of assessment in learning at Kew High School; and update and trial of a new ILP process.	
Goal 3	To strengthen student engagement in learning.	
12 Month Target 3.1	Increase the positive endorsement of the AtoSS Student voice and agency factor to 50 per cent (2023) and Self-regulation and goal setting factor to 60 per cent (2023).	
12 Month Target 3.2	Increase the positive endorsement of the POS Student voice and agency measure to 80 per cent (2023)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Intellectual engagement and self-awareness	Establish and sustain learning environments that foster student agency through self-regulation and goal setting.	No
KIS 3.b Empowering students and building school pride	Strengthen opportunities for student voice to be heard in classroom and school-wide decision making.	Yes
KIS 3.c Curriculum planning and assessment	Evaluate and modify the curriculum to ensure there are opportunities for students to direct and take responsibility for their learning	No

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.	To improve learning behaviour in class and create a positive school environment through the implementation of the Schoolwide Positive Behaviour Support framework.	
Goal 4	To improve the health and wellbeing of all students	
12 Month Target 4.1	Increase the positive endorsement of the AtoSS factors of Managing bullying to 65 per cent (2023), Respect for diversity to 60 per cent (2023) and Sense of connectedness to 65 per cent (2023).	
12 Month Target 4.2	Increase the positive endorsement of the POS Safety module to 83 per cent (2023).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Setting expectations and promoting inclusion	Establish and implement a School Wide Positive Behaviour framework incorporating a consistent student management approach.	Yes
KIS 4.b Health and wellbeing	Evaluate and strengthen student belonging and engagement programs that are developmentally differentiated	Yes
KIS 4.c Setting expectations and promoting inclusion	Enhance the whole school culture for inclusion	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.

To improve the sense of connectedness across the school and to build strong relationships founded on the values of the school through the review and update of the Connect program.

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.			
12 Month Target 1.1	To increase the percentage of students assessed as above NAPLAN benchmark growth to at or above 25% in numeracy; and at or above 35% in reading			
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy			
Actions	To improve students' ability to access all areas of the curriculum successfully through; *targeted reading interventions and strategies across all learning areas *increased use and understanding of mathematical language across the curriculum *increased the scope of the numeracy enrichment program *increased time allocated to learning areas to collaborate and moderate *enabling teachers to choose numeracy, literacy or learning growth as a broad focus area for thier PLT *In Semester 2, teachers in PLT groups to focus on the role of assessment in learning *continued implementation of the KLM across the school *continued implementation of the learning walks and talks professional observation program across the school			
Outcomes	Teachers will have a greater understanding of the role and use of numeracy skills and numeracy language across the school. Students will have access to differentaited learning that will support individual learning progress. Students will also have access to a range of opportunities to challenge thier growth and thier learning.			
Success Indicators	NAPLAN, PAT R and PAT M, VCE and ATSS.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implement targeted reading strategies across all learning areas	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00

				<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Build teacher use and understanding of mathematical language across the curriculum	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Increase the scope of the numeracy enrichment program	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
In Semester 1, PLT to focus on the five key school priorities for 2023; Engagement, Learning Growth, Health and Wellbeing, Literacy and Numeracy and teachers given agency to work in their chosen area in cross-curricular groups.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
In Semester 2, PLT to focus on the role of assessment in learning and to begin building a learning continuum	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Continued implementation of the KLM across the school	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continued implementation of the learning walks and talks professional observation program across the school	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	To improve learning behaviours in class and create a more positive school environment through; *the implementation of the SWBPS program across the school *a complete review of the Connect program over 2023			

	*continued development and implementation of the Kew High School Reconciliation Action Plan *a focus on student clubs and societies			
Outcomes	Students at Kew High School will feel greater connectedness to school. They will feel safe and respected in an inclusive environment. Students and teachers can articulate the positive behaviours that will build a cohesive school culture.			
Success Indicators	NAPLAN, PAT R and PAT M, VCE and ATSS.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Conduct a comprehensive review of the Connect program	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Embedding the SWPBS matrix in learning and non learning environments across the school	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items

				will be used which may include DET funded or free items
Implement an improved process for ILP for students with specific learning needs including Koorie, OOH, PSD, and high ability students.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continued development and implementation of the Kew High School Reconciliation Action Plan	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	To maximise learning growth for all students			

12 Month Target 2.1	To increase the percentage of students endorsing the differentiated learning challenge on AToSS to 62%			
12 Month Target 2.2	To increase the percentage of Year 9 students assessed as above NAPLAN benchmark growth to: In writing to at or above 24 per cent In numeracy to at or above 25 per cent In reading to at or above 35 per cent			
12 Month Target 2.3	The VCE median study score to be at or above 31 and all subjects to have an adjusted estimate at or above zero.			
KIS 2.a Curriculum planning and assessment	Further develop a holistic approach to curriculum and assessment and evaluate its impact on student learning			
Actions	To support, challenge and effectively communicate student learning growth through: *review of the role of assessment in learning across the school *update and trial of ILP process *implement reviewed time allocation of curriculum from Year 7-9			
Outcomes	Teachers will understand the role of the learning continuum in identifying where the student is at and how to assist them to progress. Students will have greater agency in their learning.			
Success Indicators	NAPLAN, PAT R and PAT M, VCE and ATSS.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Conduct an Assessment trial	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2.b Building practice excellence	Enhance the capacity of all teachers to deliver a differentiated curriculum using a highly effective instructional model.			
Actions	<p>To enhance the capacity of all teachers to deliver a differentiated curriculum using a highly effective instructional model, through:</p> <ul style="list-style-type: none"> *SIT to lead PL for teachers on building LA-based learning continuums *LAs will be given approximately 1 hour per week to collaborate on the school and LA priorities, PL, and analysis of VCE data... *SIT to lead an assessment trial whereby leaders opt-in to carry out action research which will be reviewed and scaled up for semester 2. In an effort to build the capacity of teachers to confidently give feedback on student learning growth. *Cross-curricular PLTs to work on a collaborative inquiry in semester 1. *LT to support the implementation of the updated ILP process to ensure student learning growth. 			
Outcomes	Teachers will be able to support, challenge, and effectively communicate student learning growth. Teachers will better understand how to determine where a student is on a learning continuum and employ effective differentiated teaching strategies to meet all student's needs. This will enable students to access all areas of the curriculum successfully. Teachers will continue to frame their lessons based on the Kew Learning Model. Teachers will be skilled-up in collaboratively writing Individual Learning Plans which challenge the top students and support the students who need more scaffolding.			
Success Indicators	NAPLAN, PAT R and PAT M, VCE and ATSS.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Semester 1, PLTs work together to unpack student learning data, diagnose learning challenges and then implement interventions to boost the learning outcomes of all students. Adjust curriculum documentation to reflect successful interventions.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Two Professional Observations- Teachers observe each other, and give and discuss evidenced based feedback in an effort to build capacity.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Upscale Learning Walks and Talks - to monitor the implementation of the KLM	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
PL on Assessment for learning- building learning continuum based on the VC and VCE SD.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$3,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
VCE data unpacks- upskill LA leaders to analyse their KLA data to inform teaching practice and in turn up-skill their LA members.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Teaching and Learning Committee- Analysis of VCE data to inform teaching practice, SAC audits, Assessment trials, learning walks and talks,	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$3,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2.c Building leadership teams	Enhance and lead a culture of collaboration, reflection and feedback			
Actions	Kew High School will enhance collaboration, reflection and feedback through: *increased time allocated to learning areas to collaborate and moderate *enabling teachers to choose numeracy, literacy or learning growth as a broad focus area for their PLT *In Semester 2, teachers in PLT groups to focus on the role of assessment in learning *continued implementation of professional observation program across the school *review of the role of assessment in learning across the school			
Outcomes	Staff and students will be further enabled to reflect on their progress, with a focus on maximising learning growth. Teachers will have participated in professional observations and collaborated with their peers to improve student outcomes.			
Success Indicators	NAPLAN, PAT R and PAT M, VCE and ATSS.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review of the role of assessment in learning across the school.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
In Semester 1, PLT will focus on the five key school priorities for 2023; Engagement, Learning Growth, Health and Wellbeing, Literacy and Numeracy and teachers given agency to work in their chosen area in cross-curricular groups.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
In Semester 2, PLT will focus on the role of assessment in learning and to begin building a learning continuum	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Two Professional Observations for each teacher. Teachers observe each other, and give and discuss evidenced based feedback in an effort to build capacity.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Increased time will be allocated to Learning Areas to collaborate and moderate.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	To strengthen student engagement in learning.			

12 Month Target 3.1	Increase the positive endorsement of the AtoSS Student voice and agency factor to 50 per cent (2023) and Self-regulation and goal setting factor to 60 per cent (2023).			
12 Month Target 3.2	Increase the positive endorsement of the POS Student voice and agency measure to 80 per cent (2023)			
KIS 3.b Empowering students and building school pride	Strengthen opportunities for student voice to be heard in classroom and school-wide decision making.			
Actions	<p>Kew High School will strengthen opportunities for student voice to be heard in the classroom and in school wide decision making through;</p> <ul style="list-style-type: none"> *Implementation of new student leadership position - School Vice Captains (Wellbeing) *Increased exposure of co-curricular activities through Clubs expo and centralised supervision process *Leading Teacher - Leader of Student Voice continuing to work with students to renew culture and purpose of SRC *Student forums *Student leadership of the Kew High School Reconciliation Action Plan *Implementation of SWPBS and KLM with emphasis on student input and agency 			
Outcomes	Students will be involved in decision making about their learning and their school.			
Success Indicators	NAPLAN, PAT R and PAT M, VCE and ATSS.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
School Vice Captains (Wellbeing) will lead a range of activities with a specific focus on school connectedness and student wellbeing	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items

				will be used which may include DET funded or free items
Appointment of additional education support staff in Wellbeing Team	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Student clubs expo to be held for all students with a focus on Year 7 students	<input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Student forums to focus on the role of assessment in learning at Kew High School and provide input in designing learning continuum	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implementation of Kew High School Reconciliation Action Plan	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continued implementation of SWPBS framework across the school	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continued implementation of the KLM across the school	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 4	To improve the health and wellbeing of all students			
12 Month Target 4.1	Increase the positive endorsement of the AtoSS factors of Managing bullying to 65 per cent (2023), Respect for diversity to 60 per cent (2023) and Sense of connectedness to 65 per cent (2023).			
12 Month Target 4.2	Increase the positive endorsement of the POS Safety module to 83 per cent (2023).			
KIS 4.a Setting expectations and promoting inclusion	Establish and implement a School Wide Positive Behaviour framework incorporating a consistent student management approach.			

Actions	<ul style="list-style-type: none"> - Matrix to be rolled out via student assemblies and through initial norm-setting in classrooms - Staff professional learning to unpack SWPBS matrix and develop sequences of explicit teaching of desired behaviour - Data collection on Chronicle to continue to guide implementation - Further promotion of Green Chronicles and raffle to encourage desired behaviours in class 			
Outcomes	Students and teachers will feel safe and respected in an inclusive environment. Students and teachers can articulate the positive behaviours that will build a cohesive school culture.			
Success Indicators	NAPLAN, PAT R and PAT M, VCE and ATSS.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Staff professional learning to unpack SWPBS matrix and develop sequences of explicit teaching of desired behaviour	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Data collection via Splunk on Chronicle data to continue to guide implementation	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,200.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 4.b Health and wellbeing	Evaluate and strengthen student belonging and engagement programs that are developmentally differentiated			
Actions	<ul style="list-style-type: none"> - Establish and continue to develop a range of student clubs and societies to strengthen connectedness to school - Implement updated ILP process to improve staff ability to identify and respond to learners with additional needs - Develop role of Student Vice-Captains with a focus on wellbeing - Review and update the Connect program 			
Outcomes	<p>Students will feel more connected to the school.</p> <p>Each student will have at least one trusted adult and/or group of friends at the school</p> <p>Students will report that the pastoral care system at the school is better meeting their needs.</p> <p>Parents will report greater satisfaction with the school</p>			
Success Indicators	NAPLAN, PAT R and PAT M, VCE and ATSS, as well as Parent Opinion Survey			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish and continue to develop a range of student clubs and societies to strengthen connectedness to school	<input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Implement updated ILP process to improve staff ability to identify and respond to learners with additional needs	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Disability Inclusion Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop role of Student Vice-Captains with a focus on wellbeing	<input checked="" type="checkbox"/> Student Leadership Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review and update the Connect program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team		to: Term 3	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 4.c Setting expectations and promoting inclusion	Enhance the whole school culture for inclusion			
Actions	Kew High School will improve the sense of connectedness to school for students, and develop stronger, positive relationships across the school through; *Reviewing the Connect Program, its role and purpose in promoting student wellbeing *Involving students in decision making about thier own learning *Implementing the KHS Reconciliation Action Plan *Continued support of the KHS Standout group *Implementation of the SWPBS program across the school			
Outcomes	Students and teachers will feel safe and respected in an inclusive environment. Students and teachers can articulate the positive behaviours that will build a cohesive school culture.			
Success Indicators	NAPLAN, PAT R and PAT M, VCE and ATSS, as well as Parent Opinion Survey			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review and update the Connect program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team		to: Term 3	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop role of Student Vice-Captains with a focus on wellbeing	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Leadership Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement updated ILP process to improve staff ability to identify and respond to learners with additional needs	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implementation of Kew High School Reconciliation Action Plan	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$52,906.90	\$47,000.00	\$5,906.90
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$500.00	-\$500.00
Total	\$52,906.90	\$47,500.00	\$5,406.90

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Implement targeted reading strategies across all learning areas	\$10,000.00
Conduct a comprehensive review of the Connect program	\$10,000.00
Implement an improved process for ILP for students with specific learning needs including Koorie, OOH, PSD, and high ability students.	\$10,000.00
Continued development and implementation of the Kew High School Reconciliation Action Plan	\$5,000.00
Appointment of additional education support staff in Wellbeing Team	\$30,000.00
Implementation of Kew High School Reconciliation Action Plan	\$5,000.00
Continued implementation of SWPBS framework across the school	\$5,000.00

Staff professional learning to unpack SWPBS matrix and develop sequences of explicit teaching of desired behaviour	\$1,000.00
Implementation of Kew High School Reconciliation Action Plan	\$5,000.00
Totals	\$81,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Implement targeted reading strategies across all learning areas	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Implement an improved process for ILP for students with specific learning needs including Koorie, OOH, PSD, and high ability students.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Continued development and implementation of the Kew High School Reconciliation Action Plan	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Appointment of additional education support staff in Wellbeing Team	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> School-based staffing
Implementation of Kew High School Reconciliation Action Plan	from: Term 1	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

	to: Term 4		<input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Other Ceremonies
Continued implementation of SWPBS framework across the school	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Staff professional learning to unpack SWPBS matrix and develop sequences of explicit teaching of desired behaviour	from: Term 1 to: Term 2	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Implementation of Kew High School Reconciliation Action Plan	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$47,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
---------------------------	------	------------------------	----------

Conduct a comprehensive review of the Connect program	from: Term 1 to: Term 3	\$500.00	<input checked="" type="checkbox"/> batyr@school This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> Program delivered in school by external service provider
Appointment of additional education support staff in Wellbeing Team	from: Term 1 to: Term 4		
Totals		\$500.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Build teacher use and understanding of mathematical language across the curriculum	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> On-site
Increase the scope of the numeracy enrichment program	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
In Semester 1, PLT to focus on the five key school priorities for 2023; Engagement, Learning Growth, Health and Wellbeing, Literacy and Numeracy and teachers given agency to work in their chosen area in cross-curricular groups.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
In Semester 2, PLT to focus on the role of assessment in	<input checked="" type="checkbox"/> Leadership Team	from: Term 3	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

learning and to begin building a learning continuum	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	to: Term 4				
Continued implementation of the learning walks and talks professional observation program across the school	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Embedding the SWPBS matrix in learning and non learning environments across the school	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<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"/> Departmental resources SWPBS Coach	<input checked="" type="checkbox"/> On-site
Implement an improved process for ILP for students with specific learning needs including Koorie, OOH, PSD, and high ability students.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Conduct an Assessment trial	<input checked="" type="checkbox"/> Leadership Team	from: Term 2	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Timetabled Planning Day		
Upscale Learning Walks and Talks - to monitor the implementation of the KLM	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<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"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
PL on Assessment for learning- building learning continuum based on the VC and VCE SD.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
VCE data unpacks- upskill LA leaders to analyse their KLA data to inform teaching practice and in turn up-skill their LA members.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<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

Teaching and Learning Committee- Analysis of VCE data to inform teaching practice, SAC audits, Assessment trials, learning walks and talks,	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<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
Review of the role of assessment in learning across the school.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
In Semester 2, PLT will focus on the role of assessment in learning and to begin building a learning continuum	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Student forums to focus on the role of assessment in learning at Kew High School and provide input in designing learning continuum	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implementation of Kew High School Reconciliation Action Plan	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Teacher(s)			<input checked="" type="checkbox"/> Network Professional Learning		
Continued implementation of SWPBS framework across the school	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Continued implementation of the KLM across the school	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implement updated ILP process to improve staff ability to identify and respond to learners with additional needs	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implementation of Kew High School Reconciliation Action Plan	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site