2025 Annual Implementation Plan

for improving student outcomes

Kew High School (7950)

Submitted for review by Andrew Moffat (School Principal) on 31 March, 2025 at 09:12 PM
Endorsed by Joanne Wastle (Senior Education Improvement Leader) on 13 May, 2025 at 11:31 AM

Self-evaluation summary

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

	FISO 2.0 Dimensions	Self-evaluation level
Teaching and learning	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	

	FISO 2.0 Dimensions	Self-evaluation level
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

	FISO 2.0 Dimensions	Self-evaluation level
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

| **Support and resources** | 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	
Considerations for 2025	
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 The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Maximise learning growth for all students	Yes	By 2028, increase the 2024 percentage of Year 9 students achieving NAPLAN Strong Proficiency: • Reading from 29% to 33% • Writing from 25% to 29% • Numeracy from 15% to 23%.	Reading from 29% to 30%Writing from 25% to 26%Numeracy from 15% to 18%
		Placeholder target to be confirmed in 2025 when data becomes available By 2028, increase the 2025 percentage of Year 9 students achieving at or above NAPLAN benchmark growth: • Reading from xx% to xx% • Writing from xx% to xx% • Numeracy from xx% to xx%.	Data not yet available
		By 2028, increase the 2023 percentage of Year 7 to 10 students demonstrating at or above expected growth (Teacher Judgment, semester 2 to semester 2): • Reading and viewing from 69% to 73% • Writing from 63% to 71% • *Maths 2.0 from xx% to xx%. *Placeholder target - To be confirmed when Maths 2.0. data becomes available.	Reading and viewing from 69% to 70%Writing from 63% to 66%Maths 2.0 from xx% to xx%.

		By 2028, increase the 2023 percentage of VCE studies with estimated adjusted scores ≥ zero (according to VASS report 10) from 42.8% (12 out of 28 studies) to 50%.	From 42.8% to 45% (2025)
		By 2028, increase the 2023 VCE mean study score: • All study mean from 30 to 31 • English from 31.07 to 32 • Further Mathematics from 30.62 to 33 • Mathematical Methods from 29.94 to 31.	All study mean from 30 to 31English from 31.07 to 32Further Mathematics from 30.62 to 31Mathematical Methods from 29.94 to 31.
		By 2028, increase the 2024 percentage positive endorsement in the Student Attitudes to School Survey (AtoSS) • Differentiated learning challenge from 52% to 56% • Stimulating learning from 47% to 51% • High expectations for success from 64% to 68%.	Differentiated learning challenge from 52% to 53%Stimulating learning from 47% to 48%High expectations for success from 64% to 65%.
		By 2028, increase the 2024 percentage positive endorsement in the School Staff Survey (SSS): • Academic emphasis from 43% to 47% • Instructional Leadership from 52% to 60% • Understand how to analyse data from 46% to 50%.	Academic emphasis from 43% to 44%Instructional Leadership from 52% to 54%Understand how to analyse data from 46% to 47%.
Optimise student engagement and positive climate for learning.	Yes	By 2028, decrease the 2023 percentage of year 7 to 12 students with 20 or more days absent from 27% to 23%.	27% to 25%
		By 2028, increase the 2024 percentage positive endorsement in the Student Attitudes to School Survey (AtoSS): • Advocate at school from 61% to 64%	Advocate at school from 61% to 62%Teacher concern from 30% to 31%Student voice and agency from 38% to 39%.

		• Teacher concern from 30% to 34%	
		• Student voice and agency from 38% to 42%.	
	By 2028, increase the 2023 percentage positive endorsement in the School Staff Survey: • Promote Student ownership of learning goals from 61% to 64% • Use student feedback to improve practice from 63% to 69%.	Promote Student ownership of learning goals from 61% to 62%Use student feedback to improve practice from 63% to 64%.
	By 2028, maintain the 2023 percentage positive endorsement in the Parent Opinion Survey (POS): • Student connectedness at 82% • School communication at 79% • Teacher communication at 59% • School pride and confidence at 79%.	Student connectedness at 82%School communication at 79%Teacher communication at 59%School pride and confidence at 79%

Goal 1	Maximise learning growth for all students
12-month target 1.1	Reading from 29% to 30% Writing from 25% to 26% Numeracy from 15% to 18%
12-month target 1.2	Data not yet available
12-month target 1.3	Reading and viewing from 69% to 70% Writing from 63% to 66% Maths 2.0 from xx% to xx%.

12-month target 1.4	From 42.8% to 45% (2025)
12-month target 1.5	All study mean from 30 to 31 English from 31.07 to 32 Further Mathematics from 30.62 to 31 Mathematical Methods from 29.94 to 31.
12-month target 1.6	Differentiated learning challenge from 52% to 53% Stimulating learning from 47% to 48% High expectations for success from 64% to 65%.
12-month target 1.7	Academic emphasis from 43% to 44% Instructional Leadership from 52% to 54% Understand how to analyse data from 46% to 47%.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Leadership	Further build the collective commitment and shared instructional leadership of learning and wellbeing through structures and culture of impact evaluation to drive whole school consistency and improvement.	No
KIS 1.b Teaching and learning	Enhance the culture of collective efficacy and collaboration to embed agreed sustainable approaches to high-quality teaching and learning.	Yes
KIS 1.c Teaching and learning	Further build the structures, processes and high expectations to improve the agency of learners to maximise learning growth, through regular, quality assessment and feedback. (DIP/ Differentiation)	No
KIS 1.d Leadership	Enhance the professional learning architecture throughout the whole school.	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.	KIS 1.b is the focus of our AIP One-Pager for all staff and it will be the focus of our Leadership Team to enhance the culture of collective efficacy and collaboration to embed agreed sustainable approaches to high-quality teaching and learning throughout 2025.	
Goal 2	**Optimise student engagement and positive climate for learning.**	
12-month target 2.1	27% to 25%	
12-month target 2.2	Advocate at school from 61% to 62% Teacher concern from 30% to 31% Student voice and agency from 38% to 39%.	
12-month target 2.3	Promote Student ownership of learning goals from 61% to 62% Use student feedback to improve practice from 63% to 64%.	
12-month target 2.4	Student connectedness at 82% School communication at 79% Teacher communication at 59% School pride and confidence at 79%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Engagement	Consistently implement agreed approaches in every classroom to maximise a positive climate for learning through clear and consistent high expectations and support.	Yes
KIS 2.b Engagement	Enhance student capacity to be engaged, self-regulated as active learners by explicitly teaching the capabilities to thrive.	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.	KIS 2.a is the focus of our AIP One-Pager for all staff and it will be the focus of our Leadership Team to ensure all staff are consistently implementing agreed approaches in every classroom to maximise a positive climate for learning through clear and consistent high expectations and support.

Define actions, outcomes, success indicators and activities

Goal 1	Maximise learning growth for all students
12-month target 1.1	Reading from 29% to 30% Writing from 25% to 26% Numeracy from 15% to 18%
12-month target 1.2	Data not yet available
12-month target 1.3	Reading and viewing from 69% to 70% Writing from 63% to 66% Maths 2.0 from xx% to xx%.
12-month target 1.4	From 42.8% to 45% (2025)
12-month target 1.5	All study mean from 30 to 31 English from 31.07 to 32 Further Mathematics from 30.62 to 31 Mathematical Methods from 29.94 to 31.
12-month target 1.6	Differentiated learning challenge from 52% to 53% Stimulating learning from 47% to 48% High expectations for success from 64% to 65%.
12-month target 1.7	Academic emphasis from 43% to 44% Instructional Leadership from 52% to 54% Understand how to analyse data from 46% to 47%.
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Enhance the culture of collective efficacy and collaboration to embed agreed sustainable approaches to high-quality teaching and learning.

incorporating extra-curricula programs	
Actions	Strengthen collaborative, evidence-based practices in order to enhance teacher capacity to meet the needs of their students – AIP One-Pager

Review and revise KLM to incorporate VTLM 2.0 with a focus on the Science of Learning

Embed PLC processes to improve student outcomes

Implement Year 7 Assessment Program and evaluate for whole school roll-out

Implement VC2.0 in English and Mathematics and prepare for implementation in all subjects in 2026 |
| **Outcomes** | All Year 7 subjects have completed assessments via Unit Achievement Summaries

Lessons designed to follow the structure of the KLM

Documented curriculum – learning sequences mapped using templates for courses, units and lessons.

Improved staff fluency in using learning management and collaboration technology |
| **Success Indicators** | Review number of Unit Achievement Summaries included in student reports by the end of Semester One

Action list of KLM updates and requires staff PL for 2026 developed by the end of Term 3

PLC processes tracking improved student outcomes and reviewed by team leaders at the end of Term 1 (Cycle 1 of 2025 PLCs)

Year 7 Assessment Program implemented in all Learning Areas in Term 1

Curriculum planning review completed by the end of Semester One including an audit of the implementation of VC2.0 in English and Mathematics and the required changes for all other subjects in 2026. |

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Revise KLM and PLC in School Documentation including Posters, Curriculum Outlines, Learning and Teaching Resources, Peer Observation proformas, Website and KHS Resource Hub.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 3	$0.00
Embed KLM and PLC in School Procedures including Curriculum Development (including Connect), Induction, Recruitment, VIT and Staff Meetings.	☑ KLA leader ☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Align Whole-School Professional Learning opportunities to support focused collaborative pedagogical improvement aligned with the KLM. These opportunities include PLC processes, opt-in targeted workshops, Coaching and Whole-Staff meetings.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Strengthen PLC structures and processes to improve student outcomes providing support in facilitation, building observation culture, reflection, teaching and lesson modelling.	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Other funding will be used
Develop agreed curriculum design process and templates to develop Year 7 to 10 curriculum programs which support alignment between the Victorian Curriculum 2.0 and improving student outcomes	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
Support VCE teams and teachers to use data, enhance collaborative practices, develop capacity to respond to student learning (what strategy to use, when to use it, and why to use it), and monitor their effectiveness	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00

					☑ Other funding will be used
Investigate tools to enhance whole school data tracking to inform teaching and learning and monitoring and evaluation	☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 3	$0.00
Develop an Organisational Chart to clearly outline decision making processes and streamline decision-making and communication processes	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00

Goal 2	Optimise student engagement and positive climate for learning.
12-month target 2.1	27% to 25%
12-month target 2.2	Advocate at school from 61% to 62% Teacher concern from 30% to 31% Student voice and agency from 38% to 39%.
12-month target 2.3	Promote Student ownership of learning goals from 61% to 62% Use student feedback to improve practice from 63% to 64%.
12-month target 2.4	Student connectedness at 82% School communication at 79% Teacher communication at 59% School pride and confidence at 79%
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students'	Consistently implement agreed approaches in every classroom to maximise a positive climate for learning through clear and consistent high expectations and support.

participation and engagement in school	
Actions	Review and enhance attendance monitoring and intervention processes Review and implement documents, posters, processes, and procedures to support staff to increase the clarity and consistency of school processes to create a positive and inclusive environment Review implementation of SWPBS through handbook (link to VTLM 2.0 and KLM) to clarify continuum of response (role of classroom teacher and sub-school in repeated minor) and restorative practices?to maximise positive climate for learning Implement school wide observations and evaluation of SWPBS implementation to maximise our positive climate for learning
Outcomes	Fewer major behaviour chronicle entries Fewer suspensions Improved implementation of SWPBS positive behaviour strategies observed during lesson observations Improved attendance
Success Indicators	Panorama attendance monitoring at weekly Student Services meetings Compass Pulse set up to enable attendance monitoring as well as Sub-School tracking sheets to facilitate early intervention and improved student tracking by the end of Term 1 Updated handbook and SWPBS processes to better support staff in implementing agreed approaches by the end of Semester 1 School wide observations completed by the end of Semester 1 Mini-lessons added to the start of staff meetings to support staff to more consistently implement SWPBS approaches commencing in Term 1

	List of 'hot spots' for targeted additional SWPBS support developed by the end of Semester 1

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Strengthen whole staff professional development to respond to and empower staff to enact the positive behaviour matrix.	☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Strengthen whole staff professional development and documentation to report on Tier 1 behaviours (Handbook, Induction, Coaching, Videos, observations)	☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Regularly review behavioural and wellbeing data to identify trends and implement targeted, data-driven interventions and develop a tracking tool for chronicled Tier 1 and 2 behaviours using Compass Pulse	☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Leverage whole-school feedback (focus groups, chronicle pulse data, teacher surveys) to refine and enhance the implementation of behaviour expectations and Social and Emotional Learning (SEL) strategies.	☑ SWPBS leader/team	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Develop and implement a resource bank and schedule to deliver targeted behaviour lessons at various levels (introductory, repeated, and pre-emptive).	☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 3	$0.00

Develop consistent strategies for responding to common Tier 2 and Tier 3 behaviours to ensure clarity and consistency across the school.	☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Provide professional development for coordinators to coach new and identified staff in effectively implementing Tier 1 behaviour strategies, including: Restorative Practices at KHS, Green Chronicles, De-escalation Strategies, Developing a positive, safe, and inclusive learning environment	☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Other funding will be used
Train staff in de-escalation techniques and restorative practices to manage Tier 2 and 3 behaviours, promoting a positive and safe learning environment.	☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 2	$5,000.00 ☑ Other funding will be used
Collaborate with staff to develop and implement processes for observation and support in promoting a positive and safe learning environment in line with SWPBS framework	☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
Enhance teacher knowledge of students behavioral and SEL needs	☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Disability Inclusion Tier 2 Funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$73,347.25	$0.00	$73,347.25
Disability Inclusion Tier 2 Funding	$157,749.21	$5,000.00	$152,749.21
Schools Mental Health Fund and Menu	$96,273.43	$96,273.43	$0.00
Total	**$327,369.89**	**$101,273.43**	**$226,096.46**

Activities and milestones – Total Budget

Activities and milestones	Budget
Enhance teacher knowledge of students behavioral and SEL needs	$5,000.00
Totals	**$5,000.00**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		**$0.00**	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Enhance teacher knowledge of students behavioral and SEL needs	from: Term 1 to: Term 4	$5,000.00	☑ Professional learning for school-based staff • Middle school leaders
Totals		$5,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
School Mental Health Fund and Menu to Support Whole-school Wellbeing Program	$96,273.43
Totals	$96,273.43

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category

Activities and milestones	When	Funding allocated ($)	Category
School Mental Health Fund and Menu to Support Whole-school Wellbeing Program	from: Term 1 to: Term 4	$0.00	
Totals		**$0.00**	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
School Mental Health Fund and Menu to Support Whole-school Wellbeing Program	from: Term 1 to: Term 4	$0.00	
Totals		**$0.00**	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
School Mental Health Fund and Menu to Support Whole-school Wellbeing Program	from: Term 1 to: Term 4	$96,273.43	☑ Achievement Program (free)(Whole-school approach to mental health)
Totals		**$96,273.43**	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Strengthen PLC structures and processes to improve student outcomes providing support in facilitation, building observation culture, reflection, teaching and lesson modelling.	☑ Leadership team	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ PLC Initiative ☑ Internal staff ☑ Pedagogical Model	☑ On-site
Support VCE teams and teachers to use data, enhance collaborative practices, develop capacity to respond to student learning (what strategy to use, when to use it, and why to use it), and monitor their effectiveness	☑ Leadership team	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ VCAA curriculum specialist ☑ Leadership partners ☑ Pedagogical Model	☑ On-site
Provide professional development for coordinators to coach new and identified staff in effectively implementing Tier 1 behaviour strategies, including: Restorative Practices at KHS, Green Chronicles, De-escalation Strategies, Developing a positive,	☑ SWPBS leader/team	from: Term 1 to: Term 4	☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist	☑ On-site

safe, and inclusive learning environment						
Train staff in de-escalation techniques and restorative practices to manage Tier 2 and 3 behaviours, promoting a positive and safe learning environment.	☑ SWPBS leader/team	from: Term 1 to: Term 2	☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Enhance teacher knowledge of students behavioral and SEL needs	☑ SWPBS leader/team	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site