

# 2023 Annual Implementation Plan

## for improving student outcomes



Submitted for review by Anthony Mordini (School Principal) on 11 March, 2023 at 06:49 PM  
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 20 March, 2023 at 02:09 PM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
<b>Teaching and Learning</b>	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra Victorian	

<b>Leadership</b>	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen	Embedding
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<p><b>Key Improvement Strategy 2.a</b>  Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Embed a consistent whole school pedagogical framework across the school.</p>
<p><b>Key Improvement Strategy 2.b</b>  Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build teacher capacity to use evidence-based strategies to inform the development of a differentiated and engaging curriculum.</p>

**Target 3.3**







To build student voice and agency to improve student engagement in learning	Yes	Staff Opinion Survey: Improve the positive endorsement for the factor of Use of student feedback to improve practice from 61% PE in 2021 to 70% PE by 2025	Staff Opinion Survey: Improve the positive endorsement for the factor of use of student feedback to improve practice from 61% PE in 2021 to 65% PE by 2023
		SatS: Improve positive endorsement for the factor of Student Voice and Agency from 62% PE overall in 2019 to 70% PE in 2025	SatS: Improve positive endorsement for the factor of Student Voice and Agency from 62% PE overall in 2019 to 65% PE in 2023
		SatS: Improve positive endorsement for the factor of Effective Teaching Time from 63% PE in 2021 to 70% PE 2025	SatS: Improve positive endorsement for the factor of Effective Teaching Time from 63% PE in 2021 to 66% PE 2023
To strengthen the connectedness, resilience and wellbeing of all students	Yes	SaTS: Improve the percentage positive endorsement for the factor of Teacher concern from 53% PE in 2019 to 65% 2025	SaTS: Improve the percentage positive endorsement for the factor of Teacher concern from 53% PE in 2019 to 58% 2025
		SaTS: Improve the percentage positive endorsement for the factor of Advocate at School 76% PE in 2021 to 80% 2025	SaTS: Improve the percentage positive endorsement for the factor of Advocate at School 76% PE in 2021 to 78% 2023
		SaTS: Improve the percentage positive endorsement for the factor of student Connectedness from 77% PE at year 10 to 12 2021 to 83% PE 2025	SaTS: Improve the percentage positive endorsement for the factor of student Connectedness from 77% PE at year 10 to 12 2021 to 80% PE 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



<p><b>KIS 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build teacher capacity to use evidence-based strategies to inform the development of a differentiated and engaging curriculum.</p>	<p>Yes</p>
<p><b>KIS 2.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>need.</p>	<p>Yes</p>
<p>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.</p>	<p>There was strong feedback from students in the 2022 review that they felt there was a need for teachers to differentiate more and meet them at their point of need. There was also a strong feeling that staff could improve their connectedness with students and show greater concern for them.</p>	
<p><b>Goal 3</b></p>	<p><b>To build student voice and agency to improve student engagement in learning</b></p>	
<p><b>12 Month Target 3.1</b></p>	<p>Staff Opinion Survey: Improve the positive endorsement for the factor of use of student feedback to improve practice from 61% PE in 2021 to 65% PE by 2023</p>	
<p><b>12 Month Target 3.2</b></p>		



Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 4.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen preventative programs, structures and processes that promote student pastoral care and student and parent resilience	Yes
<b>KIS 4.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed a whole school agreed approach to student wellbeing that involves all stakeholders - students, teachers and parents/carers	Yes
<b>KIS 4.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build the capacity of staff to recognise and support students with mental health needs	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.	Consistency will help students to feel that there is equity and fairness in our practices and processes.	









	<p>Leading Teacher(s) Learning Specialist(s)</p>		<p>to: Term 4</p>	<p>Equity funding will be used Disability Inclusion Tier 2 Funding will be used Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p><b>KIS 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build teacher capacity to use evidence-based strategies to inform the development of a differentiated and engaging curriculum.</p>			
<p><b>Actions</b></p>	<p>Development of a school-wide pedagogical practice model. Use the model in PLCs to develop an understanding and practical understanding of the model.</p>			
<p><b>Outcomes</b></p>	<p>A commitment to a structured pedagogical model. Demonstrated.9 379.8.2m4 reW*nBT/F1 9.96 Tf1 0 0 1 202.46 195.98 Tm01/F1 9.96 Tf1 0 0 1 202.46 195.98 Tm0 g0 G[Demts 20g.42</p>			

<p>Professional development activities aimed at achieving the -</p> <p>Development of a school-wide pedagogical practice model.</p> <p>Use of the model in PLCs to develop an understanding and practical application of the model.</p>	<p>Assistant Principal Curriculum Co-ordinator (s)</p> <p>Leading Teacher(s)</p> <p>Learning Specialist(s)</p> <p>PLC Leaders</p>	<p>PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$6,000.00</p> <p>Equity funding will be used</p> <p>Disability Inclusion Tier 2 Funding will be used</p> <p>Schools Mental Health Menu items will be used which may include DET funded or free items</p>
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<p><b>KIS 2.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
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<p><b>Actions</b></p>
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Activities and Milestones	People Responsible	Is this a fact BM
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<b>Outcomes</b>	An understanding and valuing of the importance of authentic feedback. The use of feedback to inform improvements in teaching and learning. Specifically, differentiation from the staff perspective, and students taking greater responsibility for their own learning, and engaging in learning design.			
<b>Success Indicators</b>	Qualitative data through focus groups and Student Attitude to School data.			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
<p>Conduct professional learning to enable the School to-</p> <p>Establish a framework and protocols for obtaining and learning from reciprocal feedback.</p>	<p>Assistant Principal Curriculum Co-ordinator (s) KLA Leader Learning Specialist(s)</p>	<p>PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$2,500.00</p> <p>Equity funding will be used</p> <p>Disability Inclusion Tier 2 Funding will be used</p> <p>Schools Mental Health Menu items will be used which may inc(Di)46.44 416.5</p>

	<p>Establish a process whereby teachers and students can work together to co-create a feedback tool that can be used by students to provide feedback and for teachers to increase their ability to engage students in their learning.</p> <p>Deliver professional learning activities to Leading Teachers, Learning Specialists, Principal Class and wellbeing staff to enable them to lead teacher capacity-development initiatives aimed at increasing student agency.</p>
<b>Outcomes</b>	<p>A collaborated classroom culture where staff and students are both working together to increase student agency, wellbeing, engagement and academic outcomes.</p> <p>A culture of mutual respect and mission focused on innovating and differentiating classroom practice to improve students' personal and academic outcomes.</p> <p>A culture whereby students take greater responsibility for shaping their learning activities and work with teachers to co-design learning activities.</p>
<b>Success Indicators</b>	<p>Student Attitude to School Data.</p> <p>Student Focus Groups</p> <p>Learning walks</p>

	Student Wellbeing Co-ordinator			may include DET funded or free items
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**KIS 3.c**  
Documented teaching and learning program based on the Victorian Curriculum and senior

	PLT Leaders Principal			Disability Inclusion Tier 2 Funding will be used  Schools Mental Health Menu items will be used which may include DET funded or free items
<b>Goal 4</b>	To strengthen the connectedness, resilience and wellbeing of all students			
<b>12 Month Target 4.1</b>	SaTS: Improve the percentage positive endorsement for the factor of Teacher concern from 53% PE in 2019 to 58% 2025			





Success Indicators	All relevant staff are trained in the Berry Street Education Model and Mental Health First Aid.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Consolidate the case management model	School Leadership Team			
Consolidate the Sub-School structure	Staff Development Coordinator			
	Student Wellbeing Co-ordinator			

<b>Outcomes</b>	<p>Greater awareness and recognition of risk factors.</p> <p>Great ability to identify possible students at risk.</p>		
<b>Success Indicators</b>	<p>Enrolment data.</p> <p>Entry test scores.</p> <p>Student Services files.</p>		
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL</b>	













<p>identify students who may require support.</p> <p>Development and procurement of resources and programs for students requiring support eg students withj ASD.</p> <p>End of semester summary of case managment data</p>	<p>to: Term 4</p>		
<p>Development of a school-wide pedagogical practice model through professional development and collaborative planning.</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p>	<p>Professional learning for school-based staff</p> <ul style="list-style-type: none"> <li>• Teaching and learning programs and resources</li> <li>•</li> </ul>
<p>Professional development activities aimed at achieving the -</p> <p>Development of a school-wide pedagogical practice model.</p> <p>Use of the model in PLCs to develop an understanding and practical application of the model.</p>	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p>	<p>Professional learning for school-based staff</p> <ul style="list-style-type: none"> <li>• Teachers</li> </ul>



<b>Totals</b>		\$23,600.00	
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### Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner Total Budget

Activities and Milestones	Budget
To compensate for additional learning needs of students with special needs (eg ASD, mental health issues), particulary social and emotional needs impacting on engagement.with learning.	\$26,942.20
<b>Totals</b>	\$26,942.20

### Additional Funding Planner Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
To compensate for additional learning needs of students with special needs (eg ASD, mental health issues), particulary social and emotional needs impacting on engagement.with learning.	from: Term 1		

<b>Totals</b>		\$26,942.20	
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