

2021 Annual Implementation Plan

for improving student outcomes

Mordialloc College (8075)



Self-evaluation Summary - 2021

| | FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red. | Self-evaluation Level |
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| Excellence in teaching and learning | Building practice excellence | Evolving moving towards Embedding |
| | Curriculum planning and assessment | Embedding |
| | Evidence-based high-impact teaching strategies | Embedding |
| | Evaluating impact on learning | Embedding |
| Professional leadership | Building leadership teams | Embedding moving towards Excelling |
| | Instructional and shared leadership | Excelling |
| | Strategic resource management | Embedding moving towards Excelling |
| | Vision, values and culture | Embedding |

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| Positive climate for learning | Empowering students and building school pride | Embedding |
| | Setting expectations and promoting inclusion | Embedding |
| | Health and wellbeing | Embedding |
| | Intellectual engagement and self-awareness | Embedding |

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| Community engagement in learning | Building communities | Embedding |
| | Global citizenship | Emerging moving towards Evolving |
| | Networks with schools, services and agencies | Embedding |
| | Parents and carers as partners | Embedding |

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| Enter your reflective comments | See whole school review PRSE conducted this year |
| Considerations for 2021 | See outcomes of whole school review - reviewers report and new SSP 2021-2024 |
| Documents that support this plan | |

SSP Goals Targets and KIS

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| Goal 1 | 2021 Priorities Goal |
| Target 1.1 | Support for the 2021 Priorities |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Learning, catch-up and extension priority |
| Key Improvement Strategy 1.b Health and wellbeing | Happy, active and healthy kids priority |
| Key Improvement Strategy 1.c Building communities | Connected schools priority |
| Goal 2 | To maximise the learning growth for all students 7-12 across all learning areas and pathways |
| Target 2.1 | By 2024 the proportion of VCE studies with estimated adjusted scores \geq zero (according to VASS report 10), will increase from 23.5 per cent (four out of seventeen studies) in 2019 to 50 per cent. |
| Target 2.2 | By 2024 the proportion of students successfully completing VCAL at each year level will increase from 69 per cent (average across Foundation, Intermediate and Senior) to 100 per cent. |
| Target 2.3 | By 2024 the proportion of Year 9 students in NAPLAN Literacy: <ul style="list-style-type: none"> • in the bottom two NAPLAN bands of Reading will remain under 20 per cent (19 per cent 2019) • in the bottom two NAPLAN bands of Writing will decrease from 21 per cent in 2019 to under 20 per cent |

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| | <ul style="list-style-type: none"> • achieve more than 25 per cent high benchmark growth and less than 20 per cent low benchmark growth on a sustained three-year average in all areas of literacy. |
| Target 2.4 | <p>By 2024 the proportion of Year 9 students in NAPLAN Numeracy:</p> <ul style="list-style-type: none"> • in the bottom two NAP bands of Numeracy will remain under 15 per cent (14 per cent 2019) • in the top two NAPLAN bands of Numeracy will increase from 29 percent in 2019 to more than 30 per cent • achieve more than 30 percent high benchmark growth and less than 20 per cent low benchmark growth on a sustained three year-average in numeracy. |
| Target 2.5 | <p>By 2024 decrease the percentage of students achieving D and E results in English and Mathematics from teacher judgements to 20 per cent from:</p> <ul style="list-style-type: none"> • Reading and viewing 47.26% in 2019 • Speaking and listening 41.38% in 2019 • Writing 68.91% in 2019 • Measurement and geometry 54.45% in 2019 • Number and algebra 58.81%in 2019 • Statistics and probability 54.66% in 2019 |
| Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies | Improve teacher capacity in VCE with a focus on teacher expectations of student capability, assessment and moderation knowledge and content development from year 7-12 |
| Key Improvement Strategy 2.b Building practice excellence | Promote VCAL as a viable and credible pathway for all students and improve teacher capability to deliver VCAL with a rigorous and engaging curriculum |

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| Key Improvement Strategy 2.c Evaluating impact on learning | Improve teacher capability to differentiate learning, engage in moderation and provide feedback process to improve learning |
| Goal 3 | To strengthen voice and improve student agency across the college |
| Target 3.1 | <p>By 2024 increase the Attitude to School Survey (AtoSS) student engagement variables at Years 8, 9 and 10:</p> <ul style="list-style-type: none"> • Positive response on 'Student voice and agency' from (Year 8 36 per cent), (Year 9 34 per cent), (Year 10 41 per cent) to 45 per cent • Positive response on 'Motivation and interest' from (Year 8 46 per cent), (Year 9 55 per cent), (Year 10 53 per cent) to 60 per cent • Positive response on 'Stimulated learning' from (Year 8 49 per cent), (Year 9 51 per cent), (Year 10 49 per cent) to 55 per cent |
| Target 3.2 | <p>By 2024 increase the Parent Opinion Survey (POS) variables:</p> <ul style="list-style-type: none"> • Positive response on 'Stimulating learning environment' from 69 per cent to 75 per cent • Positive response on 'Student motivation and support' from 65 per cent to 70 per cent • Positive response on 'Student agency and voice' from 80 per cent to 85 per cent |
| Target 3.3 | <p>By 2024 increase the School Staff Survey (SSS) variables:</p> <ul style="list-style-type: none"> • Positive response on 'Use student feedback to improve practice' from 71 per cent to 75 per cent • Positive response on 'Promote student ownership of learning goals' from 63 per cent to 66 per cent • Positive response on 'Plan differentiated learning activities' from 55 per cent to 60 per cent |
| Key Improvement Strategy 3.a | Inquire, develop and implement a whole school strategy with students, parents and staff to embed student voice and |

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| Empowering students and building school pride | agency |
| Key Improvement Strategy 3.b Building practice excellence | Continue to develop teacher practice to use student feedback to improve teaching practice and plan differentiated learning activities |
| Goal 4 | Improve student connectedness and resilience |
| Target 4.1 | <p>By 2024 increase the following Attitude to School Survey (AtoSS) student engagement variables at years 8, 9 and 10:</p> <ul style="list-style-type: none"> • Positive response on 'Sense of connectedness' from (Year 8 44 per cent), (Year 9 45 per cent), (Year 10 48 per cent) to 55 per cent • Positive response on 'Teacher concern' from (Year 8 29 per cent), (Year 9 32 per cent), (Year 10 37 per cent) to 45 per cent • Positive response on 'Managing bullying' from (Year 8 46 per cent), (Year 9 50 per cent), (Year 10 55 per cent) to 60 per cent • Positive response on 'Resilience from' (Year 8 61 per cent), (Year 9 59 per cent), (Year 10 59 per cent) to 70 per cent • Positive response on 'Effective classroom behaviour' from (Year 8 54 per cent), (Year 9 51 per cent), (Year 10 54 per cent) to 65 per cent • Positive response on 'High expectations for success' from (Year 8 75 per cent), (Year 9 70 per cent), (Year 10 64 per cent) to 80 per cent at Year 8 and 75 per cent Year 9 and Year 10. |
| Target 4.2 | <p>By 2024 increase the following Parent Opinion Survey (POS) variables:</p> <ul style="list-style-type: none"> • Positive response to 'Managing Bullying' from 79 per cent to 84 per cent • Positive response to 'Student Connectedness' from 87 per cent to 92 per cent. |
| Target 4.3 | By 2024 improve Year 7-12 student attendance from 17.05 average days absence per EFT student in 2019 to 15 average |

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| | days absence per EFT student in 2024. |
| Key Improvement Strategy 4.a Setting expectations and promoting inclusion | Review the College practice of Restorative Justice and key aspects of School Wide Positive Behaviours (SWPBS) |
| Key Improvement Strategy 4.b Setting expectations and promoting inclusion | Develop a consistent approach to student wellbeing, behaviours and connectedness |

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target |
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| 2021 Priorities Goal | Yes | Support for the 2021 Priorities | The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. On Demand testing and Essential assessment testing has shown 12 months or greater growth in reading and numeracy for identified students receiving intervention, MYLNS and/or tutoring support in 2021 |
| To maximise the learning growth for all students 7-12 across all learning areas and pathways | Yes | By 2024 the proportion of VCE studies with estimated adjusted scores \geq zero (according to VASS report 10), will increase from 23.5 per cent (four out of seventeen studies) in 2019 to 50 per cent. | The proportion of VCE studies with estimated adjusted scores = zero (according to VASS report 10), will increase from four out of seventeen studies to 6 out of 17 studies |
| | | By 2024 the proportion of students successfully completing VCAL at each year level will increase from 69 per cent (average across Foundation, Intermediate and Senior) to 100 per cent. | The proportion of students successfully completing VCAL at each year level will increase from 69 percent (average across Foundation, Intermediate and Senior) to 75 percent |
| | | By 2024 the proportion of Year 9 students in NAPLAN Literacy: <ul style="list-style-type: none"> • in the bottom two NAPLAN bands of Reading will remain under 20 per cent (19 per cent 2019) • in the bottom two NAPLAN bands of Writing will decrease from 21 per cent in 2019 to under 20 per cent | The proportion of Year 9 students in NAPLAN Literacy: <ul style="list-style-type: none"> • in the bottom two NAPLAN bands of Reading will remain under 20 percent (19 per cent 2019) • in the bottom two NAPLAN bands of Writing will decrease from 21 percent in |

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| | | <ul style="list-style-type: none"> • achieve more than 25 per cent high benchmark growth and less than 20 per cent low benchmark growth on a sustained three-year average in all areas of literacy. | <p>2019 to under 20 percent</p> <ul style="list-style-type: none"> •achieve more than 25 per cent high benchmark growth and less than 20 per cent low benchmark growth in all areas of literacy. |
| | | <p>By 2024 the proportion of Year 9 students in NAPLAN Numeracy:</p> <ul style="list-style-type: none"> • in the bottom two NAP bands of Numeracy will remain under 15 per cent (14 per cent 2019) • in the top two NAPLAN bands of Numeracy will increase from 29 percent in 2019 to more than 30 per cent • achieve more than 30 percent high benchmark growth and less than 20 per cent low benchmark growth on a sustained three year-average in numeracy. | <p>The proportion of Year 9 students in NAPLAN Numeracy:</p> <ul style="list-style-type: none"> •in the bottom two NAPLAN bands of Numeracy will remain under 15 percent (14 per cent 2019) •in the top two NAPLAN bands of Numeracy will increase from 29 percent in 2019 to more than 30 percent •achieve more than 30 percent high benchmark growth and less than 20 per cent low benchmark growth in numeracy. |
| | | <p>By 2024 decrease the percentage of students achieving D and E results in English and Mathematics from teacher judgements to 20 per cent from:</p> <ul style="list-style-type: none"> • Reading and viewing 47.26% in 2019 • Speaking and listening 41.38% in 2019 • Writing 68.91% in 2019 • Measurement and geometry 54.45% in 2019 • Number and algebra 58.81%in 2019 • Statistics and probability 54.66% in 2019 | <p>Decrease the percentage of students achieving D and E results in English and Mathematics from teacher judgements to 40 percent from:</p> <ul style="list-style-type: none"> •Reading and viewing 47.26% in 2019 •Speaking and listening 41.38% in 2019 •Writing 68.91% in 2019 •Measurement and geometry 54.45% in 2019 •Number and algebra 58.81%in 2019 •Statistics and probability 54.66% in 2019 |
| To strengthen voice and improve student agency across the college | Yes | By 2024 increase the Attitude to School Survey (AtoSS) student engagement variables at Years 8, 9 and 10: | Increase the Attitude to School Survey (AtoSS) student engagement variables at Years 8, 9 and 10: |

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| | | <ul style="list-style-type: none"> • Positive response on 'Student voice and agency' from (Year 8 36 per cent), (Year 9 34 per cent), (Year 10 41 per cent) to 45 per cent • Positive response on 'Motivation and interest' from (Year 8 46 per cent), (Year 9 55 per cent), (Year 10 53 per cent) to 60 per cent • Positive response on 'Stimulated learning' from (Year 8 49 per cent), (Year 9 51 per cent), (Year 10 49 per cent) to 55 per cent | <ul style="list-style-type: none"> •Positive response on 'Student voice and agency' from (Year 8 36 percent) to 40%, (Year 9 34 percent) to 38%, (Year 10 41 percent) to 45 percent •Positive response on 'Motivation and interest' from (Year 8 46 percent) to 48%, (Year 9 55 percent) to 57%, (Year 10 53 percent) to 55 percent •Positive response on 'Stimulated learning' from (Year 8 49 percent) to 51%, (Year 9 51 per cent) to 53%, (Year 10 49 per cent) to 51 percent |
| | | <p>By 2024 increase the Parent Opinion Survey (POS) variables:</p> <ul style="list-style-type: none"> • Positive response on 'Stimulating learning environment' from 69 per cent to 75 per cent • Positive response on 'Student motivation and support' from 65 per cent to 70 per cent • Positive response on 'Student agency and voice' from 80 per cent to 85 per cent | <p>Increase the Parent Opinion Survey (POS) variables:</p> <ul style="list-style-type: none"> •Positive response on 'Stimulating learning environment' from 69 percent to 71 percent •Positive response on 'Student motivation and support' from 65 percent to 67 percent •Positive response on 'Student agency and voice' from 80 percent to 82 percent |
| | | <p>By 2024 increase the School Staff Survey (SSS) variables:</p> <ul style="list-style-type: none"> • Positive response on 'Use student feedback to improve practice' from 71 per cent to 75 per cent • Positive response on 'Promote student ownership of learning goals' from 63 per cent to 66 per cent • Positive response on 'Plan differentiated learning activities' from 55 per cent to 60 per cent | <p>Increase the School Staff Survey (SSS) variables:</p> <ul style="list-style-type: none"> •Positive response on 'Use student feedback to improve practice' from 71 per cent to 73 percent •Positive response on 'Promote student ownership of learning goals' from 63 per cent to 64 percent •Positive response on 'Plan differentiated learning activities' from 55 percent to 67 percent |

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| <p>Improve student connectedness and resilience</p> | <p>Yes</p> | <p>By 2024 increase the following Attitude to School Survey (AtoSS) student engagement variables at years 8, 9 and 10:</p> <ul style="list-style-type: none"> • Positive response on 'Sense of connectedness' from (Year 8 44 per cent), (Year 9 45 per cent), (Year 10 48 per cent) to 55 per cent • Positive response on 'Teacher concern' from (Year 8 29 per cent), (Year 9 32 per cent), (Year 10 37 per cent) to 45 per cent • Positive response on 'Managing bullying' from (Year 8 46 per cent), (Year 9 50 per cent), (Year 10 55 per cent) to 60 per cent • Positive response on 'Resilience from' (Year 8 61 per cent), (Year 9 59 per cent), (Year 10 59 per cent) to 70 per cent • Positive response on 'Effective classroom behaviour' from (Year 8 54 per cent), (Year 9 51 per cent), (Year 10 54 per cent) to 65 per cent • Positive response on 'High expectations for success' from (Year 8 75 per cent), (Year 9 70 per cent), (Year 10 64 per cent) to 80 per cent at Year 8 and 75 per cent Year 9 and Year 10. | <p>Increase the following Attitude to School Survey (AtoSS) student engagement variables at years 8, 9 and 10:</p> <ul style="list-style-type: none"> •Positive response on 'Sense of connectedness' from (Year 8 44 percent) to 46%, (Year 9 45 percent) to 47%, (Year 10 48 percent) to 50 percent •Positive response on 'Teacher concern' from (Year 8 29 percent) to 34%, (Year 9 32 percent) to 36%, (Year 10 37 percent) to 41 percent •Positive response on 'Managing bullying' from (Year 8 46 percent) to 50%, (Year 9 50 percent) to 54%, (Year 10 55 percent) to 57 percent •Positive response on 'Resilience from' (Year 8 61 percent), (Year 9 59 percent), (Year 10 59 percent) to 63 percent •Positive response on 'Effective classroom behaviour' from (Year 8 54 percent), (Year 9 51 percent), (Year 10 54 percent) to 58 percent •Positive response on 'High expectations for success' from (Year 8 75 percent) to 77%, (Year 9 70 percent) to 72%, (Year 10 64 percent) to 69 percent |
| | | <p>By 2024 increase the following Parent Opinion Survey (POS) variables:</p> <ul style="list-style-type: none"> • Positive response to 'Managing Bullying' from 79 per cent to 84 per cent • Positive response to 'Student Connectedness' from 87 per cent to 92 per cent. | <p>Increase the following Parent Opinion Survey (POS) variables:</p> <ul style="list-style-type: none"> •Positive response to 'Managing Bullying' from 79 percent to 81 percent •Positive response to 'Student Connectedness' from 87 percent to 89 percent. |

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| | | By 2024 improve Year 7-12 student attendance from 17.05 average days absence per EFT student in 2019 to 15 average days absence per EFT student in 2024. | Improve Year 7-12 student attendance from 17.05 average days absence per EFT student in 2019 to 16 average days absence per EFT student |

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| Goal 1 | 2021 Priorities Goal | | |
| 12 Month Target 1.1 | On Demand testing and Essential assessment testing has shown 12 months or greater growth in reading and numeracy for identified students receiving intervention, MYLNS and/or tutoring support in 2021 | | |
| Key Improvement Strategies | | | Is this KIS selected for focus this year? |
| KIS 1 Curriculum planning and assessment | Learning, catch-up and extension priority | | Yes |
| KIS 2 Health and wellbeing | Happy, active and healthy kids priority | | Yes |
| KIS 3 Building communities | Connected schools priority | | 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 2021. | | |

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| Goal 2 | To maximise the learning growth for all students 7-12 across all learning areas and pathways | |
| 12 Month Target 2.1 | The proportion of VCE studies with estimated adjusted scores = zero (according to VASS report 10), will increase from four out of seventeen studies to 6 out of 17 studies | |
| 12 Month Target 2.2 | The proportion of students successfully completing VCAL at each year level will increase from 69 percent (average across Foundation, Intermediate and Senior) to 75 percent | |
| 12 Month Target 2.3 | The proportion of Year 9 students in NAPLAN Literacy: <ul style="list-style-type: none"> •in the bottom two NAPLAN bands of Reading will remain under 20 percent (19 per cent 2019) •in the bottom two NAPLAN bands of Writing will decrease from 21 percent in 2019 to under 20 percent •achieve more than 25 per cent high benchmark growth and less than 20 per cent low benchmark growth in all areas of literacy. | |
| 12 Month Target 2.4 | The proportion of Year 9 students in NAPLAN Numeracy: <ul style="list-style-type: none"> •in the bottom two NAPLAN bands of Numeracy will remain under 15 percent (14 per cent 2019) •in the top two NAPLAN bands of Numeracy will increase from 29 percent in 2019 to more than 30 percent •achieve more than 30 percent high benchmark growth and less than 20 per cent low benchmark growth in numeracy. | |
| 12 Month Target 2.5 | Decrease the percentage of students achieving D and E results in English and Mathematics from teacher judgements to 40 percent from: <ul style="list-style-type: none"> •Reading and viewing 47.26% in 2019 •Speaking and listening 41.38% in 2019 •Writing 68.91% in 2019 •Measurement and geometry 54.45% in 2019 •Number and algebra 58.81%in 2019 •Statistics and probability 54.66% in 2019 | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Evidence-based high-impact teaching | Improve teacher capacity in VCE with a focus on teacher expectations of student capability, assessment and moderation knowledge and content development from year 7- | Yes |

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| strategies | 12 | |
| KIS 2 Building practice excellence | Promote VCAL as a viable and credible pathway for all students and improve teacher capability to deliver VCAL with a rigorous and engaging curriculum | Yes |
| KIS 3 Evaluating impact on learning | Improve teacher capability to differentiate learning, engage in moderation and provide feedback process to improve learning | 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. | The challenge for the College is to continue to improve VCE scores as predicted by the GAT results, continue to lessen the number of students in the bottom 2 NAPLAN bands and see closer alignment between teacher judgements and NAPLAN. | |
| Goal 3 | To strengthen voice and improve student agency across the college | |
| 12 Month Target 3.1 | <p>Increase the Attitude to School Survey (AtoSS) student engagement variables at Years 8, 9 and 10:</p> <ul style="list-style-type: none"> •Positive response on 'Student voice and agency' from (Year 8 36 percent) to 40%, (Year 9 34 percent) to 38%, (Year 10 41 percent) to 45 percent •Positive response on 'Motivation and interest' from (Year 8 46 percent) to 48%, (Year 9 55 percent) to 57%, (Year 10 53 percent) to 55 percent •Positive response on 'Stimulated learning' from (Year 8 49 percent) to 51%, (Year 9 51 per cent) to 53%, (Year 10 49 per cent) to 51 percent | |
| 12 Month Target 3.2 | <p>Increase the Parent Opinion Survey (POS) variables:</p> <ul style="list-style-type: none"> •Positive response on 'Stimulating learning environment' from 69 percent to 71 percent •Positive response on 'Student motivation and support' from 65 percent to 67 percent •Positive response on 'Student agency and voice' from 80 percent to 82 percent | |
| 12 Month Target 3.3 | <p>Increase the School Staff Survey (SSS) variables:</p> <ul style="list-style-type: none"> •Positive response on 'Use student feedback to improve practice' from 71 per cent to 73 percent •Positive response on 'Promote student ownership of learning goals' from 63 per cent to 64 percent | |

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| | •Positive response on 'Plan differentiated learning activities' from 55 percent to 67 percent | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Empowering students and building school pride | Inquire, develop and implement a whole school strategy with students, parents and staff to embed student voice and agency | Yes |
| KIS 2 Building practice excellence | Continue to develop teacher practice to use student feedback to improve teaching practice and plan differentiated learning activities | 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. | The College has a student voice committee and student agency is evident in some classes. The College seeks to develop practices and strategies to further develop student voice and agency that lead to improved achievement, engagement and wellbeing for all students. | |
| Goal 4 | Improve student connectedness and resilience | |
| 12 Month Target 4.1 | <p>Increase the following Attitude to School Survey (AtoSS) student engagement variables at years 8, 9 and 10:</p> <ul style="list-style-type: none"> •Positive response on 'Sense of connectedness' from (Year 8 44 percent) to 46%, (Year 9 45 percent) to 47%, (Year 10 48 percent) to 50 percent •Positive response on 'Teacher concern' from (Year 8 29 percent) to 34%, (Year 9 32 percent) to 36%, (Year 10 37 percent) to 41 percent •Positive response on 'Managing bullying' from (Year 8 46 percent) to 50%, (Year 9 50 percent) to 54%, (Year 10 55 percent) to 57 percent •Positive response on 'Resilience from' (Year 8 61 percent), (Year 9 59 per cent), (Year 10 59 percent) to 63 percent •Positive response on 'Effective classroom behaviour' from (Year 8 54 percent), (Year 9 51 percent), (Year 10 54 percent) to 58 percent •Positive response on 'High expectations for success' from (Year 8 75 percent) to 77%, (Year 9 70 percent) to 72%, (Year 10 64 percent) to 69 percent | |

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| 12 Month Target 4.2 | Increase the following Parent Opinion Survey (POS) variables: •Positive response to 'Managing Bullying' from 79 percent to 81 percent •Positive response to 'Student Connectedness' from 87 percent to 89 percent. | |
| 12 Month Target 4.3 | Improve Year 7-12 student attendance from 17.05 average days absence per EFT student in 2019 to 16 average days absence per EFT student | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Setting expectations and promoting inclusion | Review the College practice of Restorative Justice and key aspects of School Wide Positive Behaviours (SWPBS) | Yes |
| KIS 2 Setting expectations and promoting inclusion | Develop a consistent approach to student wellbeing, behaviours and connectedness | 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. | Over the last SSP cycle the College saw improved wellbeing perceptions in students at Year 7, 11 and 12. In contrast those perceptions over that period generally declined at Year 8, 9, and 10. These year levels will be our focus. | |

Define Actions, Outcomes and Activities

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| Goal 1 | 2021 Priorities Goal | | | |
| 12 Month Target 1.1 | On Demand testing and Essential assessment testing has shown 12 months or greater growth in reading and numeracy for identified students receiving intervention, MYLNS and/or tutoring support in 2021 | | | |
| KIS 1 Curriculum planning and assessment | Learning, catch-up and extension priority | | | |
| Actions | Embedded within Goal 2 below | | | |
| Outcomes | Embedded within Goal 2 below | | | |
| Success Indicators | Embedded within Goal 2 below | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Embedded with Goal 2 below | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$279,408.00 <input type="checkbox"/> Equity funding will be used |
| KIS 2 Health and wellbeing | Happy, active and healthy kids priority | | | |
| Actions | Embedded within Goal 4 below | | | |
| Outcomes | Embedded within Goal 4 below | | | |

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| Success Indicators | Embedded within Goal 4 below | | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget | |
| Embedded within Goal 4 below | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used | |
| KIS 3 Building communities | Connected schools priority | | | | |
| Actions | Embedded in Goal 3 below | | | | |
| Outcomes | Embedded in Goal 3 below | | | | |
| Success Indicators | Embedded in Goal 3 below | | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget | |
| Embedded in Goal 3 below | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used | |
| Goal 2 | To maximise the learning growth for all students 7-12 across all learning areas and pathways | | | | |
| 12 Month Target 2.1 | The proportion of VCE studies with estimated adjusted scores = zero (according to VASS report 10), will increase from four out of seventeen studies to 6 out of 17 studies | | | | |
| 12 Month Target 2.2 | The proportion of students successfully completing VCAL at each year level will increase from 69 percent (average across | | | | |

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| | Foundation, Intermediate and Senior) to 75 percent |
| 12 Month Target 2.3 | The proportion of Year 9 students in NAPLAN Literacy: <ul style="list-style-type: none"> •in the bottom two NAPLAN bands of Reading will remain under 20 percent (19 per cent 2019) •in the bottom two NAPLAN bands of Writing will decrease from 21 percent in 2019 to under 20 percent •achieve more than 25 per cent high benchmark growth and less than 20 per cent low benchmark growth in all areas of literacy. |
| 12 Month Target 2.4 | The proportion of Year 9 students in NAPLAN Numeracy: <ul style="list-style-type: none"> •in the bottom two NAPLAN bands of Numeracy will remain under 15 percent (14 per cent 2019) •in the top two NAPLAN bands of Numeracy will increase from 29 percent in 2019 to more than 30 percent •achieve more than 30 percent high benchmark growth and less than 20 per cent low benchmark growth in numeracy. |
| 12 Month Target 2.5 | Decrease the percentage of students achieving D and E results in English and Mathematics from teacher judgements to 40 percent from: <ul style="list-style-type: none"> •Reading and viewing 47.26% in 2019 •Speaking and listening 41.38% in 2019 •Writing 68.91% in 2019 •Measurement and geometry 54.45% in 2019 •Number and algebra 58.81%in 2019 •Statistics and probability 54.66% in 2019 |
| KIS 1 Evidence-based high-impact teaching strategies | Improve teacher capacity in VCE with a focus on teacher expectations of student capability, assessment and moderation knowledge and content development from year 7-12 |
| Actions | 1. Implement the VCE improvement action plan for 2021. |
| Outcomes | Students will see a more targeted/differentiated approach from teachers Students will engage in more Edrolo assessments to track progress Students will have access to increased support from university and the DET tutoring program as well mentoring from our new VCE achievement student case manager and mentor Teachers will improve their use of data to inform differentiation Teachers will adapt their teaching and learning programs to meet the needs of students and the 2021 VCE cohort Teachers will assist the SS team and tutors to identify, monitor, and support students who need extra assistance in 2021 |

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| | <p>School Leaders (SS team of AMO/JGR/SMI) will regularly assess classroom practice through coaching meetings and observations to support teachers to improve</p> <p>School Leaders will share the SS and VCAL action plans and ensure teachers understand their role in improving VCE teaching and learning and culture</p> <p>School Leaders will support staff in continuous data driven improvement of VCE teaching and learning</p> | | | |
| Success Indicators | <p>Students will achieve at or above their predicted study scores (based on GAT results) in more subjects than 2019</p> <p>Fewer students will be flagged as 'Impacting Progress' due to extra support and differentiation from teachers</p> <p>Students track their own growth and reflect on feedback to improve</p> <p>Teachers are able to demonstrate tracking student growth and progress against set targets</p> | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| <p>1. Teaching and learning:</p> <ul style="list-style-type: none"> - Continue a professional learning focus on differentiation strategies to ensure teachers can recognise students' point of need and adjust their curriculum accordingly. - Revisit the senior school assessment scale to ensure consistent implementation - Work with VCE teachers on their subject timelines for 2021 to ensure that they allow the maximum amount of time for exam preparation. - Coaching teachers in data literacy, exam strategies and identifying areas for professional development. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority | <p>from: Term 1 to: Term 4</p> | <p>\$6,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> |
| <p>2. Progress and monitoring:</p> <ul style="list-style-type: none"> - Developing a documented process for Senior School 'Impacting Progress' procedures to ensure an individualised approach with students and communication with teachers, students, and parents. - Further development of the use of On Track to Achieve Data to ensure that Year 12 teachers are using it to target their teaching for students to ensure that students are experiencing value-add through the year. - Increasing the accuracy of Senior School Assessment Scale grades, OTTA grades, and VASS Indicative Grades - Specific groups of students will be identified and targeted by the | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority | <p>from: Term 1 to: Term 4</p> | <p>\$9,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> |

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| new VCE achievement student case manager and mentor to further develop their independent learning skills | | | | |
| KIS 2 Building practice excellence | Promote VCAL as a viable and credible pathway for all students and improve teacher capability to deliver VCAL with a rigorous and engaging curriculum | | | |
| Actions | 1. Implement the VCAL improvement action plan for 2021 | | | |
| Outcomes | <p>Students will be supported to improve their skills through targeted teaching and learning</p> <p>Students will agree to VCAL agreement/contract clearly outlining the expectations of the program and students engagement and behaviour</p> <p>Students will submit work in line with the VCAL outcome tracker for each subject</p> <p>Teachers will collaborate to develop a rigorous and engaging VCAL program for students</p> <p>Teachers will share goals to improve VCAL culture and curriculum in 2021</p> <p>Teachers will continue to focus on relationships while increasing a focus on aspiration and high expectations</p> <p>School Leaders (SS Team) will support VCAL teachers to implement the VCAL improvement action plan</p> <p>School Leaders will reinforce agreed expectations of behaviour, uniform, and work submission</p> <p>School Leaders (SS Team and YLCs) will be a visible presence to support VCAL staff in the implementation of the VCAL Action Plan</p> | | | |
| Success Indicators | <p>A guaranteed and viable documented curriculum for each subject which demonstrates the agreed pedagogical practices.</p> <p>Students will have greater ownership of their outcomes by regularly completing their outcome trackers.</p> <p>Fewer students will be flagged as 'Impacting Progress' due to extra support and differentiation from teachers</p> <p>Higher percentage successful completion rate/and or pathway across Years 10-12 than in 2019 (baseline data)</p> <p>Higher number of students selecting VCAL for 2022</p> | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| <p>1. Teaching and learning:</p> <ul style="list-style-type: none"> - Implement a new approach for collecting, collating, and assessing student work. - Introduce visible and student-friendly outcome tracking documents. - Ensure that there is a guaranteed and viable documented curriculum. - Establish clear lesson protocols that enables maximum | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) | <input type="checkbox"/> PLP Priority | <p>from: Term 1 to: Term 4</p> | <p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> |

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| <p>engagement from students.</p> <ul style="list-style-type: none"> - Establish clear and consistent VCAL Agreement implementation - Investigate a modified instructional model for VCAL - Support the VCAL program with internal and external PD | | | | |
| <p>2. Progress and monitoring:</p> <ul style="list-style-type: none"> - VCAL Assessment Handbook developed. - Outcome tracking and timelines developed for each subject and kept up to date throughout the year. - VCAL 'Impacting Progress' assessment and follow up process to be developed and documented. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| KIS 3 Evaluating impact on learning | Improve teacher capability to differentiate learning, engage in moderation and provide feedback process to improve learning | | | |
| Actions | <ol style="list-style-type: none"> 1. Through our PLCs, focus on differentiation and assessment practices (continue to develop teacher capacity on differentiated learning to meet students at their point of need and the ability to assess student performance accurately). 2. Continue our Literacy focus on reading and writing across the curriculum (includes intervention, MYLNs and tutoring program). | | | |
| Outcomes | <ul style="list-style-type: none"> - Students will be able to reflect on their learning and track their growth. - Students will evaluate their work and reviewing it against success criteria. - Students will know what high quality work is and how their work compares. - Students in need of targeted academic support or intervention will be identified and supported. - Across the curriculum, teachers will use a range of literacy strategies in their lessons to improve outcomes in their subject areas. - Teachers will confidently and accurately identify learning needs of their students. - Teachers confidence in data interpretation, identifying students' ZPD and mapping progress against set targets. - Teachers build time into their lessons for students to reflect on feedback. - Teachers use specific assessment data to provide targeted feedback on how to improve. - Teachers will consistently reinforce to students that effort and achievement are connected, thus, developing a growth mindset. - PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons. - PLC Leaders will drive the Inquiry Cycle and build the capacity of their team members. - PLC Leaders will monitor student growth for their cohort. | | | |
| Success Indicators | <ul style="list-style-type: none"> - Differentiated curriculum documents and evidence of students learning at different levels. - Less students in the bottom two bands for reading and writing. - Lower percentage of students achieving D's and E's on Teacher Judgements. | | | |

| | <ul style="list-style-type: none"> - Teachers' formative assessment data and teacher judgement data. - Teacher records and observations of student progress. - Teachers' records demonstrate at least 80% of their students are demonstrating an average of 12 months or more growth. - LALs ensure documentation and data is collected from formative and summative assessments for all PLCs. | | | |
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| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| <p>1. Through our PLCs, focus on differentiation and assessment practices (continue to develop teacher capacity on differentiated learning to meet students at their point of need and the ability to assess student performance accurately).</p> <ul style="list-style-type: none"> - Build the capacity of our PLCs to develop their data literacy skills, to collect, interpret and respond. - As a PLC, work together to identify students' point of need and differentiate lessons to cater for instructional groups. - Creating meaningful formative assessments and interpreting the data via PLCs. - Developing rigorous curriculum outlines for all ability groups including SEAL and High Ability students (and facilitate the expectations of the Student Excellence program) | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$23,000.00 <input type="checkbox"/> Equity funding will be used |
| <p>2. Continue our Literacy focus on reading and writing across the curriculum.</p> <ul style="list-style-type: none"> - Intervention program (including trained ES staff member full time and our speech pathologist for two days a week) continues for lower students in Years 7-8, continuation of the Year 9 intervention elective and continuation of implementation of MYLNS at Year 8 and 10, including focused literacy support timetabled class in Year 10, intervention program for Literacy and Numeracy at Year 8, in class numeracy support in Year 10, as well as the new Year 7 - 12 tutoring program. - Consolidating and extending our whole school writing focus through regular PL sessions and continuing with our school wide writing model and school wide reading model. Continue with literacy targets in PDP process and LA action plans. | <input checked="" type="checkbox"/> Literacy Leader | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$125,000.00 <input checked="" type="checkbox"/> Equity funding will be used |

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| Goal 3 | To strengthen voice and improve student agency across the college |
| 12 Month Target 3.1 | Increase the Attitude to School Survey (AtoSS) student engagement variables at Years 8, 9 and 10: <ul style="list-style-type: none"> •Positive response on 'Student voice and agency' from (Year 8 36 percent) to 40%, (Year 9 34 percent) to 38%, (Year 10 41 percent) to 45 percent •Positive response on 'Motivation and interest' from (Year 8 46 percent) to 48%, (Year 9 55 percent) to 57%, (Year 10 53 percent) to 55 percent •Positive response on 'Stimulated learning' from (Year 8 49 percent) to 51%, (Year 9 51 per cent) to 53%, (Year 10 49 per cent) to 51 percent |
| 12 Month Target 3.2 | Increase the Parent Opinion Survey (POS) variables: <ul style="list-style-type: none"> •Positive response on 'Stimulating learning environment' from 69 percent to 71 percent •Positive response on 'Student motivation and support' from 65 percent to 67 percent •Positive response on 'Student agency and voice' from 80 percent to 82 percent |
| 12 Month Target 3.3 | Increase the School Staff Survey (SSS) variables: <ul style="list-style-type: none"> •Positive response on 'Use student feedback to improve practice' from 71 per cent to 73 percent •Positive response on 'Promote student ownership of learning goals' from 63 per cent to 64 percent •Positive response on 'Plan differentiated learning activities' from 55 percent to 67 percent |
| KIS 1 Empowering students and building school pride | Inquire, develop and implement a whole school strategy with students, parents and staff to embed student voice and agency |
| Actions | <ol style="list-style-type: none"> 1. Review structure of Student Leadership at the College and see where student voice and agency can be incorporated and be more accessible to students. 2. Expand the Student Voice Committee and make more visible e.g. visit YLA's and build a more active SRC; student articles in the newsletter and school magazine; facilitate student learning walks and student led initiatives. 3. Continue integration of digital learning pedagogies into classrooms and in communication with parents/carers 4. Continue to develop programs for developing metacognition, study habits and learning skills in both sub-schools |
| Outcomes | <ul style="list-style-type: none"> - Students will have more opportunities to participate in leadership roles across the college. - Greater number of students involved in Student Voice Committee. - New student leadership structure ready for implementation for 2022. - Increased awareness of Student Voice Committee initiatives across the school by all members of the school community. |

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| | <ul style="list-style-type: none"> - Students will be introduced to a study skills program in 7-9 (complimenting what is already in place at 10-12) - All students will be connected to resources and learning opportunities, continuing to develop their digital literacy skills - Teachers can regularly connect with the parents/carers of all students - Teachers and support staff will continue to have strong connections with parents/carers of at-risk students | | | |
| Success Indicators | <ul style="list-style-type: none"> - Student feedback data relating to ways they want to have more of a say across the school. - Student feedback data suggesting more opportunities to participate in student leadership. - Documented student leadership structure with job descriptions. - Student Leaders action plans and achievements/ milestones. - Positive parent opinion survey data and pulse check survey data - Positive student opinion data through our pivot survey and Student Attitudes to school data - Framework/Scope and sequence for 7-12 study skills developed and action plan for implementation over the SSP | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| <p>1. Review structure of Student Leadership at the College and see where student voice and agency can be incorporated and be more accessible to students which includes reviewing the purpose of the SRC.</p> <ul style="list-style-type: none"> - Collect feedback from students and staff to identify areas of leadership opportunities. - Based on feedback, develop a recommended structure that will maximise student participation in leading school improvement. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| <p>2. Expand the Student Voice Committee to include students across all year levels and make more visible .</p> <ul style="list-style-type: none"> - Visit YLAs and include student articles in the newsletter, school magazine - Facilitate opportunities for students to lead initiatives (e.g. learning walks). - Student provide feedback against the framework of 'where', 'how' and 'what' they learn | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| <p>3. Continue integration of digital learning pedagogies into classrooms and in communication with parents/carers</p> <ul style="list-style-type: none"> - continue provision of interactive parent information nights via | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: | \$0.00 |

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| webex - continue course counselling online option - continue parent teacher student interviews online option (at least one out of the two sessions planned for the year) - continue communications with parents via compass platform, pulse check surveys and google classroom with students | | | Term 4 | <input type="checkbox"/> Equity funding will be used |
| 4. Continue to develop programs for developing metacognition, study habits and learning skills in both sub-schools - Staged introduction of a study skills program for middle school which aligns with what is provided in Senior school - Continue to embed study skills into home group and Mentor and Year 10 I&E | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$10,000.00 <input type="checkbox"/> Equity funding will be used |
| KIS 2 Building practice excellence | Continue to develop teacher practice to use student feedback to improve teaching practice and plan differentiated learning activities | | | |
| Actions | 1. Continue implementation of PIVOT student perception surveys and follow up focus group discussions in class and teacher goal setting for improvement (PDP) and classroom observations for peer feedback. | | | |
| Outcomes | - Student feedback on differentiation, the instructional model, and use of common strategies - Teachers will meet at least twice during the year in their PLC to report on their observation feedback and reflect on practice together. - School Leaders will analyse whole school data from the student perception data (Pivot) to see growth/ improvement from the start of Term 1 to the end of Term 3; and break it down into Year Level and Learning Area level data. | | | |
| Success Indicators | - Teacher classroom observation records. - Documented reflection on observations with their PLC. - School Leaders will monitor impact of student perception data and observation feedback via the PDP plans. - Improved data results for Pivot surveys conducted in Term 3. | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| 1. Continue implementation of PIVOT student perception surveys and follow up focus group discussions in class and teacher goal | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP | from: Term 1 | \$15,000.00 |

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| <p>setting for improvement (PDP) and classroom observations for peer feedback.</p> <ul style="list-style-type: none"> - Implementation of the student Pivot survey during Terms 1 and 3. - All teachers to conduct class focus groups based on Term 1 survey to explore results and set goals for improvement. - Use of Pivot survey results from both cycles to track teacher growth. - Each PLC to participate in classroom observations several times during the year to provide meaningful feedback on targeted areas of focus. - Develop staff workshop schedule to include coaching PL for staff as well as pre- and post-observation meetings. - Review and refine classroom observation templates. | <input checked="" type="checkbox"/> Assistant Principal | Priority | to: Term 3 | <input type="checkbox"/> Equity funding will be used |
| Goal 4 | Improve student connectedness and resilience | | | |
| 12 Month Target 4.1 | <p>Increase the following Attitude to School Survey (AtoSS) student engagement variables at years 8, 9 and 10:</p> <ul style="list-style-type: none"> •Positive response on 'Sense of connectedness' from (Year 8 44 percent) to 46%, (Year 9 45 percent) to 47%, (Year 10 48 percent) to 50 percent •Positive response on 'Teacher concern' from (Year 8 29 percent) to 34%, (Year 9 32 percent) to 36%, (Year 10 37 percent) to 41 percent •Positive response on 'Managing bullying' from (Year 8 46 percent) to 50%, (Year 9 50 percent) to 54%, (Year 10 55 percent) to 57 percent •Positive response on 'Resilience from' (Year 8 61 percent), (Year 9 59 per cent), (Year 10 59 percent) to 63 percent •Positive response on 'Effective classroom behaviour' from (Year 8 54 percent), (Year 9 51 percent), (Year 10 54 percent) to 58 percent •Positive response on 'High expectations for success' from (Year 8 75 percent) to 77%, (Year 9 70 percent) to 72%, (Year 10 64 percent) to 69 percent | | | |
| 12 Month Target 4.2 | <p>Increase the following Parent Opinion Survey (POS) variables:</p> <ul style="list-style-type: none"> •Positive response to 'Managing Bullying' from 79 percent to 81 percent •Positive response to 'Student Connectedness' from 87 percent to 89 percent. | | | |
| 12 Month Target 4.3 | Improve Year 7-12 student attendance from 17.05 average days absence per EFT student in 2019 to 16 average days absence per EFT student | | | |

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| KIS 1 Setting expectations and promoting inclusion | Review the College practice of Restorative Justice and key aspects of School Wide Positive Behaviours (SWPBS) | | | |
| Actions | 1. Targeted whole school professional learning program focusing on Restorative Justice and School Wide Positive Behaviours to feature in staff workshop schedule 2. Develop a Mordialloc College School Wide Positive Behaviour Support framework | | | |
| Outcomes | Students will engage in Restorative Practices Students will collaborate in classes to contribute to the development of the SWPBS framework Students are able to state the behavioural expectations Teachers will contribute to the review of Restorative Practices and School Wide Positive Behaviours Teachers will be familiar with the Restorative Practices philosophy and School-wide positive behaviour support framework Teachers will understand where Restorative Practices fits in alongside other processes like the classroom removal process and more punitive consequences (detentions, suspensions) Teachers will be confident implementing Restorative Practices in their classrooms Teachers have embedded Restorative Practices into their teaching philosophy PLCs will discuss Restorative Practices and School Wide Positive Behaviours and how individual teachers have embedded these into their classrooms Leaders will build the capacity of staff in their understanding and implementation of Restorative Justice Practices and School Wide Positive Behaviours Leaders to plan mentor sessions that address the language of the questions in ATSS | | | |
| Success Indicators | PIVOT survey reflects an improvement in effective classroom behaviour and teacher concern Attitudes to school survey data reflects an increase in teacher concern, managing bullying, effective classroom behaviour and resilience Classroom teachers completing their own Restorative Practice conversations that are recorded on Compass All staff can use the principles of SWPBs effectively Students will participate in learning that reinforces the school values and their connectedness to the expectations Increase in the number of positive (green/ house points) entries on Compass at each year level from Semester 1 to Semester 2 | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| 1. Targeted whole school professional learning program focusing on Restorative Justice and School Wide Positive Behaviours to feature in staff workshop schedule | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: | \$0.00 |

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| <ul style="list-style-type: none"> - Conduct survey with staff on their use and understanding of Restorative Practices and School Wide Positive Behaviours - Develop an action plan for implementation of elements of SWPBs, in alignment with current restorative practices; in particular addressing identified needs from Attitude to School Survey (AtoSS) - Implementation of professional learning program (whole staff and new teacher meetings) to support understanding around School Wide Positive Behaviours and Restorative Practices | <input checked="" type="checkbox"/> Wellbeing Team | | Term 4 | <input type="checkbox"/> Equity funding will be used |
| <ul style="list-style-type: none"> 2. Develop a Mordialloc College School-wide positive behaviour support framework - Investigate SWPBS frameworks in other schools - Students collaborate in mentor groups to contribute to the development of the SWPB framework - Publish and promote SWPB in the school community | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| KIS 2 Setting expectations and promoting inclusion | Develop a consistent approach to student wellbeing, behaviours and connectedness | | | |
| Actions | <ol style="list-style-type: none"> 1. Review and continue to develop current programs that target student wellbeing and behaviours 2. Continue to develop and raise the profile of programs within the school that promotes student connectedness e.g. Year 7 and 10 peer support program; my mentor/home group program | | | |
| Outcomes | Students will confidently identify programs and processes that support their connectedness and wellbeing Students are actively engaged with the range of programs that are offered by the College Teachers are able to match programs and resources that address individual student wellbeing needs Parents are able to identify programs and providers that support student wellbeing needs Leaders will build the capacity of staff in their understanding and confidence in supporting students to access programs | | | |
| Success Indicators | PIVOT survey reflects an improvement in effective classroom behaviour Attitudes to school survey data reflects and increase in teacher concern, managing bullying, effective classroom behaviour, sense of connectedness and resilience Improved parent opinion survey results in promoting positive behaviour, student connectedness and communication Improved student attendance Increased attendance of parents at meetings, events and information sessions that are provided by the school to support student | | | |

| | wellbeing and connectedness Mentor teacher, YLC and Wellbeing team records of student progress | | | |
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| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| <p>1. Review student and staff understanding and effectiveness of current programs and processes to support wellbeing, and behaviours</p> <ul style="list-style-type: none"> - Conduct survey with staff on their use and understanding of Wellbeing programs across the College - Investigate the delivery of Wellbeing programs in other schools - development of a professional learning program (whole staff and new teacher meetings) to support understanding of wellbeing programs within the school - Staff PL on trauma informed practice and continue implementation of respectful relationships in home group/my mentor time | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| <p>2. Continue to develop and raise the profile of programs within the school that promotes student connectedness</p> <ul style="list-style-type: none"> - Development of a yearly planner to promote programs such as House events and Extracurricular activities e.g. camps, lunchtime and after school clubs etc; and promote weekly to families - Promote House activities and Extracurricular activities in Mentor, Year Level / Whole School Assemblies - Investigate external providers to present to Year Levels groups to promote community - Investigate additional House activity opportunities for participation - Continue to develop the capacity of student leaders and student voice committee to facilitate House events - Celebrate achievements via College Website, Newsletter and Social media - Develop a new school-wide House point system-allowing more ease of entry for teachers (Compass) for the four themes of house points allocation- academic, cultural, sporting, community - House points to be shared around school on TV screens and | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| regularly at YLAs | | | | |
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Equity Funding Planner

Equity Spending Totals

| Category | Total proposed budget (\$) | Spend (\$) |
|--|----------------------------|---------------------|
| Equity funding associated with Activities and Milestones | \$125,000.00 | \$125,000.00 |
| Additional Equity funding | \$25,000.00 | \$25,000.00 |
| Grand Total | \$150,000.00 | \$150,000.00 |

Activities and Milestones

| Activities and Milestones | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|---|--|--|----------------------------|---------------------|
| <p>2. Continue our Literacy focus on reading and writing across the curriculum.</p> <p>- Intervention program (including trained ES staff member full time and our speech pathologist for two days a week) continues for lower students in Years 7-8, continuation of the Year 9 intervention elective and continuation of implementation of MYLNS at Year 8 and 10, including focused literacy support timetabled class in Year 10, intervention program for Literacy and Numeracy at Year 8, in class numeracy support in Year 10, as well as the new Year 7 - 12 tutoring program.</p> <p>- Consolidating and extending our whole school writing focus through regular PL sessions and continuing with our school wide writing model and school wide reading model. Continue with literacy targets in PDP process and LA action plans.</p> | <p>from: Term 1 to: Term 4</p> | <p><input checked="" type="checkbox"/> School-based staffing</p> <p><input checked="" type="checkbox"/> Teaching and learning programs and resources</p> | \$125,000.00 | \$125,000.00 |
| Totals | | | \$125,000.00 | \$125,000.00 |

Additional Equity spend

| Outline here any additional Equity spend for 2021 | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|---|----------------------------------|---|----------------------------|-------------------|
| Employment of a Youth Worker to support student wellbeing | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> School-based staffing | \$25,000.00 | \$25,000.00 |
| Totals | | | \$25,000.00 | \$25,000.00 |

Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|---|---|--|---|---|--|---|
| <p>1. Teaching and learning:</p> <ul style="list-style-type: none"> - Continue a professional learning focus on differentiation strategies to ensure teachers can recognise students' point of need and adjust their curriculum accordingly. - Revisit the senior school assessment scale to ensure consistent implementation - Work with VCE teachers on their subject timelines for 2021 to ensure that they allow the maximum amount of time for exam preparation. - Coaching teachers in data literacy, exam strategies and identifying areas for professional development. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) | <p>from: Term 1 to: Term 4</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site |
| <p>2. Progress and monitoring:</p> <ul style="list-style-type: none"> - Developing a documented process for Senior School 'Impacting Progress' procedures to ensure an individualised approach with students and communication with teachers, students, and parents. - Further development of the | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) | <p>from: Term 1 to: Term 4</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site |

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| <p>use of On Track to Achieve Data to ensure that Year 12 teachers are using it to target their teaching for students to ensure that students are experiencing value-add through the year.</p> <ul style="list-style-type: none"> - Increasing the accuracy of Senior School Assessment Scale grades, OTTA grades, and VASS Indicative Grades - Specific groups of students will be identified and targeted by the new VCE achievement student case manager and mentor to further develop their independent learning skills | | | | | | |
| <p>1. Through our PLCs, focus on differentiation and assessment practices (continue to develop teacher capacity on differentiated learning to meet students at their point of need and the ability to assess student performance accurately).</p> <ul style="list-style-type: none"> - Build the capacity of our PLCs to develop their data literacy skills, to collect, interpret and respond. - As a PLC, work together to identify students' point of need and differentiate lessons to cater for instructional groups. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders | <p>from: Term 1 to: Term 4</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site |

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| <ul style="list-style-type: none"> - Creating meaningful formative assessments and interpreting the data via PLCs. - Developing rigorous curriculum outlines for all ability groups including SEAL and High Ability students (and facilitate the expectations of the Student Excellence program) | | | | | | |
| <p>2. Continue our Literacy focus on reading and writing across the curriculum.</p> <ul style="list-style-type: none"> - Intervention program (including trained ES staff member full time and our speech pathologist for two days a week) continues for lower students in Years 7-8, continuation of the Year 9 intervention elective and continuation of implementation of MYLNS at Year 8 and 10, including focused literacy support timetabled class in Year 10, intervention program for Literacy and Numeracy at Year 8, in class numeracy support in Year 10, as well as the new Year 7 - 12 tutoring program. - Consolidating and extending our whole school writing focus through regular PL | <input checked="" type="checkbox"/> Literacy Leader | from: Term 1 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"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Improvement teacher | <input checked="" type="checkbox"/> On-site |

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| <p>sessions and continuing with our school wide writing model and school wide reading model. Continue with literacy targets in PDP process and LA action plans.</p> | | | | | | |
| <p>1. Continue implementation of PIVOT student perception surveys and follow up focus group discussions in class and teacher goal setting for improvement (PDP) and classroom observations for peer feedback.</p> <ul style="list-style-type: none"> - Implementation of the student Pivot survey during Terms 1 and 3. - All teachers to conduct class focus groups based on Term 1 survey to explore results and set goals for improvement. - Use of Pivot survey results from both cycles to track teacher growth. - Each PLC to participate in classroom observations several times during the year to provide meaningful feedback on targeted areas of focus. - Develop staff workshop schedule to include coaching PL for staff as well as pre- and post-observation meetings. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal | <p>from: Term 1 to: Term 3</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site |

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| - Review and refine classroom observation templates. | | | | | | |
| <p>1. Targeted whole school professional learning program focusing on Restorative Justice and School Wide Positive Behaviours to feature in staff workshop schedule</p> <p>- Conduct survey with staff on their use and understanding of Restorative Practices and School Wide Positive Behaviours</p> <p>- Develop an action plan for implementation of elements of SWPBs, in alignment with current restorative practices; in particular addressing identified needs from Attitude to School Survey (AtoSS)</p> <p>- Implementation of professional learning program (whole staff and new teacher meetings) to support understanding around School Wide Positive Behaviours and Restorative Practices</p> | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Glenn Pearsall possibly SWPBS region coach and possible school visits | <input checked="" type="checkbox"/> On-site |
| 1. Review student and staff understanding and effectiveness of current programs and processes to support wellbeing, and behaviours | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <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"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |

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| <ul style="list-style-type: none"> - Conduct survey with staff on their use and understanding of Wellbeing programs across the College - Investigate the delivery of Wellbeing programs in other schools - development of a professional learning program (whole staff and new teacher meetings) to support understanding of wellbeing programs within the school - Staff PL on trauma informed practice and continue implementation of respectful relationships in home group/my mentor time | <p>Wellbeing Co-ordinator</p> | | | | | |
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