

Annual Implementation Plan - 2022

Define Actions, Outcomes and Activities

Mount Erin Secondary College (7028)



Submitted for review by Jenni Hodgins (School Principal) on 08 March, 2022 at 01:45 PM

Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 10 March, 2022 at 10:36 AM

Endorsed by Jenny Ballard (School Council President) on 04 May, 2022 at 08:05 AM

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<p>12 Month Target 1.1</p>	<p>Improve the percentage of Year 9 students achieving above benchmark growth as measured by NAPLAN in: Numeracy to 23% Reading to 28%</p> <p>Decrease the percentage of students achieving below benchmark growth as measured by NAPLAN in: Numeracy to 26% Reading to 21%</p> <p>Increase the percentage of Year 9 students achieving in the top two bands as measured by NAPLAN in: Numeracy to 16% Reading to 26%</p> <p>Decrease the percentage of Year 9 students achieving in the bottom two bands as measured by NAPLAN in: Numeracy to 15% Reading from to 25%</p> <p>Increase the median All Study Score to 28 or higher.</p> <p>Increase the percentage endorsement for the following measures of AToSS in Year 7-10: Sense of Connectedness to 45% Student Voice and Agency to 38% Student Motivation to 56%</p> <p>Improve positive responses for the following measures on the staff survey: Collective efficacy to 50% Academic emphasis to 40%</p>

	Teacher collaboration to 50%			
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy			
Actions	Build staff capacity in the Professional Learning Community (PLC) cycle to enable staff to understand where students are at, effectively monitor their learning and measure progress and growth.			
Outcomes	<p>Teachers will begin to accurately identify student learning needs of all of their students</p> <p>Teachers will provide regular feedback and monitor student progress</p> <p>Domain teams to identify and document relevant numeracy strategies identified in their curriculum based on the whole school numeracy focus for the College.</p> <p>PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons</p> <p>Students will display some confidence in the identified numeracy focus of the College.</p> <p>Students will know how lessons are structured and how this supports their learning</p> <p>Students have strategies to find out where they are at, where they are going, how they are going to get there.</p>			
Success Indicators	<p>Early indicators:</p> <p>Teachers' undertake formative and summative assessment, collect data and make judgements against the curriculum</p> <p>Classroom observations to inform professional learning</p> <p>Naplan analysis and identify numeracy priority areas</p> <p>A structure for PLC processes and plan for implementation of PLC</p> <p>Practice NAPLAN to target Numeracy priorities</p> <p>Late indicators:</p> <p>NAPLAN results e.g. Numeracy benchmark growth</p> <p>VCE and VCAL outcomes</p> <p>Students, staff and parent perception survey results related to learning confidence</p> <p>Student feedback on differentiation, the instructional model, and use of common strategies</p> <p>Semester 2 teacher judgements</p> <p>Post-test results from assessments from sources such as PAT or the Digital Assessment Library</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Identify the numeracy priority areas for 2022 and inform domains	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Ensure numeracy priority areas are embedded in domain unit plans.	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <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 <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule and organise professional learning on embedding numeracy across curriculum areas, and allocate time for teachers to plan for implementation	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish and implement processes/structures for collecting and monitoring school-wide data	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop the PLC Learning cycle	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Trial the PLC cycle	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement the PLC Cycle	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Monitoring the implementation of the PLC cycle and the impact on classroom practice	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student Leadership Coordinator		to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Document plans for coaching/mentoring/observation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Coaching/mentoring/observing staff	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Reviewing coaching/mentoring/observation process	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Develop and implement inclusive education policies and processes to identify and support students who need extra support.			
Outcomes	Students are: <ul style="list-style-type: none"> • Contributing and participating to the SSG process • Trialling Student voice template for Disability Inclusion Profiles Teachers are: <ul style="list-style-type: none"> • Developing, implementing and reviewing ILPs at a class level • Contributing and participating to the SSG process • Implementing quality differentiated practice in the classroom • Trialling data and evidence collection processes to contribute to Disability Inclusion Profiles • Using and documenting Special Provision of Assessment Process from 7-12 • Contributing information toward the NCCD register 			

	<p>Leaders are:</p> <ul style="list-style-type: none"> • Revise Inclusion Processes - including during enrolment of new students • Providing PL for staff on the revised Inclusion Processes • Using whole school data to identify and monitor students who need extra support • Developing and reviewing data and evidence collection processes (Student/Teacher/Parent) for Disability Inclusion Profiles • Contributing and participating to the SSG process • Developing and reviewing Special Provision of Assessment Processes from 7-12 • Moderating NCCD data • Developing exemplars of NCCD data entries <p>Community are:</p> <ul style="list-style-type: none"> • Linked into Main school events and videos (Auslan interpreters) • Trialling Parent voice template for Disability Inclusion Profiles • Contributing and participating in the SSG processes 			
Success Indicators	<p>Relevant students will have a Disability Inclusion Profile Processes relating to DI will be developed and documented PL around DIP, Inclusion, DEC</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Revise Inclusion Processes and deliver PL/guidance and resources to staff with specific focus on:</p> <ul style="list-style-type: none"> - Agreed ILP process, Awareness of DIPs, NCCD processes and teacher roles in the process - DEC Processes 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Wellbeing Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$100,000.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Auslan interpretation at all major school events	<input checked="" type="checkbox"/> Disability Inclusion Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Revise and refine NCCD data entry, analysis and implementation processes to enhance the Special Provisions Processes	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$100,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	Improve student health and wellbeing			
12 Month Target 2.1	N/A			
12 Month Target 2.2	Attendance – Reduced % of students with 20+ days to 35%.			

12 Month Target 2.3	Resilience to 60% Advocate at school to 66% Teacher concern from 40% Not experiencing bullying			
KIS 1 Health and wellbeing	Improve health and wellbeing structures, processes and supports including specific roles and responsibilities			
Actions	Improve health and wellbeing structures, processes and supports including specific roles and responsibilities			
Outcomes	<p>Leadership</p> <ul style="list-style-type: none"> • Have implemented clearly documented processes that support health and wellbeing structures • Have supported all stakeholders to implement processes that support health and wellbeing structures <p>Teachers</p> <ul style="list-style-type: none"> • Have consistently modelled routines and processes (SWPBS and Attendance) across each house to support students • Staff used a tiered approach to students wellbeing and behaviours concerns within their classes and house structures. • Have consistently implemented the College Pastoral Care program specific to each year level <p>Students</p> <ul style="list-style-type: none"> • Have felt supported, engaged and willing to contribute to a stronger classroom culture • Have a significant adult who they can rely on • Have a clear understanding of the importance of attendance policies and the impact on their learning. <p>Community:</p> <ul style="list-style-type: none"> • Understand the process for communication within the houses and wellbeing within the College 			
Success Indicators	<ul style="list-style-type: none"> • Reduce % with 20 or more days to 30% • Connectedness to school (ATSS) 51% • SOS Staff trust in colleagues, collective efficacy 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Pastoral Care / ASPIRE Curriculum	<input checked="" type="checkbox"/> Careers Leader/Team <input checked="" type="checkbox"/> House Leaders	<input type="checkbox"/> PLP Priority	from: Term 1	\$25,000.00

	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Staff and student participation in house activities	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> House Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Introduce and embed H&WB structures	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Embed the MEC Attendance Process	<input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Careers Leader/Team <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Empowering students and building school pride	Enhance transition into and through the College through a focus on school-wide positive behaviours			
Actions	Implement SWPBS across the College			
Outcomes	Leadership <ul style="list-style-type: none"> • Have developed clearly defined processes, procedures and documented in handbooks for staff • Developed a clear Implementation Plan for 2022 in SWPBS. • Provided professional learning, induction and support for staff in the application of SWPBS in the classroom and across the school. Teachers <ul style="list-style-type: none"> • Have articulated what SWPBS is. • Have begun to implement SWPBS practices. • Have contributed to the documentation of SWPBS Processes and Matrixes and will be actioning the published. 			

	<p>Students</p> <ul style="list-style-type: none"> • Have interacted positively with the community and developed stronger relationships with their peers <p>Community:</p> <ul style="list-style-type: none"> • Have a clear understanding of College values and wellbeing practices. • Have greater communication across the school and within the house structure. 			
Success Indicators	<ul style="list-style-type: none"> • Resilience to 60% • Advocate to 66% • Teacher concern to 40% • ***Not experiencing bullying to 49% 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Conduct professional learning for staff on SWPBS	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
In class observations of SWPBS practices	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Monitor Compass data (GISS, WB referrals)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> House Leaders <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 <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Communicate to the community	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Seek feedback from students through focus groups	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items