

Annual Implementation Plan - 2022

Define Actions, Outcomes and Activities

Mortlake P-12 College (5376)



Submitted for review by Sean Fitzpatrick (School Principal) on 19 December, 2021 at 09:17 AM

Endorsed by Michelle Miller (Senior Education Improvement Leader) on 20 December, 2021 at 02:17 PM

Endorsed by Bruce Goddard (School Council President) on 08 February, 2022 at 11:27 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>The percentage of students making at or above expected level in the Victorian Curriculum, as assessed by teachers</p> <p>Prep to Year 6:</p> <ul style="list-style-type: none"> •Reading and Viewing, to increase from 80 per cent in 2019 to 83 per cent in 2022 •Mathematics, to increase from 86 per cent in 2019 to 88 per cent in 2022. <p>Year 7 to Year 10:</p> <ul style="list-style-type: none"> •Reading and Viewing, to increase from 57 per cent in 2019 to 60 per cent in 2022 •Mathematics, to maintain or exceed 72 per cent in 2022. <p>The percentage of students achieving above expected level in the Victorian Curriculum, as assessed by teachers in:</p> <p>Prep to Year 6:</p> <ul style="list-style-type: none"> • Reading and Viewing, to maintain or exceed the 30 per cent achieved in 2019, in 2022 • Writing, to increase from 15 per cent in 2019 to 18 per cent in 2022. <p>Year 7 to Year 10:</p> <ul style="list-style-type: none"> • Reading and Viewing, to maintain or exceed the 30 per cent achieved in 2019, in 2022 • Writing, to increase from 18 per cent in 2019 to 20 per cent to 2022. <p>To improve the percentage of positive endorsement in the students' Attitudes to School Survey for all year levels combined for the factors of:</p> <ul style="list-style-type: none"> • Stimulated learning from 69 per cent in 2019 to 72 per cent in 2022 • Sense of confidence from 71 per cent in 2019 to 73 per cent in 2022 • Motivation and interest from 72 per cent in 2019 to 74 per cent in 2022 • Self-regulation and goal setting from 70 per cent in 2019 to 72 per cent in 2022 • Student voice and agency from 58 per cent in 2019 to 60 per cent in 2022. <p>To improve the percentage of positive endorsement in the School Staff Survey by all respondents for the factors of:</p> <ul style="list-style-type: none"> • Academic emphasis from 46 per cent in 2019 to exceed 47 per cent in 2022 • Collective focus on student learning from 80 per cent in 2019 to exceed 82 per cent in 2022

	<ul style="list-style-type: none"> • Collective efficacy from 52 per cent in 2019 to exceed 54 per cent in 2022 • Collective responsibility from 72 per cent in 2019 to exceed 74 per cent in 2022 • Trust in students and parents from 47 per cent in 2019 to exceed 50 per cent in 2022.
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	<ul style="list-style-type: none"> -Review of school wide effective pedagogies and assessment procedures to support the learning needs of all students -Develop a multi-tiered response to meet students' individual learning needs
Outcomes	<p>STUDENTS: Students in need of extra targeted academic support will be identified and appropriate intervention will be provided (through TLI, MYLNS & differentiation methods for all students) to support student learning progress.</p> <ul style="list-style-type: none"> -Students identified with specific learning needs will be provided with appropriate and dynamic learning plans -Students will increase agency in their learning through the development of learning goals, skills and knowledge appropriate to their identified points of need <p>TEACHERS/TUTORS:</p> <ul style="list-style-type: none"> -Teachers will increase their data literacy and identify students learning needs based on diagnostic assessment data -Teachers will Increase their use of assessment to evaluate the impact of their teaching on student learning -Teachers will improve their differentiation practices to better meet the needs of all students enablers and extenders. -Tutors will plan and undertake learning/improvement cycles for selected students. -Tutors will assess and intervene with impact by using formative and summative assessment to monitor learning, and guide selection of targeted interventions corresponding with individual needs and liaise with teachers for shared responsibility of the students. -Develop and implement a school wide instructional model that aligns to existing Literacy & Numeracy instructional models <p>LEADERS: Through the Learner First work the leadership team will:</p> <ul style="list-style-type: none"> -Lead and work with staff to develop the schedules, norms, protocols and processes for collaborative analyses and planning procedures that build and extend professional capabilities. -Will connect and participate in actions towards improved classroom and differentiation practices across the school - Will communicate a coherent message about the impact of teaching on student learning with a specific focus on developing and extending differentiation skills through developed processes and professional learning opportunities -Will support staff to develop a greater understanding and school wide practices that promote and increase student voice and agency in their learning

Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> -Curriculum documentation will demonstrate differentiation methods -Established TLI/MYLS planning meetings will provide evidence of developed education plans for all identified students -Developed school wide assessment procedures will demonstrate student learning growth <p>Late indicators:</p> <ul style="list-style-type: none"> -Victorian Curriculum teacher judgements will demonstrate student learning growth <p>Staff will complete self, domain/sub school assessments/ratings based on their improved knowledge/understanding and practice in:</p> <ul style="list-style-type: none"> -Differentiated teaching methods -School wide Instructional and pedagogical models -Formative assessment procedures -Student agency and voice 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>-Review of agreed effective pedagogies and the development of a dynamic school wide Instructional Model- Learner First facilitation</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team 	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <ul style="list-style-type: none"> <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
<p>-Increased confidence in unpacking data (e.g NAPLAN Assessment) & further development of P-10 data wall</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <ul style="list-style-type: none"> <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
-Developing and documenting an agreed GVC across all curriculum areas	<input checked="" type="checkbox"/> All Staff	<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
-Increased and deep knowledge about Literacy & Numeracy pedagogies, Increase of school wide instructional rounds/learning walks	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<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
- Engage in regular professional learning- BASTOW- Leading Literacy & PLC Coaching	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
-Build & extend - staff capacity & collaboration through inquiries: PLC, TLI, MYLNS	<input checked="" type="checkbox"/> All Staff	<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
PLC Coaching- Gary Norbury Teaching & Learning Leaders/team to participate in regular	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

workshops/coaching (emotional intelligence & leadership capacity focus)			to: Term 4	<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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> - Build staff capacity to embed effective student wellbeing and mental health approaches across the school -Develop a multi-tiered response model to meet students' individual wellbeing and mental health needs 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> -be able to recognise early mental health support needs in both themselves and others seek appropriate school level support - be able to articulate what positive mental health means and link this to appropriate school level support and programs use the language of SWPB <p>Teachers will:</p> <ul style="list-style-type: none"> -support the implementation of social and emotional learning within the curriculum <p>Implement the strategies of SWPB</p> <ul style="list-style-type: none"> - be able to recognise, respond and refer students students' mental health needs -engage with opportunities for student voice and agency to empower students to have some control over their own lives and learning-Leaders will: <p>Leaders will:</p> <ul style="list-style-type: none"> -Identify and provide appropriate wellbeing and mental health support needs across the school (I added wellbeing back there to allow for those general health measures you might have in place) Ensure the PL and ongoing implementation of SWPB. -(Engagement & wellbeing leaders and member of the school wellbeing team) will contribute to the development and documentation of a multi tiered response model to mental health and will have led staff through what these are and how they are accessed. -School Wellbeing team members will provide direct support and apply relevant referrals to all students presenting mental health 			

	needs			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> -Social and emotional learning documented and applied throughout the curriculum -Developed and documentation of a multi tiered response model to students mental health needs -Developed publications shared and displayed amongst the school and wider community -Improved student attitudes and behaviours in the classroom and in the yard (as recorded on Sentral) -A decrease in incidents and visits to the wellbeing centre -A developed trust by students/families in the schools multi tiered response model -Through the use of feedback cycles & the completion of self assessments/surveys, students will be able to demonstrate an improvement in: -Sense of confidence, Motivation and interest, School Connectedness, Sense of inclusion, Advocate at school, Respect for diversity, Resilience, Psychological distress & Student voice and agency <p>Late indicators:</p> <ul style="list-style-type: none"> -Victorian Curriculum: Improvement in personal and social capabilities -Improvement in all listed SSS factors/targets: (Collective efficacy, Collective responsibility & Trust in students and parents) -Improvement in all listed AtoSS factors/targets: (Sense of confidence, Motivation and interest, School Connectedness, Sense of inclusion, Advocate at school, Respect for diversity, Resilience, Psychological distress & Student voice and agency) -Improvement in all listed POS factors/targets: (Student connectedness, Confidence & resiliency skills) 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<ul style="list-style-type: none"> -implementation of the SWPBS Framework 1. Setting expectation and promoting inclusion 2. A re-focus/design of the school values 3. Developing a student reward & recognition system 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<ul style="list-style-type: none"> from: Term 1 to: Term 4 	<ul style="list-style-type: none"> \$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

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-A re-focus of the school values, vision and code of conduct	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
-identify new routines and expectations that will help support and increase engagement & wellbeing e.g yard spaces	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
-Engagement & Wellbeing- Developed role clarity, new roles & responsibilities and their direct line of sight to the new SSP goals/AIP	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
-Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of student mental health and identify how to support student needs	<input checked="" type="checkbox"/> Principal	<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
•Schedule time for relevant staff to review and manage student wellbeing entries in the Sentral management system. Engagment in further training developing competence in the use of Sentral	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
-Develop and document a scope and sequence for the teaching of the Personal and Social General Capability (P-6 RR & 7-10 Health)	<input checked="" type="checkbox"/> 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
-Conduct peer-observations to explore how the Personal and Social General Capability is taught across classrooms	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> 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

<p>•Support student leaders to run student focus groups to seek feedback on the schools' approach to supporting student mental health.</p>	<p><input checked="" type="checkbox"/> Student Leadership Coordinator</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Support staff to understand what multi-tiered responses are and how to access them for students- agreed approach and model</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>PLC Coaching- Gary Norbury Engagement & Wellbeing Leaders/team to participate in regular workshops/coaching (emotional intelligence & leadership capacity focus)</p>	<p><input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

				<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
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