

# Annual Implementation Plan - 2023

## Define Actions, Outcomes and Activities

Mortlake P-12 College (5376)



Submitted for review by Sean Fitzpatrick (School Principal) on 01 February, 2023 at 04:53 PM

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Endorsed by Bruce Goddard (School Council President) on 27 February, 2023 at 11:59 AM

## Define Actions, Outcomes and Activities

<p><b>Goal 1</b></p>	<p><b>2023 Priorities Goal</b>            In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<p><b>12 Month Target 1.1</b></p>	<p>The percentage of students making at or above expected level in the Victorian Curriculum, as assessed by teachers            Prep to Year 6:</p> <ul style="list-style-type: none"> <li>•Mathematics, to increase from 84 per cent in 2021 to 88 per cent in 2023.</li> </ul> <p>Year 7 to Year 10:</p> <ul style="list-style-type: none"> <li>•Mathematics, to increase from 52 per cent in 2021 to 60 per cent in 2023</li> </ul> <p>The percentage of students achieving at or above the expected level in the Victorian Curriculum, as assessed by teachers in:            Prep to Year 6:</p> <ul style="list-style-type: none"> <li>• Writing, to increase at or above 80%</li> </ul> <p>Year 7 to Year 10:</p> <ul style="list-style-type: none"> <li>• Writing, to increase at or above 60%</li> </ul> <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"> <li>• Stimulated learning from 69 per cent in 2019 to 72 per cent in 2023</li> <li>• Sense of confidence from 53 per cent in 2022 to 73 per cent in 2023</li> <li>• Motivation and interest from 60 per cent in 2022 to 74 per cent in 2023</li> <li>• Self-regulation and goal setting from 55 per cent in 2022 to 72 per cent in 2023</li> <li>• Student voice and agency from 47 per cent in 2022 to 60 per cent in 2023.</li> <li>• Differentiated Learning Challenge from 60 per cent in 2022 to 65 per cent in 2023</li> <li>• Teacher Concern from 42 per cent in 2022 to 50 per cent in 2023</li> <li>• Attitudes to Attendance from 69 per cent in 2022 to 76 per cent in 2023</li> </ul> <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"> <li>• Academic emphasis from 32 per cent in 2022 to 47 per cent in 2023</li> <li>• Collective focus on student learning from 54 per cent in 2022 to 75 per cent in 2023</li> <li>• Collective efficacy from 40 per cent in 2022 to 54 per cent in 2023</li> </ul>

	<ul style="list-style-type: none"> <li>• Collective responsibility from 59 per cent in 2022 to 70 per cent in 2023</li> <li>• Trust in students and parents from 43 per cent in 2022 to 50 per cent in 2023.</li> <li>• Understand how to Analyse Data from 39 per cent in 2022 to 51 per cent in 2023</li> <li>• Use Evidence to inform Practice from 67 per cent in 2022 to 70 per cent in 2023</li> <li>• Support Growth &amp; Learning of Whole student from 67 per cent in 2022 to 75 per cent in 2023</li> <li>• Understand Contribution to School Improvement from 56 per cent in 2022 to 70 per cent in 2023</li> <li>• Use Pedagogical Model from 50 per cent in 2022 to 65 per cent in 2023</li> </ul> <p>Decrease the percentages of absences in the following areas:</p> <p>Years F-6:  30+ days from 15% in 2022 to 8% in 2023  20-29.5 days from 10% to 5% in 2023  10-19.5 days from 31% to 15% in 2023</p> <p>Years 7-12:  30+ days from 24% in 2022 to 12% in 2023  20-29.5 days from 12% to 6% in 2023  10-19.5 days from 31% to 15% in 2023</p>
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	To improve differentiation practice through building teacher capability in assessment and point of need teaching
<b>Outcomes</b>	Embed the Learner First Framework and tools to increase student agency in learning through: <ul style="list-style-type: none"> <li>- Students will participate in S.R.C (Self, Reflect, Connect) daily 15-minute school wide focus/reflection practices</li> <li>- Students will be able to explain what student agency means and what it looks like at school through reflection and goal setting activities</li> <li>- Teachers will provide agency focus through the use of the Learner First Self-Understanding (identity, place, purpose, capacity) tool kit</li> <li>- Teachers will measure impact of 6x focus students through self understanding rubrics and student advocacy model</li> <li>- Teachers will embed school wide instructional model</li> <li>- Leaders will deepen the design work by reviewing and embedding consistent planning (GVC) document with specific reference</li> </ul>

to

application of Learner First Design Guide

- Leaders will revise school wide assessment/moderation practices (Formative/Summative)

Building student and teacher mastery of 'writing to learn' and and apply an evidence based literacy instructional model through:

- Students will Increase their frequency/variety of low stakes writing across all year levels and domains
- Students will learn how to effectively construct texts across disciplines for authentic purposes and audiences, using the writing process

(researching, planning, drafting, editing, revising and publishing)

- Teachers will audit how much writing is happening across all classes (Writing to Learn strategies) and for what purposes (learning

journey)

- Teachers will design a writing/learning activity focus specific to their discipline/literacy area
- Teachers will support an agreed writing focus in each discipline/literacy area
- Teachers will increase the volume and variety of low stakes writing in all domain and year levels
- Teachers will participate in Writing to Learn PLC cycles and Writing Revolution PL sessions
- Teachers will increase their data literacy and assessment (Writing)
- Teaching Partners will support leaders and teaching staff to develop the literacy instructional model
- Teaching Partners will coach and mentor teachers to embed the the literacy instructional model
- Leaders will plan Writing Revolution PL sessions
- Leaders will monitor and observe and celebrate how much writing is happening across all classes (Writing to Learn strategies)

and for

what purposes (learning journey).

- Leaders will work with staff to build their capacity and co-construct writing activities and links to the curriculum.
- Leaders will lead increased understanding of working data literacy available e.g NAPLAN data service
- Leaders will scaffold professional learning opportunities e.g Writing Revolution

Improving differentiation practice through building teacher capability in assessment and point of need teaching in Numeracy through:

- Students will understand the instructional model including their role in each lesson stage
- Students will engage confidently in the school's agreed Numeracy instructional routines
- Teachers and Leaders will participate in WSW Numeracy COP
- Teachers and Leaders will review Numeracy Instructional Practices & Implement the agreed instructional model and practices

with

fidelity, including the agreed focus on:

	<ul style="list-style-type: none"> <li>- Explicit Teaching of Mathematical Strategies</li> <li>- Increasing Student Engagement</li> <li>- Developing a Collaborative Learning Environment</li> <li>- Supporting Students to Manage Challenge &amp; to Develop a Growth Mindset</li> </ul>			
<p><b>Success Indicators</b></p>	<p>Early Indicators:</p> <ul style="list-style-type: none"> <li>-Staff and students actively participating in S.R.C daily structure</li> <li>-Student attendance data will see improvement- through fortnightly checks/Student Advocacy following up</li> <li>-All students completing learning goals and measuring/making links to self understanding rubric- monitor check fortnightly by Students Advocate and SA/SWPBS Leader</li> <li>-School Wide Instructional Model evident in all classrooms and through teaching practice- Leadership Learning Walks</li> <li>-Low stakes writing occurring more frequently in lessons- PLC gallery exhibits twice termly</li> <li>-Numeracy instructional routines evident in all Numeracy lessons- P-10 Numeracy Leader observations and recordings</li> <li>-RAG Assessment Tool utilised</li> </ul> <p>Late Indicators:</p> <ul style="list-style-type: none"> <li>-AToSS targets met in: Differentiated Learning Challenge, Teacher Concern, Attitudes to Attendance, Self Regulation &amp; Goal Setting &amp; Sense of Confidence</li> <li>-Demonstrate incremental improvement in SOS areas: Understand how to Analyse Data, Use Evidence to inform Practice, Support Growth &amp; Learning of Whole student, Understand Contribution to School Improvement, Use Pedagogical Model</li> <li>-Assessment/Moderation procedures will demonstrate student learning growth</li> <li>-Victorian Curriculum teacher judgements will demonstrate student learning growth</li> <li>-Staff will improve knowledge/understanding and practice in: Differentiated teaching methods, Formative assessment procedures, Student agency and voice and School wide Instructional Model</li> </ul>			
<p><b>Activities and Milestones</b></p>	<p><b>People Responsible</b></p>	<p><b>Is this a PL Priority</b></p>	<p><b>When</b></p>	<p><b>Funding Streams</b></p>
<p>Embed Student Agency, pedagogies, Instructional Model and assessment/moderation procedures-Learner First facilitation</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$42,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> </ul>

				<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
Purchase, training & implement- DIBELS & Essential Assessment P-10	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<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
Purchase and training- Writing Revolution	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<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
<p>Whole school PL Plan (curriculum days) embedding focus:          -Student Agency, Pedagogical and Instructional Model          -Writing to Learn          -SWPBS          -WSW Numeracy COP</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
<p>Middle Leadership capability building specific to:          P-10 Numeracy Leader          P-10 Numeracy Leader          P-6 &amp; Year 7-12 SWPBS/Student Agency Leader</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00  <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>-Investigate evidence-based literacy instructional practices.          -Design an evidence based literacy instructional model (incorporating the HITs) with Teaching Partner.</p>	<input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input type="checkbox"/> PLP Priority	from: Term 3	\$0.00

Design professional learning on the instructional model professional learning to staff with the Teaching Partner.			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
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<ul style="list-style-type: none"> <li>-Build staff capacity to embed effective student wellbeing and mental health approaches across the school</li> <li>-Develop a multi-tiered response model to meet students' individual wellbeing and mental health needs</li> </ul>			
<b>Outcomes</b>	<p>Embed the SWPBS framework for maximum impact:</p> <ul style="list-style-type: none"> <li>- Students will engage in explicitly taught SWPBS lessons specific to school expected behaviours in different settings.</li> <li>- Students will increase their respectful and positive behaviours</li> <li>- Students will increase their emotional literacy</li> <li>- Teachers will deliver daily S.R.C activities (Agency, SWPBS, Physical &amp; Regulation/Goal Setting)</li> <li>- Teachers will implement vertical advocacy model (Through S.R.C)</li> <li>- Teachers and ES staff will identify and develop clear IEP's for Tier 1,2 &amp; 3 students</li> <li>- Teachers will implement revised attendance policy/procedures</li> <li>- Teachers and leaders will implement and monitor SWPBS Minor &amp; Major Behaviour Flowchart</li> <li>- Teachers and leaders will complete R.R modules</li> <li>- Leaders will refine/embed rewards and recognition system</li> <li>- Leaders will develop SWPBS/R.R teaching (behaviour) resources for S.R.C</li> <li>- Leaders will activate and publish Student Behaviour Matrices</li> </ul>			



<p><b>Success Indicators</b></p>	<p>Early Indicators:</p> <ul style="list-style-type: none"> <li>- Measuring/monitoring impact- 6 week check ins thorough E&amp;W meetings and student wellbeing surveys</li> <li>- Social and emotional learning (SWPBS/R.R) documented, taught and embedded across the school</li> <li>- Effective implementation of student behaviour flowchart (Minor &amp; Major)</li> <li>- Developed publications/SWPBS vision and matrices displayed amongst the school and wider community</li> <li>- Improved student attitudes and behaviours in the classroom and in the yard (as recorded on Sentral)</li> <li>- A decrease in incidents and visits to the wellbeing centre</li> </ul> <p>Late Indicators:</p> <ul style="list-style-type: none"> <li>- Clear understanding of Tier 1-3 students and their needs (documented in IEPs)</li> <li>- Improvement in all listed SSS factors/targets: (Collective efficacy, Collective responsibility &amp; Trust in students and parents)</li> <li>- Improvement in all listed AToSS factors/targets: (Stimulated Learning, Sense of confidence, Motivation and interest, Self Regulation &amp; Goal Setting and Student voice and agency)</li> <li>- Improvement in all listed POS factors/targets: (High Expectations for Success, Stimulated Learning Environment, Student Motivation &amp; Support &amp; Student Agency &amp; Voice)</li> </ul>			
<p><b>Activities and Milestones</b></p>	<p><b>People Responsible</b></p>	<p><b>Is this a PL Priority</b></p>	<p><b>When</b></p>	<p><b>Funding Streams</b></p>
<p>-Implementation of the SWPBS PL plan to include:</p> <ol style="list-style-type: none"> <li>1. Setting expectation and promoting inclusion</li> <li>2. implementation of the school values &amp; matrices</li> <li>3. Support staff to understand what multi-tiered responses are and how to access them for students- agreed approach and model</li> <li>4. Implementing and embedding student reward &amp; recognition system</li> </ol>	<p><input checked="" type="checkbox"/> SWPBS Leader/Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$16,000.00</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>Development of S.R.C (Self- Reflect-Connect) daily/15 minute student journals &amp; teaching resources</p>	<p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</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>-Continued development and documentation of scope and sequence for the teaching of the Personal and Social General Capability (P-6 RR &amp; 7-10 Health) + staff time release to complete R.R training modules</p>	<p><input checked="" type="checkbox"/> Respectful Relationships Implementation Team</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>Leadership team/student leaders to administer wellbeing surveys to seek feedback on the schools' approach to supporting student mental health- and meeting SSP AToSS target areas</p>	<p><input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Leadership Coordinator</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <p><input 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
Employment (internal) Wellbeing Officer/Support- Tighten the role description	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00  <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