

2021 Annual Implementation Plan

for improving student outcomes

Maribyrnong Secondary College (8015)



Submitted for review by Nick Scott (School Principal) on 19 March, 2021 at 08:12 AM
Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 19 March, 2021 at 08:25 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

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

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

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

Enter your reflective comments	These ratings reflect the outcome of the School Review held in Term 1, 2020, and SSP ratified in Term 3, 2020.. The COVID-19 pandemic has meant there has not been the opportunity to revisit the self evaluation since this time.
Considerations for 2021	The College will be following the Department's advice regarding AIP focus and development for 2021.
Documents that support this plan	

SSP Goals Targets and KIS

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 student learning outcomes.
Target 2.1	By 2024 to increase the percentage of students making high benchmark growth in NAPLAN numeracy from 20 per cent (2019) to 30 per cent (2024).
Target 2.2	By 2024 to increase the percentage of students making high benchmark growth in NAPLAN reading from 20 per cent (2019) to 25 per cent (2024).
Target 2.3	By 2024 to increase the percentage of students making high benchmark growth in NAPLAN writing from 15 per cent (2019) to 20 per cent (2024).

Target 2.4	By 2024 to increase the percentage of students achieving a VCE study score of 40 or more from 2.8 percent (2019) to 6 per cent (2024).
Key Improvement Strategy 2.a Building practice excellence	Build the capacity of all staff to use evidence-based teaching across the school
Key Improvement Strategy 2.b Curriculum planning and assessment	Improve collaboration of teachers within and across the KLAs
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	To support high achievement across the college
Goal 3	To improve student engagement in learning
Target 3.1	By 2024, increase the AToSS result for Student voice and agency from 39 per cent to 50 per cent. By 2024, increase the AToSS result for Stimulating learning from 31 per cent to 50 per cent. By 2024, increase the AToSS result for Motivation and interest from 48 per cent to 55 per cent. By 2024, increase the student engagement measure in the College-administered student-teacher feedback survey by one scale point for each eligible teacher.
Key Improvement Strategy 3.a Empowering students and building school pride	Implement a student voice and agency strategy across the college

Key Improvement Strategy 3.b Curriculum planning and assessment	Undertake curriculum innovation at the Year 9 level
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Develop and implement programs that enhance student engagement and wellbeing inside and outside the classroom
Goal 4	To enhance student wellbeing
Target 4.1	By 2024, the AToSS results are: <ul style="list-style-type: none"> • "Managing bullying" at least 60 per cent positive response from 2019 47 per cent • "Respect for Diversity" at least 50 per cent positive response from 2019 41 per cent
Target 4.2	By 2024, the Parent Opinion Survey (POS) parent participation and involvement variable to increase from 52 per cent (2019) to 60 per cent (2024).
Key Improvement Strategy 4.a Parents and carers as partners	Develop and embed a strategy to develop and strengthen partnerships with parents and carers
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Enhance an inclusive environment

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
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. Advance the identified priorities to the greatest extent possible during 2021.
To maximise student learning outcomes.	No	By 2024 to increase the percentage of students making high benchmark growth in NAPLAN numeracy from 20 per cent (2019) to 30 per cent (2024).	
		By 2024 to increase the percentage of students making high benchmark growth in NAPLAN reading from 20 per cent (2019) to 25 per cent (2024).	
		By 2024 to increase the percentage of students making high benchmark growth in NAPLAN writing from 15 per cent (2019) to 20 per cent (2024).	

		By 2024 to increase the percentage of students achieving a VCE study score of 40 or more from 2.8 percent (2019) to 6 per cent (2024).	
To improve student engagement in learning	No	<p>By 2024, increase the AToSS result for Student voice and agency from 39 per cent to 50 per cent.</p> <p>By 2024, increase the AToSS result for Stimulating learning from 31 per cent to 50 per cent.</p> <p>By 2024, increase the AToSS result for Motivation and interest from 48 per cent to 55 per cent.</p> <p>By 2024, increase the student engagement measure in the College-administered student-teacher feedback survey by one scale point for each eligible teacher.</p>	
To enhance student wellbeing	No	<p>By 2024, the AToSS results are:</p> <ul style="list-style-type: none"> • "Managing bullying" at least 60 per cent positive response from 2019 47 per cent • "Respect for Diversity" at least 50 per cent positive response from 2019 41 per cent 	

		By 2024, the Parent Opinion Survey (POS) parent participation and involvement variable to increase from 52 per cent (2019) to 60 per cent (2024).	
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Goal 1	2021 Priorities Goal		
12 Month Target 1.1	Advance the identified priorities to the greatest extent possible during 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.		

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal			
12 Month Target 1.1	Advance the identified priorities to the greatest extent possible during 2021.			
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority			
Actions	<ol style="list-style-type: none"> 1. Establish/embed/maintain PLCs/PLTs structures to support teacher collaboration and reflection of strengthen teaching practice. 2. Use PLCs / PLTs for staff to collaboratively plan units of work with a focus on differentiation. 3. Establish a small group tutoring program. 4. Plan whole school professional learning on differentiation. 			
Outcomes	<ol style="list-style-type: none"> 1. PLCs/Ts will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons. 2. Teachers will provide students with the opportunity to work at their level using differentiated resources. 3. Nominated or relevant teachers and leaders will establish intervention/small group tutoring/before and afterschool programs. 4. Students and teachers will have more time to work on content at the students point of need. 			
Success Indicators	<p>Teachers' formative assessment data and teacher judgement data. Teacher records and observations of student progress. Differentiated curriculum documents and evidence of student learning at different levels. Engagement data from Learning Management Systems/virtual classrooms. Differentiated resources used in tailored supports. Assessment data and student surveys from intervention groups. Appointment/staffing of programs. Extent to which goals in TLI ILPs are met.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish a small group tutoring program.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$330,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Revise KLA meeting schedule to accommodate additional curriculum development time.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KLAs allocate time in meeting roster to undertake differentiated unit development.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Curriculum Day organised including Differentiation session.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<ol style="list-style-type: none"> 1. Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels. 2. Plan how whole school professional learning on trauma-informed practice will be implemented and revisited throughout the year. 3. Build staff capacity to collect, analyse, monitor and respond to student engagement data. 4. Target counselling for individual students with acute needs. 5. Build relationships and engage with families of at-risk students. 			
Outcomes	<ol style="list-style-type: none"> 1. Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing. 2. Trauma-informed practice PD delivered to staff. 3. Teachers will model and are consistent in agreed routines. 4. Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate. 			

	5. Families of at-risk students will receive regular communication and support from the school.			
Success Indicators	Classroom and peer observations. Documentation of frameworks, policies or programs. Data used to identify students in need of targeted support. Data of counselling services accessed by students and families. Student engagement and assessment data from regular classes.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
School leadership undertake trauma-informed PD training.	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Curriculum Day incorporates trauma-informed model overview.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Referral process incorporating school psychologist refined.	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/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
Communication protocols for at-risk families reviewed and refined.	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator		to: Term 4	<input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	<ol style="list-style-type: none"> 1. Strengthen and adapt the school-wide approach to digital learning and policies regarding digital access and devices. 2. Build staff capability to integrate digital learning. 3. Plan for school facilities and grounds works that will mean every school is a great place to learn. 4. Use digital channels of communication to provide regular updates on weekly student learning programs. 5. Engage in PLCs/PLTs to foster collaboration, build collective efficacy and build digital learning pedagogy. 6. Ensure the benefits of digital learning continue to be available to every student. 			
Outcomes	<ol style="list-style-type: none"> 1. Teachers will have strong relationships with students and parents/carers/kin. 2. Teachers will be confident in integrating digital learning pedagogy. 3. The wider community will feel welcome in the school and regularly use school facilities. 4. Students will feel connected to their school and have positive attitudes to attendance. 5. Secondary students will have stronger digital literacy. 6. All students will be connected to resources and learning opportunities. 			
Success Indicators	Class participation data Positive student survey data (internal surveys, AToSS) Student perception and survey data Attendance			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Microsoft Teams framework established for document sharing across all KLAs and staff.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Time allocated to KLA meetings for digital resource PD and development.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Work with Region to clarify funding sources and capacity for school physical improvement.	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$0.00	\$0.00
Additional Equity funding	\$166,000.00	\$166,000.00
Grand Total	\$166,000.00	\$166,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
After School Tutoring (4 periods per week total)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$19,000.00	\$19,000.00
Reading Support Program Deb Defina and 2 X RFS teachers in MPL (4 periods per week total)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$85,000.00	\$85,000.00
Additional SWC time	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$55,000.00	\$55,000.00

	to: Term 4			
School Uniform Subsidy	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Other Cost of buying uniform	\$5,000.00	\$5,000.00
Year 7 Camp Subsidy	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Other Cost of subsidising camp	\$2,000.00	\$2,000.00
Totals			\$166,000.00	\$166,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Establish a small group tutoring program.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources TLI documentation	<input checked="" type="checkbox"/> On-site
Revise KLA meeting schedule to accommodate additional curriculum development time.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
KLAs allocate time in meeting roster to undertake differentiated unit development.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Curriculum Day organised including Differentiation session.	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
School leadership undertake trauma-informed PD training.	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Curriculum Day incorporates trauma-informed model overview.	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 3	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Microsoft Teams framework established for document sharing across all KLAs and staff.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Time allocated to KLA meetings for digital resource PD and development.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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