2022 Annual Implementation Plan

for improving student outcomes

Maribyrnong Secondary College (8015)

Submitted for review by Nick Scott (School Principal) on 31 May, 2022 at 02:28 PM
Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 31 May, 2022 at 02:35 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Evolving
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

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 2022	The College will be following the Department's advice regarding AIP focus and development for 2022.

Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**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.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a 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
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
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	Implement a student voice and agency strategy across the college

Empowering students and building school pride	
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: • "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 The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	Yes	Support for the 2022 Priorities	Advance the identified priorities to the greatest extent possible during 2022.
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	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.	

| To enhance student wellbeing | No | By 2024, the AToSS results are:

- "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). | |

Goal 1	**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.
12 Month Target 1.1	Advance the identified priorities to the greatest extent possible during 2022.

Key Improvement Strategies		Is this KIS selected for focus this year?
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	Yes
KIS 2	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Priority 2022 Dimension		
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 2022.	

Define Actions, Outcomes and Activities

Goal 1	**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.
12 Month Target 1.1	Advance the identified priorities to the greatest extent possible during 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	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. Maintain a small group tutoring program. 4. Plan whole school professional learning on differentiation.
Outcomes	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	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.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Maintain the small group tutoring program as funded through Department SRP for Semester 1. This provides for 2 sessions of tutoring in each of literacy and numeracy for each form group in Years 7, 8, and 9. Student have been identified through 2021 GPAs.	☑ All Staff ☑ School Leadership Team	☑ PLP Priority	from: Term 1 to: Term 2	$365,826.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KLAs allocate time in meeting roster to undertake differentiated unit development.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Curriculum Day organised including Differentiation session.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Cross reference to "Funding Planner" activities. These are listed in detail under funding planner activities as they do not relate to current AIP goals. See additional funding planner activities listed elsewhere in document.	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.01 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ 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	1. Plan how whole school professional learning on trauma-informed practice will be implemented and revisited throughout the year. 2. Build staff capacity to collect, analyse, monitor and respond to student engagement data. 3. Target counselling for individual students with acute needs. 4. Build relationships and engage with families of at-risk students.
Outcomes	1. Trauma-informed practice PD delivered to staff. 2. Teachers will model and are consistent in agreed routines. 3. Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with

	parents) where appropriate. 4. 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	People Responsible	Is this a PL Priority	When	Funding Streams
School leadership undertake trauma-informed PD training.	☑ School Leadership Team ☑ Student Wellbeing Co-ordinator	☑ PLP Priority	from: Term 2 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Curriculum Day incorporates trauma-informed model overview.	☑ All Staff	☑ PLP Priority	from: Term 3 to: Term 3	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Referral process incorporating school psychologist extended to additional staff member.	☑ School Leadership Team ☑ Student Wellbeing Co-ordinator ☑ Sub School Leader/s ☑ Year Level Co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$154,886.00	$154,886.01	-$0.01
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$154,886.00**	**$154,886.01**	**-$0.01**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Cross reference to "Funding Planner" activities. These are listed in detail under funding planner activities as they do not relate to current AIP goals. See additional funding planner activities listed elsewhere in document.	$0.01
Totals	**$0.01**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Cross reference to "Funding Planner" activities. These are listed in detail under funding planner activities as they do not relate to current AIP goals. See additional	from: Term 1 to: Term 4	$0.01	☑ School-based staffing

funding planner activities listed elsewhere in document.			
Totals		$0.01	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
After School Tutoring (4 periods per week total)	$19,000.00
Reading Support Program Deb Defina and 2 X RFS teachers in MPL (4 periods per week total)	$85,000.00
Additional SWC time	$55,000.00
School Uniform Subsidy	$5,886.00

Totals		$164,886.00	

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
After School Tutoring (4 periods per week total)	from: Term 1 to: Term 4	$19,000.00	☑ School-based staffing
Reading Support Program Deb Defina and 2 X RFS teachers in MPL (4 periods per week total)	from: Term 1 to: Term 4	$85,000.00	☑ School-based staffing
Additional SWC time	from: Term 1 to: Term 4	$45,000.00	☑ School-based staffing
School Uniform Subsidy	from: Term 1 to: Term 4	$5,886.00	☑ Other Cost of buying uniform
Totals		$154,886.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
After School Tutoring (4 periods per week total)	from: Term 1		

	to: Term 4		
Reading Support Program Deb Defina and 2 X RFS teachers in MPL (4 periods per week total)	from: Term 1 to: Term 4		
Additional SWC time	from: Term 1 to: Term 4		
School Uniform Subsidy	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
After School Tutoring (4 periods per week total)	from: Term 1 to: Term 4	$0.00	
Reading Support Program Deb Defina and 2 X RFS teachers in MPL (4 periods per week total)	from: Term 1 to: Term 4	$0.00	
Additional SWC time	from: Term 1	$0.00	

	to: Term 4		
School Uniform Subsidy	from: Term 1 to: Term 4	$0.00	
Totals		$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Maintain the small group tutoring program as funded through Department SRP for Semester 1. This provides for 2 sessions of tutoring in each of literacy and numeracy for each form group in Years 7, 8, and 9. Student have been identified through 2021 GPAs.	☑ All Staff ☑ School Leadership Team	from: Term 1 to: Term 2	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Departmental resources TLI documentation	☑ On-site
KLAs allocate time in meeting roster to undertake differentiated unit development.	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice	☑ Internal staff	☑ On-site
Curriculum Day organised including Differentiation session.	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Whole School Pupil Free Day	☑ Internal staff	☑ On-site
Cross reference to "Funding Planner" activities. These are listed in detail under funding planner activities as they do not relate to current AIP goals. See additional funding planner activities listed elsewhere in document.	☑ Principal	from: Term 1 to: Term 4	☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ SEIL	☑ On-site

School leadership undertake trauma-informed PD training.	☑ School Leadership Team ☑ Student Wellbeing Co-ordinator	from: Term 2 to: Term 2	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Curriculum Day incorporates trauma-informed model overview.	☑ All Staff	from: Term 3 to: Term 3	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day	☑ Internal staff	☑ On-site