

2023 Annual Implementation Plan

for improving student outcomes



Submitted for review by John Baston (School Principal) on 28 December, 2022 at 12:54 PM
Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 06 August, 2023 at 11:29 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
--	---------------------	-----------------------

	<p>Staff opinion survey clearly shows that the strategies to improve the staff positive response with respect to Instructional Leadership and Visibility are having the desired effect but will continue to be a focus in 2023</p> <p>Our wellbeing support of our students was felt to be extremely equitable of high quality across all students. The link with community providers is improving in attainment, growth and quality. Links with families and carers improved in 2022, but this continues to need to be an area for improvement.</p>
<p>Considerations for 2023</p>	<p>In addition to the 2023 Priorities Goals mandated by DET we will be continuing with a number of Goals and Key Improvement strategies that were identified through our School Review in 2021. These have been incorporated into the 2021-2024 College Strategic Plan. They are:</p> <p>Goal 3: To improve engagement in learning for all students KIS 1 Improve whole college instructional leadership capacity</p> <p>Goal 4: Improve student resilience and enhance wellbeing KIS 1 Embed the College 5P Learning Behaviour Framework</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<p>2023 Priorities Goal 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>
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve achievement in learning for all students.
Target 2.1	<p>Senior College</p> <p>Increase VCE all studies mean score from 26.60 (2019) to 30 (2024). Decrease VCAL completion for students who were eligible but did not complete from 44 per cent (2019) to 25 per cent (2024).</p>
Target 2.2	<p>NAPLAN</p> <p>Increase percentage of Year 9 students in the top two bands:</p> <p>Reading from 12% (2019) to 18% (2024) Numeracy from 20% (2019) to 25% (2024) Writing from 10% (2019) to 15% (2024)</p>

Target 3.1

SSS

Increase percentage positive endorsement:

Academic emphasis from 49% (2020) to 60% (2024)

Collective efficacy from 54% (2020) to 65% (2024)

Guaranteed and viable curriculum 49% (2020) to 65% (2024)

Instructional leadership from 44% (2020) to 57% (2024)

Target 3.2

AToSS

Increase percentage positive endorsement:

Student voice and agency from 58% (2019) to 73% (2024)

Self regulation from 58% (2019) to 73% (2024)

Goal 4	Improve student resilience and enhance wellbeing.
Target 4.1	<p>SSS</p> <p>Increase percentage positive endorsement:</p> <p>Use student feedback to improve practice from 62.1% (2020) to 65% (2024) Support growth and learning of the whole student from 50.8% (2020) to 55% (2024)</p>
Target 4.2	<p>AToSS</p> <p>Increase percentage positive endorsement:</p> <p>Learning confidence from 68% (2019) to 73% (2024) Resilience from 66% (2019) to 71% (2024) Teacher concern 45% (2019) to 50% (2024) Advocate at school 60% (2019) to 74% (2024)</p>
Key Improvement Strategy 4.a	

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.
----------------------------------	--	------------------------------------	--

<p>Improve achievement in learning for all students.</p>	<p>No</p>	<p>Senior College Increase VCE all studies mean score from 26.60 (2019) to 30 (2024). Decrease VCAL completion for students who were eligible but did not complete from 44 per cent (2019) to 25 per cent (2024).</p>	<p>feedback to improve practice to at or above 65% Numeracy:- Increase percentage of Year 9 students in the top two bands from 19% to 25%- Decrease percentage of Year 9 students in the bottom two bands by 5% Increase percentage positive endorsement in the ATOSS for the following measures:- Student voice and agency from 52% to 60% - Self regulation and goal setting from 61% to 69% - Differentiated learning challenge from 63% to 68%</p>
--	-----------	--	--

		Time to share pedagogical knowledge from 32.6% (2020) to 52% (2024)	
Improve engagement in learning for all students.	Yes	SSS Increase percentage positive endorsement: Academic emphasis from 49% (2020) to 60% (2024)	

Goal 1

2023 Priorities Goal
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.

12 Month Target 1.1

NAPLAN

Increase percentage of Year 9 students in the top two bands:

- Reading from 15% to 20%
- Writing from 14% to 20%
- For Numeracy from 19% to 25%

Reduce the percentage of Year 9 students in the bottom two bands:

- For writing from 35% to 30%
- For Reading from 25 % to 20%
- For Numeracy from 24% to 19%

All students enrolled in an intensive numeracy support program (INP, MYLNS, TLI,) will on average achieve 18 months growth in Maths for 12 months learning as measured by PAT-M testing

- All students at the College will on average achieve 12 months growth in Maths for 12 months learning as measured by PAT - M testing

Increase VCE all studies mean score to 29

Decrease VCAL non-completion for students who were eligible but did not complete to 10%

Increase the School Staff Survey positive endorsement measures for the following areas:

Teacher collaboration to at or above 52%

Understand how to analyse data to at or above 45%

Plan differentiated learning activities to at or above 56%

	<p>Increase percentage positive endorsement in the ATOSS for the following measures:</p> <ul style="list-style-type: none"> - Student voice and agency from 52% to 60% - Self regulation and goal setting from 61% to 69% - Differentiated learning challenge from 63% to 68% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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 2023.	
Goal 3	Improve engagement in learning for all students.	
12 Month Target 3.1	<p>School Staff Survey</p> <p>Increase percentage positive endorsement:</p> <ul style="list-style-type: none"> - Collective efficacy to be at or above 57% - Academic emphasis 53% - Guaranteed and viable curriculum from 48% to 53%% - Instructional leadership from 44% to 50%% 	
12 Month Target 3.2	<p>AToSS</p> <p>Increase percentage positive endorsement:</p> <p>Student voice and agency from 52% to 60%</p>	

	Self regulation and goal setting from 61% to 69% Differentiated learning challenge from 63% to 68% Stimulated learning from 59% to 64%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Instructional and shared leadership	Improve whole college instructional leadership capacity.	Yes
KIS 3.b Curriculum planning and assessment	Develop, implement, and review curriculum to engage students in learning.	No
KIS 3.c Intellectual engagement and self-awareness	Build teacher capacity to activate student voice and agency in learning.	No
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.	Continuing to develop the Instructional capacity of the Principal Class and Middle Level Leadership Teams to effectively plan and implement high level strategies will improve the quality of teaching and learning practice across the school. Leaders will be modelling the classroom practices expected as well as providing support to their teams. Members of the Principal Team will be able to utilise a variety of coaching strategies in School Improvement Team meetings, curriculum conversations and in day to day interactions with team members and other staff.	

Define Actions, Outcomes and Activities

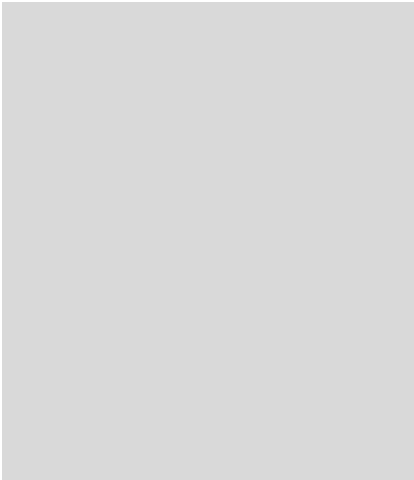
Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	NAPLAN Increase percentage of Year 9 students in the top two bands: -

	-
--	---

	<ul style="list-style-type: none"> - Improvement in the Student Attitudes to School Survey measure Stimulated learning plus any other measures - Curriculum documentation shows evidence of planning for differentiation 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>EDAPT and the Pivot system have been implemented across the College and staff trained in its use. This training must be expanded to include the 30+ new teaching staff that we have in 2023. All members of the Leadership Team (Leading Teachers plus Principal Class) and all Learning Specialists have been trained (in 2021) in the use of these systems and how to train staff through the PLTs. There will be ongoing contact between Leadership Team and Learning Specialists and consultants from the EDAPT system throughout 2023 to refine expertise and also to expand the number of classes with which it is used. Teachers will be required to report of their used of PIVOT in their Statement of Expectations</p>	<p>Leadership Team Learning Specialist(s) Teacher(s)</p>	<p>PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$50,000.00</p> <p>Equity funding will be used</p> <p>Disability Inclusion Tier 2 Funding will be used</p> <p>Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Ongoing monitoring of staff confidence levels in the Components of Data Literacy [(Mandinach, E. B. & Gummer, E. S., 2016, p2]. This will be done through the PLTs and overseen by the the Learning Specialists reporting to the AP -Teaching and Learning</p> <p>Ongoing professional Learning through PLTS in co designing of learning goals with students and transforming data into information: Making connections between data and practice.</p> <p>This will include students being surveyed or involved in focus group sessions:</p> <ul style="list-style-type: none"> - to establish how the co-designing learning goals is progressing - to determine the frequency and consistency of practice with which PIVOT is being used 	<p>Data Leader Leadership Team Student Leadership Coordinator Student(s) Teacher(s)</p>	<p>PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p>Equity funding will be used</p> <p>Disability Inclusion Tier 2 Funding will be used</p> <p>Schools Mental Health Menu items will be used which may include DET funded or free items</p>

<p>College AP - Teaching and Learning will meet fortnightly with Learning Specialists and Leadership Team to review and assess progress and achievement at the PLT level. Progress will then be reported back to the SIT Team as part of the school improvement review cycle.</p>	<p>Learning Specialist(s) School Improvement Team</p>	<p>PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p>Equity funding will be used</p> <p>Disability Inclusion Tier 2 Funding will be used</p> <p>Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>School Leadership establish peer classroom observations with a focus on differentiation in the classroom. Information from these observations is to be fed back to teachers being observed and where appropriate possibly reviewed and discussed in Curriculum Domain meetings.</p>	<p>School Leadership Team</p>	<p>PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p>Equity funding will be used</p> <p>Disability Inclusion Tier 2 Funding will be used</p> <p>Schools Mental Health Menu items will be used which may include DET funded or free items</p>

School Leadership and Learning Specialists conduct Learning Walks to observe staff practice and collect data on student experiences of assessment and differentiation. Information

- 
- Reduced bullying behaviours
 - Improved social-emotional competence
 - Improved positive school climate and culture

For teachers

- Increased uninterrupted time in the classroom for teaching and learning
 - Student leaders will be able to recognise, respond to and refer mental health emergencies
 - Students will be able to explain what positive mental health means and where they can seek support at school
 - Students will report improved mental health
 - Teachers will plan for and implement social and emotional learning within their curriculum areas
 - Teachers will

				<p>Disability Inclusion Tier 2 Funding will be used</p> <p>Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Implementation of externally provided student well being programs:</p> <ul style="list-style-type: none"> - RITE Man - No Limits - Gatehouse Young Womans Project - LeMana Community Engagement Program 	<p>Leadership Team Wellbeing Team</p>	<p>PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$50,000.00</p> <p>Equity funding will be used</p> <p>Disability Inclusion Tier 2 Funding will be used</p> <p>Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Utilisation of resources available through the School Mental Health Fund</p> <ul style="list-style-type: none"> - Resiliency Project - Safe Schools - Respectful Relations - Trauma Informed Care in Schools (TIC) 	<p>Leadership Team Wellbeing Team</p>	<p>PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$162,500.18</p> <p>Equity funding will be used</p> <p>Disability Inclusion Tier 2 Funding will be used</p> <p>Schools Mental Health Menu items will be used which</p>

				may include DET funded or free items
Goal 3	Improve engagement in learning for all students.			

	<p>Teachers conduct regular conferences with students, set learning goals, model strategies and provide feedback to students during phases of the instructional model used in program delivery</p> <p>Students can articulate a typical lesson structure used by the classroom teacher</p>
--	--

				will be used which may include DET funded or free items
--	--	--	--	---

Review and revise roles and responsibilities of leaders to align them with the key work targeted in the Strategic Plan. Provide Professional Learning to Leading Teachers and Learning Specialists strengthen their instructional leadership skills and knowledge. Ensure all leaders are clear on their roles and have action plans with goals and targets linked to the school's Strategic

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	GW cc`g`rcHU`Z bX]b[(\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$3,875,887.46	\$3,875,887.46	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$162,500.18	\$162,500.18	\$0.00
Total	\$4,038,387.64	\$4,038,387.64	\$0.00

Activities and Milestones Total Budget



Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Implementation of internally provided student well being programs:- see attached document 'Keysborough College Student Wellbeing Programs 2023'	from: Term 1 to: Term 4	\$30,000.00	School-based staffing Professional development (excluding CRT costs and new FTE) Support services
Implementation of externally provided student well being programs: - RITE Man - No Limits - Gatehouse Young Womans Project - LeMana Community Engagement Program	from: Term 1 to: Term 4	\$50,000.00	School-based staffing Professional development (excluding CRT costs and new FTE) Support services
Totals		\$80,000.00	

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
---------------------------	------	------------------------	----------

Utilisation of resources available through the School Mental Health Fund	from:	\$162,500.18
	Term 1	
- Resiliency Project	to:	
- Safe Schools	Term 4	
- Respectful Relations		
- Trauma Informed Care in Schools (TIC)		

CRT coverage for release of teachers for Equity related programs	\$100,000.00
Support for student access to VET programs	\$80,912.06
Totals	\$3,795,887.46

Additional Funding Planner Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Employment of additional School Refuser Engagement Worker, 1.0 Youth Worker + 1.6 Intervention Support Worker	from: Term 1 to: Term 4	\$240,000.00	School-based staffing

Additional teaching staff employed
(22@ Class1-5b 53.06 reW*nBT/F1 1

Staffing of Intensive Reading
Program at Years 7- 9 (4.0 EFT)
CRT Coverage for PL release

from:
Term 1
to:
Term 4

\$410,000.00

Appointment of MYLNS tutors over and above those funded through SRP (4 x 0.6) CRT coverage for release for PL	from: Term 1 to: Term 4		
Employment do Inclusive Curriculum Lead Teacher	from: Term 1 to: Term 4		
Subsidising of Intra-college school buses	from: Term 1 to: Term 4		
Staffing of Intensive Reading Program at Years 7- 9 (4.0 EFT) CRT Coverage for PL release	from: Term 1 to: Term 4		
Staffing of Numeracy Support Program at Years 7- 9 (4.0 EFT) CRT Coverage for PL release	from: Term 1 to: Term 4		
CRT coverage for release of teachers for Equity related programs	from: Term 1 to: Term 4		
Support for student access to VET programs	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional Funding Planner Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Employment of additional School Refuser Engagement Worker, 1.0 Youth Worker + 1.6 Intervention Support Worker			

Professional Learning and Development Plan

Professional Learning Priority	Who
--------------------------------	-----

Gummer, E. S., 2016, p2].
This will be done through the
PLTs and overseen by the
the Learning Specialists
reporting to the AP -Teaching
and Learning
Ongoing professional
Learning through PLTS in co
designing of learning goals

<p>identify the work that will be undertaken with School and Middle Level Leadership. Each member of the the principal team will establish an individual Action Plans that will reflect their work over the course of the year. The Principal Team as a group will also develop a collective Action Plan. These action plans will then be regularly reviewed by the team monthly and will the School Leadership Coach once per term.</p> <p>Principal Team to meet regularly with Instructional Leadership Team Coach to evaluate implementation of the Instructional Leadership Model</p>	<p>Leadership Team Principal</p>	<p>to: Term 4</p>	<p>Collaborative Inquiry/Action Research team Individualised Reflection</p>		<p>School improvement partnerships</p>	
--	--------------------------------------	-----------------------	--	--	--	--

Review and revise roles and responsibilities of leaders to align them with the key work targeted in the Strategic Plan. Provide Professional Learning to Leading Teachers and Learning Specialists strengthen their instructional leadership skills and knowledge. Ensure all leaders are clear on their roles and have action plans with goals and targets linked to the school's Strategic and

Leadership Team
Learning Specialist(s)

Annual Implementation Plans. These action plans will be reviewed twice per term by the school leadership team as part of the schools school improvement cycle						
---	--	--	--	--	--	--