

Annual Implementation Plan - 2022

Define Actions, Outcomes and Activities

Mount Ridley P-12 College (8853)



Submitted for review by Carmelo Pagano (School Principal) on 28 February, 2022 at 10:13 AM
Endorsed by Vivienne Tellefson (Senior Education Improvement Leader) on 28 February, 2022 at 04:30 PM
Endorsed by Mary-Anne Schmidt (School Council President) on 28 February, 2022 at 10:27 PM

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	Linked to Goal 1: Literacy <ul style="list-style-type: none"> • 70% of P-6 students will make at least 12 months growth in Reading • 85% of P-6 Tier 3 (6-12 months below the expected level) Identified students will make at least 12 months growth in 6 months • 70 % of MYLNS 7-10 students to make a minimum of 12 months relative growth • 70% of 7-10 students will make at least 12 months growth in Reading Linked to Goal 1: Numeracy <ul style="list-style-type: none"> • 65% of Year 8 students in the MYLNS program will show 12 months of relative growth in 12 months • 70% of Year 10 students in the MYLNS program will show 6 months of relative growth in 12 months Linked to Goal 1: Wellbeing <ul style="list-style-type: none"> • For Prep to Year 6, the average number of days absent will be: 19 days • For Year 7 to Year 12, the average number of days absent will be: 21 days
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"> • Refine and implement a high impact Tutor Learning Program to support the catch-up of students whose learning suffered during 2021. • Further develop staff understanding and implementation of the school agreed MRC Instructional Framework and knowledge of the HITs and researched based pedagogical practices to achieve increased student engagement and growth • Enhance teacher capacity to differentiate teaching and learning to students point of need
Outcomes	Students will: <ul style="list-style-type: none"> • Be actively engaged in literacy and numeracy intervention programs • Contribute to the development, monitoring, evaluation and refinement of their SMART goals • Be able to access learning at their point of need

	<p>Teachers will:</p> <ul style="list-style-type: none"> Identify student learning needs, including TLP & MYLNS program participants, based on diagnostic assessment data Teachers and tutors will plan for differentiation based on student learning data Tutors will provide targeted academic support to students Teachers and Tutors will develop, monitor, evaluate and refine SMART goals for TLP, MYLNS and other intervention programs. Evidence the MRC Instructional Framework and differentiation in their teaching Implement targeted teaching and strategies, with a focus on HITS and differentiation Moderate student work and provide timely feedback to students and parents in student learning Work as active members of PLC's to engage in reflective practice, evaluate and plan the teaching and learning program. curriculum, assessments, lessons <p>Leaders will:</p> <ul style="list-style-type: none"> Support teaching staff to build assessment and differentiation practices through clear processes and professional learning Provide opportunities for staff to collaborate and share appropriate knowledge and strategies across priority areas Ensure strategies are in place to monitor and track student achievement, particularly in TLP and MYLNS Embed PLC structures to support teacher collaboration and reflection of strengthening teaching practice Model best practice in classroom instruction. Develop and document whole-school approaches to curriculum planning and assessment with provision of a whole-school teaching and learning handbook 			
Success Indicators	<ul style="list-style-type: none"> Curriculum documentation will show plans for differentiation and utilisation of the HITS Clearly documented scope and sequence material for all curriculum areas across the College All teaching staff, with the exception of provisionally registered teachers participate in a coaching cycle facilitated by the Learning Specialists Staff experience increased confidence that their teaching leads to improved student achievement and that academic learning and achievement is valued by students and parents (School Staff Survey - Collective Efficacy and Academic Emphasis) Increased positive responses on the Staff Opinion Survey in the Collective Efficacy, Teacher Collaboration and Formative Assessment Implementation categories Victorian Curriculum teacher judgements and NAPLAN will show growth in student learning 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<ul style="list-style-type: none"> • Documented MRC Tutoring Program model • MRC Induction Program coverings Role and Responsibilities of tutors • Documented SMART Goals on Compass for students involved in TLI, MYLNS, EAL withdrawal programs and other intervention programs • Students identified and enrolled in TLI, MYLNS, VHAP, EAL and other intervention programs • Embedding PLC structures with a focus on student learning outcomes, • Targeted professional learning of Learning Area Coordinators to support team leadership and PLC's • Unit planners reflect common summative and formative tasks focusing on skills, knowledge and understanding of the topic • Learning Specialists to launch the MRC Teaching and Learning Philosophy. • Learning Specialist to continue Coaching Program with a focus on HITS and research-based pedagogy • Implementation of Student Voice Teaching and Learning Surveys • Implementation of Ongoing Reporting across Prep to Year 12 for summative tasks and refinement of GPA (to include effort and behavior only) • Professional Learning opportunities targeting differentiation, EAL learners, HITS and utilisation of data to inform teacher practice • Development of MRC whole-school teaching and learning handbook • Review of the 7-9 curriculum structure in order to ensure a long term viable and sustainable curriculum that meets the needs of MRC students. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$2,430,000.00</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>KIS 2 Priority 2022 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			

Actions	<ul style="list-style-type: none"> • Establish a whole school approach to social-emotional learning or belonging and engagement • Plan how whole school professional learning on trauma-informed practice will be implemented and revisited throughout the year • Refine whole school staff wellbeing processes and programs 			
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> • be informed of trauma informed teaching practices • be upskilled on best practice to support the wellbeing of their students • utilise student services to support student wellbeing <p>Leaders will:</p> <ul style="list-style-type: none"> • continue to provide evidence based best practice professional development to support the staff and students on how to manage mental health and overall student wellbeing across the College • work with staff, students and families along with external agencies to improve the attendance of students and connectedness to school <p>Students will:</p> <ul style="list-style-type: none"> • be provided with information and strategies that equip them to be able to manage their wellbeing with supports. 			
Success Indicators	<p>Staff and the College will have/be able to...</p> <p>Area C meetings (Mentor) with targeted professional development</p> <p>Building a connection between student services, pathways and engagement team</p> <p>Implementation of targeted curriculum through mentor and wellbeing program</p> <p>Regular meetings with leadership (DOSS/DOSE)</p> <p>Develop a targeted program based on parent need (education/ engagement etc)</p> <p>Regular care team meeting</p> <p>Regular attendance at Wellbeing NETs</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional learning on trauma informed practices. Sharing strategies from Care Team Meeting with relevant staff to support classroom engagement and wellbeing.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$480,000.00

<p>Professional learning for staff in the use of Student Services (Wellbeing and Learning Enhancement). Students will be provided with Information Sessions and opportunities to attend Team Leader led activities. All year 5+7 students participate in an interactive orientation workshops Interactive targeted cohort workshops delivered by student services DOSS, DOSEW and HPE learning specialist to regarding discovery days Use of Microsoft teams as a platform to deliver student services notices PD all staff around the new 2022 IEP process Create and utilise the 2022 student learning profile Ensure all staff are using updated processes in creating 2022 IEP Refine and update the 2022 student learning profile form through MS teams Implement mentor program respectful relationships (RR) Liaise with YARRA me in regards to delivering trauma informed training for staff Identifying point of need for staff self-care and wellbeing Build relationships with external agencies to promote staff wellbeing Ensuring the implementation of the RR curriculum across all range of subject areas Implementation and embedding of trauma informed strategies within the classroom environment Ensuring the implementation of staff wellbeing program Collect staff reflection data and feedback to monitor staff wellbeing programs Engage external agencies in staff PD around wellbeing</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Lookout Centre/Designated Teacher <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s) 		<p>to: Term 4</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>Goal 2</p>	<p>To empower students to be engaged learners and leaders</p>			
<p>12 Month Target 2.1</p>	<p>The VCE median study score will be: • All Studies: 26</p>			

12 Month Target 2.2	VCAL Completion rates of 100%
12 Month Target 2.3	<p>To improve the percentage of positive responses to the Attitudes to School Survey for the following factors to:</p> <p>Years 4 - 6</p> <ul style="list-style-type: none"> • Effective Teaching Time: 79% • Stimulating Learning: 69% • Teacher Concern: 60% • Self-regulation and goal setting: 83% <p>Years 7 - 9</p> <ul style="list-style-type: none"> • Effective Teaching Time: 64% • Stimulating Learning: 58%? • Teacher Concern: 45% • Self-regulation and goal setting: 69% <p>Years 10 -12</p> <ul style="list-style-type: none"> • Effective Teaching Time: 64% • Stimulating Learning: 56% • Teacher Concern: 46% • Self-regulation and goal setting: 69%
12 Month Target 2.4	<p>Absences</p> <ul style="list-style-type: none"> • For Prep to Year 6, the average number of days absent will be: 19 days • For Year 7 to Year 12, the average number of days absent will be: 21 days
KIS 1 Empowering students and building school pride	To strengthen student voice, agency and leadership to ensure students are engaged in personally relevant and appropriately challenging learning
Actions	<ul style="list-style-type: none"> • Student leaders help to drive change for the College utilising student agency • Build the capacity and understanding of student Leadership team and whole staff on Agency, as opposed to Voice. • Consolidate the Assemblies program • Refine student leader meeting structure • Refine responsibilities of House Captains, with a focus on raising house spirit. • Student Advocates informing curriculum space • Student representatives program established and utilised for Mount Matters • Principal Advisory Group expanded to include ACED, ESP and student representatives

	<ul style="list-style-type: none"> • ACED and ESP student leaders to meet on a regular basis with S.A team to ensure collaboration between all three areas • Student leaders and representatives to work alongside Engagement/Wellbeing team to identify point of need and data to guide lunchtime activities offered by Engagement/Wellbeing team • Increase students' leadership capacity, confidence and resilience utilising external providers
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be provided structured opportunities to work alongside College leaders in forums of Student Learning Walks and Mount Matters to collect, analyse and act upon College wide data and co-design improvement initiatives • Have evidence of the input they have made in relation to their learning and student led initiatives • Have structured opportunities to work with the Principal Class Team and College leadership team to target student agency • Be able to articulate the difference between student voice, leadership and agency <p>Teachers will:</p> <ul style="list-style-type: none"> • Be able to articulate the difference between student voice, leadership and agency • Unpack data in collaborative planning collected from Student Learning Walks and Mount Matters • Work closely with students to integrate student voice and agency <p>Leaders will:</p> <ul style="list-style-type: none"> • Be able to articulate the difference between student voice, leadership and agency • Run professional development workshops for staff targeting strategies that promote student agency in the classroom • Participate in student driven forums of Student Learning Walks and Mount Matters to collect, analyse and act upon College wide data • Provide structured opportunities for identified Student Leaders at the College to engage in voice, leadership and agency initiatives • Support students in developing, implementing, and reviewing action plans to target school wide improvement
<p>Success Indicators</p>	<p>Staff and the MRC community (including students) will have:</p> <ul style="list-style-type: none"> • Attended strategic planning for student leaders and supported students in developing, implementing and reviewing action plans to target school wide improvement • Shared initiatives for 2022 with principal class • Implemented their chosen student initiative/event/activity successfully in 2022 • Organised a learning walk cycle • Participated in learning walks

- Ran an effective assembly program
- Introduced the class representative program and identified class representatives for each class
- Utilised representatives for Mount Matters forums throughout the year
- Worked alongside College leaders in forums of Student Learning Walks and Mount Matters to collect, analyse and act upon College wide data and co-designed improvement initiatives
- Worked closely to integrate student voice and agency activities and strategies in their planning
- Undertaken and participated in professional development workshops for staff targeting strategies that promote student agency in the classroom
- Taken part in/organised opportunities for identified Student Leaders at the College to engage in voice, leadership and agency initiatives/programs through external providers such as ABCN, Beacon or other leadership programs
- Organised and ran key College events such as graduations

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Participate in strategic planning days Attend leadership programs to increase capacity (Grip/Young leaders) Attend staff meetings Attend curriculum committee/consultative Contribute to selection/interview panels for teachers (student focussed question) PD staff on Agency Create a student voice strategy bank to provide a scaffold for student advocacy Upskill SLs and SA team in Premiere Pro and other technology Delegate assemblies to student leaders Meet with house captains Discuss potential events to host to build house spirit Implement house spirit events throughout the college Meet and Greet with LACs and LSs Student learning walks Student leaders attending planning to provide feedback / Input Promote new Class representative structure Call for nominations and elect Class Representatives Meet once a term with Class representatives for Mount Matters	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$260,000.00 <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>Student representatives sharing ideas with Student leaders via feedback box</p> <p>Meet with ACED and ESP for ideas to discuss and structure</p> <p>Meeting with Principal at least once a term</p> <p>Meet with ACED and ESP for ideas to discuss and structure</p> <p>ACED & ESP meet as part of the Student Representatives</p> <p>Invite / share class representative meeting schedule with relevant teams</p> <p>Relevant team utilising Class representatives as needed.</p> <p>Determine a meeting schedule and process for S.A meetings</p> <p>Upskill Middle and Senior leaders to facilitate meetings</p> <p>Refine number of projects that are implemented throughout the year</p> <p>Student leaders attend ABCN, Beacon and other leadership opportunities throughout the year</p> <p>Plan, organise and lead key College events such as Graduations alongside the Engagement team</p>				
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