

Annual Implementation Plan - 2023

Define actions, outcomes, success indicators and activities

Alexandra Secondary College (7505)



Submitted for review by Nigel Lyttle (School Principal) on 24 February, 2023 at 12:18 PM

Endorsed by Steven Rogers (Senior Education Improvement Leader) on 24 February, 2023 at 12:27 PM

Endorsed by Mandy Gesler (School Council President) on 27 March, 2023 at 02:44 PM

Define actions, outcomes, success indicators 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 target	By the end of 2023 to shrink the number of students in the bottom 2 bands of Year 9 Numeracy to 10% (13% in 2022), continuing the positive upward trend since 2017. By the end of 2023, Move "Understand how to analyse data" from 40% in 2022 to 50% By the end of 2023, Move "Use data for curriculum planning" from 68% in 2022 to 72% By the end of 2023, Decrease the percentage of students with 20 or more days absence form 47% (25/11/22) to 30% By the end of 2023, Increase "Advocate at school success" from 73% (2022) to 74% By the end of 2023, Increase "Respect for diversity" from 53% (2022) to 57% By the end of 2023, Increase "Sense of connectedness" from 61% (2022) to 63% By the end of 2023, Increase "Respect for diversity" from 75%(2022) to 77% By the end of 2023, Increase "Managing bullying" from 75% (2022) to 79%
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
Actions	Building teacher capability to deliver targeted student support, especially in numeracy.
Outcomes	Students will: <ul style="list-style-type: none"> • Be able to articulate personal goals and reflect on progress of learning • Be able to articulate success criteria • discuss learning strategies identified by conferring Teachers will: <ul style="list-style-type: none"> • Identify students' learning needs and monitor learning growth using data • Implement targeted researched teaching strategies to progress students

	<ul style="list-style-type: none"> • Confer with students to develop and reflect on personal goal progression <p>Leaders will:</p> <ul style="list-style-type: none"> • Develop viable support strategies that will best meet staff learning needs • Plan to effectively utilise all initiative funding eg MYLNS and TLI • Provide Professional Learning on PLC approach • Identify success indicators • Identify resources and allocate where needed 			
<p>Success Indicators</p>	<p>Early Indicators:</p> <ul style="list-style-type: none"> *Teachers will have term by term improvement in student responses in the College survey tool in fields of "stimulating learning" and "differentiated learning challenge" . *Learning Focus and success criteria are evident via Learning Walks in each class and students are able to articulate their meaning. *Learning walks/observations reflect greater consistency in literacy and numeracy instruction. *Subject specific numeracy is evidenced as increasing across the student population through "Teacher Judgements" and "Developmental Rubrics". *Teachers planning shows evidence of increased capacity to use a PLC approach to teaching and learning in Humanities, Science and PE KLAS *Student education learning plans show progress with MYLNS students and TLI (Tutor Learning Initiative) students. <p>Late Indicators:</p> <ul style="list-style-type: none"> *PLC approach is embedded in Humanities, Science and PE KLAS *PLC approach is sought by remaining KLAS for 2024 *Literacy and Numeracy Instruction is embedded consistently at Year 7 and 8 *Quality Learning Focus and Success Criteria are embedded in classrooms 			
<p>Activities</p>	<p>People responsible</p>	<p>Is this a PL priority</p>	<p>When</p>	<p>Activity cost and funding streams</p>
<p>Form a cross curricular PLC Leadership team</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$10,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

Enlist a PLC Coach to build capacity of PLC Team and privelege learning time for the team	<input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Develop a PLC roll out in Maths, PE and Science KLAs	<input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Coordinate MYLNS and TLI support to individaul student and small groups based on point of need	<input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
PATN testing twice a year	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$900.00
Curriculum Day with a focus on PLCs and Differentiation	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$2,000.00
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Research, review and refine consistency across the school with inclusivity and wellbeing strategies.			
Outcomes	Students will: <ul style="list-style-type: none"> • Seek support when needed • Know how to support a friend 			

	<ul style="list-style-type: none"> • Know how and where to seek support • Have a voice in the wellbeing review • Students will feel connected to their school & have positive attitudes to attendance • Students will feel cared for & valued by peers, staff and school leaders <p>Teachers will:</p> <ul style="list-style-type: none"> • Ensure students know where to go for help and information • Ensure students know what providing effective support means • Have a voice in the wellbeing review • Explicitly teach and provide opportunities for students to practice the skills to seek support via "life skills" classes • Have a positive interaction with each student every lesson <p>Leaders will:</p> <ul style="list-style-type: none"> • Provide structures that provide required support mechanisms to wellbeing review • Train staff in provision of support • Prioritise time for staff to communicate & build relationships with parents/carers. • Have a positive interaction with each staff member each week 			
<p>Success Indicators</p>	<p>Early Indicators</p> <ul style="list-style-type: none"> *Attendance rates improve Compare and Track Percentage of students with 5+ days absence Term 1, with 10+ days Term 2 and 15+ days Term 3. *Progress made in attendance self assessment tool *Classroom feedback gathered regularly reflects increased levels of positive engagement by the students. *Teachers will have semester improvement in student responses in the College survey tool in fields of "teacher concern" and "sense of confidence". *First draft of wellbeing system completed by end of semester one. <p>Late Indicators</p> <ul style="list-style-type: none"> *Annual Student Survey shows improvements in fields of "advocate at school" and "sense of connectedness". *We will have a Flowchart that clearly shows how the wellbeing system works in the College linked to clearly defined role descriptions. *Panorama reports show improved trend in 2023 attendance. 			
<p>Activities</p>	<p>People responsible</p>	<p>Is this a PL priority</p>	<p>When</p>	<p>Activity cost and funding streams</p>
<p>Students surveyed by classroom teachers once a term using ASC Survey Monkey tool.</p>	<p><input checked="" type="checkbox"/> Assistant principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1</p>	<p>\$0.00</p>

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	
Use attendance self assessment tool to monitor improvement of systems	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Activities in Lifeskills classes each term to teach students how to speak up and support each other effectively.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Research and review current wellbeing systems	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Use the mental health fund to build improvements and capacity of students.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,169.19 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Use mental health fund to build capacity of staff	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,626.65 <input checked="" type="checkbox"/> Schools Mental Health Menu items

				will be used which may include DET funded or free items
Run Student Forums once a semester to capture Student Voice around wellbeing and engagement	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00
Meet with local employers to work together to keep senior students engaged in formal schooling. (Early Leavers Activity)	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Use the NEVR Early Leavers Action Plan Reflection Tool to review, on a termly basis, strategies/processes for keeping students positively engaged in formal schooling.	<input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 2	Improve student learning			
12-month target 2.1 target	<p>By the end of 2023, Move Reading from 48% above benchmark growth to 50%</p> <p>By the end of 2023, Improve students in top 2 bands in Reading to 24% (23% 2022) and shrink students in bottom 2 bands to 15% (19% 2022)</p> <p>By the end of 2023, Move Writing from 63% above benchmark growth to 65%</p> <p>By the end of 2023, Improve students in top 2 bands in Writing to 12% (10% 2022) and shrink students in bottom 2 bands to 30% (37% 2022)</p>			
12-month target 2.2 target	In 2023, Maintain the 85% of students working at or above level in Reading and Viewing and move Writing from 76% to 77%.			
12-month target 2.3 target	By the end of 2023 increase the English VCE mean to above 25 (24.7 in 2021) and the "All Studies" mean to above 26 (25.8 in 2021)			

12-month target 2.4 target	By the end of 2023, Move "Understand how to analyse data" from 40% in 2022 to 50% By the end of 2023, Move "Use data for curriculum planning" from 68% in 2022 to 72% By the end of 2023, Move "Believe peer feedback improves practice" from 76% in 2022 to 78%
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Research, develop and implement a whole school literacy strategy
Actions	Building teacher capability to deliver targeted student support in literacy
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Be able to articulate personal goals and reflect on progress of learning • Be able to articulate success criteria • discuss learning strategies identified by conferring <p>Teachers will:</p> <ul style="list-style-type: none"> • Identify students' learning needs and monitor learning growth using data • Implement targeted researched teaching strategies to progress students • Confer with students to develop and reflect on personal goal progression <p>Leaders will:</p> <ul style="list-style-type: none"> • Develop and implement a whole school literacy strategy • Develop viable support strategies that will best meet staff learning needs • Plan to effectively utilise all initiative funding eg MYLNS and TLI • Provide Professional Learning on targeted literacy strategies • Identify success indicators • Identify resources and allocate where needed
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> *Teachers will have term by term improvement in student responses in the College survey tool in fields of "stimulating learning" and "differentiated learning challenge" . *Learning Focus and success criteria are evident via Learning Walks in each class and students are able to articulate their meaning. *Learning walks/observations reflect greater consistency in literacy instruction. *Subject specific literacy is evidenced as increasing across the student population through "Teacher Judgements" and "Developmental Rubrics".

*Teachers planning shows evidence of increased capacity to differentiate tasks based on literacy of their students.
 *Student education learning plans show progress with MYLNS students and TLI (Tutor Learning Initiative) students.

Late indicators:
 * Annual Student Survey shows improvements in fields of "stimulating learning" and "differentiated learning challenge"
 * Annual Naplan results show improvements in Year 9 Reading and Writing.
 * Annual Staff Survey shows improvements in fields of "Understand how to analyse data", "Use data for curriculum planning" and "Believe peer feedback improves practice"

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Literacy Leader Team to attend Victorian Academy of Teaching and Leadership with a focus on bringing change at the College level.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00
Literacy Leadership Team to attend Victorian Academy of Teaching and Leadership with a focus on bringing change at the KLA level.	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$7,000.00
Curriculum day to focus on literacy and improvement strategies	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00