

2022 ANNUAL IMPROVEMENT PLAN (AIP) SUMMARY

GOAL 1: Maximise students' learning growth in literacy and numeracy to increase their achievement in all learning areas.				
KEY IMPROVEMENT STRATEGY	ACTION	OUTCOMES	SUCCESS INDICATORS	
1.1 Review, develop and implement the whole-school curriculum plan to ensure it is engaging, coherent and documented.	1.1 To further implement and clarify consistent assessment guidelines within PLCs mapped against the skills and knowledge in the unit planners to maximise individual student outcomes.	<p>Leaders will:</p> <ul style="list-style-type: none"> - Develop an understanding of the benefits to supporting staff in applying consistent Collegewide assessment practices. - Consolidate formative assessments (hurdle tasks) in unit planners across all subject areas. - Develop and share exemplar unit planners across all PLCs and demonstrate the effective use of formative (hurdle tasks) and summative assessments. - Develop teacher capacity to use the scope of the whole curriculum to map their assessments to the required skills and knowledge. <p>Staff will:</p> <ul style="list-style-type: none"> - Map formative and summative assessments to the skills and knowledge in the curriculum and unit planners. - Provide students with an assessment timeline at the beginning of the unit. - Use assessment and SCP guidelines to improve satisfactory completion data - Provide structured and personalised student feedback in relation to formative assessment data. 	<p>Early:</p> <ul style="list-style-type: none"> - Clear understanding of assessment guidelines as shown through staff following the actions outlined in SCP flowchart - Documented assessment demonstrating clear understanding as shown by SCP entries, S/N results, amber ratings, satisfactory completion of formative assessment reflected in teacher data. - Hurdle tasks and CFAT data is published to parents - At least one exemplar unit planner across all PLCs at each year level that explicitly aligns the skills and knowledge taught to the formative and summative tasks with inclusion of rubrics. 	<p>Late:</p> <ul style="list-style-type: none"> - Assessments and assessment criteria have been documented in the unit planners using the agreed assessment guidelines - Consistently provide data via Compass to students and parents from Learning Tasks - Teacher judgment data on Compass is complete and accurate - Unit planners will reflect teaching and learning required to understand the connection between hurdle tasks, CFAT and CAT <p>To improve SSS - Academic emphasis in the following areas</p> <ul style="list-style-type: none"> - Students here try hard to improve on previous work 29% - Students in this school seek extra work so they can improve their results 9% <p>To improve ATOSS data in the following areas</p> <ul style="list-style-type: none"> - Differentiated Learning from 70% (2020) to at least 75% - Stimulated learning from 66% (2020) to at least 70%

		<ul style="list-style-type: none"> - Staff will use Compass and other online platforms to effectively measure impact on learning for assessment and feedback - Staff will use student assessment data to improve teaching practices and assessments <p>Students will:</p> <ul style="list-style-type: none"> - Develop clarity and awareness of their learning progress and requirements to further improve. - Demonstrate capacity to incorporate feedback into future learning tasks. - Complete homework and learning tasks that inform their point of need. - Participate in opportunities for self-reflection and feedback 		
<p>1.2 Strengthen all teachers' capability in data-informed practice and point-of-need teaching.</p>	<p>1.2 Build staff capacity to plan for and implement differentiation within the EIM through examining formative assessment data.</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> - Develop and implement a whole school approach and protocols to upskill staff to work with formative assessment data. -Strengthen the use of the Explicit Instructional Model to allow planning for differentiation. <p>Teachers will:</p> <ul style="list-style-type: none"> - Use a variety of formative assessment data to identify what students are ready to learn - Teachers plan for and implement differentiated teaching strategies within the Explicit Instructional Model <p>Students will:</p> <ul style="list-style-type: none"> - Work on improving their knowledge, skills and understanding by engaging with differentiated tasks/strategies - Demonstrate growth between formative and summative assessment tasks 	<p>Early</p> <ul style="list-style-type: none"> -Teachers will observe peers modelling stages of the EIM and document a strategy to trial in their classes - Data analysis protocols and processes will be established by the end of semester one. - Classroom records show collection of formative and summative student data. - Selected student work samples are collected and examined in teams 	<p>Late</p> <ul style="list-style-type: none"> - Staff will use the Inquiry Process in PLCs to develop differentiated teaching strategies for groups of students - Document these differentiated teaching strategies in unit plans - Within PLCs, teachers document reflections on the impact of targeted interventions - Selected student work samples show growth Increase in Differentiated Learning Challenge AToss survey from 66% to 70%

<p>1.3 Strengthen all teachers' capability in data-informed practice and point-of-need teaching.</p>	<p>1.3 Develop literacy and numeracy skills in all learning areas through targeting Language & Literacy for Learning (3L) professional learning.</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> - Lead staff to identify learning needs of students using data. - Create professional learning opportunities to facilitate staff capacity to implement differentiated 3L strategies in response to student learning needs. <p>Staff will:</p> <ul style="list-style-type: none"> - Use data to identify student learning needs. - Select professional learning development opportunities that meet their professional needs. - Use selected 3L strategies to provide learning opportunities that meet students at their point of need and create learning growth. <p>Students will:</p> <ul style="list-style-type: none"> - Understand their point of need and work with staff to improve learning outcomes. - Develop meaning making skills to interpret and create texts. 	<p>Early:</p> <p>Leaders provide staff with 3L schedule and professional development opportunities</p> <ul style="list-style-type: none"> - Leaders create opportunities for staff at campus staff, CLT and PLC meetings to consider their students' learning needs based on available evidence (end of semester results, NAPLAN, On Demand data) - Leaders deliver PD activities that target staff's learning needs - Staff surveys identify their own learning needs and engage in PD at their point of need - Staff use data to determine students' point of need and document differentiated activities within unit plans. - Student survey reports identify their confidence in using 3L strategies 	<p>Late:</p> <p><i>Data Set Shifts:</i></p> <ul style="list-style-type: none"> - Teacher Collaboration (SSS) up 10% - School Collectively influence decisions about planning & professional development 59-69 - Influence decisions about planning PD activities 54-64 - NAPLAN (Reading, Writing & Numeracy) up 2% - VCE data: Mean VCE score 26-27 40+ Study scores up to 2% <p><i>Curriculum Documentation Includes:</i></p> <ul style="list-style-type: none"> - Evidence of 3L strategies and multiple exposures - Differentiated strategies - Deconstructed Model Texts developed by staff linked into unit plans
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GOAL 2: Maximise students' wellbeing and their engagement with the school.

KEY IMPROVEMENT STRATEGY	ACTION	OUTCOMES	SUCCESS INDICATORS	
<p>2.1 Build staff capacity to improve student engagement and connectedness to the College</p>	<p>2.1 Further embed student engagement and wellbeing priorities (BSEM, RRRR, SWPBS) through ongoing professional development, classroom observations and interventions</p>	<p>Leaders will: - Develop a College wide understanding of how all positive engagement strategies can be implemented to support positive relationships (SWPBS, RRRR, BSEM) - Deliver PD on RRRR, SWPBS, BSEM to support staff understanding benefits of engagement strategies - Contribute to the continuous improvement of the SEW manual - Conduct classroom observations to support the implementation and embedding of engagement strategies - Support analysis of cohort data for implementation of intervention strategies Staff will: - Provide feedback and input regarding the College wide implementation of positive engagement strategies - Engage with PD and implement strategies - Analyse and interpret data to identify needed interventions - Work with leaders to review and modify implementation of interventions in the classroom Students will: - Provide feedback and understanding of positive engagement strategies - Demonstrate engagement as a result of the strategies implemented by classroom teachers - Reflect on data to create a set of goals</p>	<p>Early: - Teachers will observe peers modeling stages of the EIM and document a strategy to trial in their classes - Data analysis protocols and processes will be established by the end of semester one. - Classroom records show a collection of formative and summative student data. - Selected student work samples are collected and examined in teams</p>	<p>Late: - Staff will use the Inquiry Process in PLCs to develop differentiated teaching strategies for groups of students - Document differentiated teaching strategies in unit plans - Within PLCs, teachers document reflections on the impact of targeted interventions - Selected student work samples show growth Increase in Differentiated Learning Challenge AToSS survey from 66% to 70%</p>

<p>2.2 Strengthen connections and partnerships with parents/carers and the community.</p>	<p>2.2 Build a whole-school approach to engage families and communities to support wellbeing and learning needs.</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> - Create intentional and planned opportunities for all staff to engage with families and the community - Build staff capacity to engage families in an effective manner <p>Staff will:</p> <ul style="list-style-type: none"> - Understand the needs and backgrounds of families - Intentionally create opportunities for positive engagement with families <p>Students will:</p> <ul style="list-style-type: none"> - Regularly have opportunities to document and review their goals and aspirations with the school community - Receive and engage with supports, at their point of learning and wellbeing need, from the college and wider community <p>Parents/carers will:</p> <ul style="list-style-type: none"> - Communicate their child's learning and wellbeing needs with the College - Participate in College activities - Regularly engage with information available on Compass and use Compass to communicate with staff 	<p>Early:</p> <ul style="list-style-type: none"> - Map/audit of current parent/family contact structure - PLC/CLT Teams identify opportunities for increased community engagement - Increase in parent use / engagement with Compass to at least 60% (25% login to parent accounts prior to PTSC 7 March) - Increase in all staff positively engaging with families which is documented on compass (SSG entries) 	<p>Late:</p> <ul style="list-style-type: none"> - Document College expectations around Parent contact (for both parents/carers and College staff). - Develop calendar of cultural events that regularly engage families and communities <p>School Staff Survey:</p> <ul style="list-style-type: none"> - Increase 'staff trust in students and parents' from 39% in 2021 to 42% (was 45% in 2020) - Increase positive endorsement 'Staff can rely on parents to support student learning' (2021= 21%)
<p>2.3 1c Activate students' agency and voice in learning 2a Enhance school-wide approaches that promote wellbeing, resilience, confidence and school connectedness</p>	<p>2.3 To engage student voice and agency to influence learning and culture by establishing College wide practices Student Voice (SV) The opportunities for students to influence learning and College Culture. Student Agency (SA) Students take responsibility for their learning and are active in contributing to college policies and programs.</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> - Provide professional development to staff regarding engagement with effective goal setting processes - Support staff to seek and implement student feedback to improve practice <p>Staff will:</p> <ul style="list-style-type: none"> - Monitor goals of students in their classes, and regularly incorporate goal setting in their classroom - Provide opportunities for students to give feedback, unpack data and share improvement strategies/ adjustments 	<p>Early:</p> <ul style="list-style-type: none"> - By the end of week 4, all students will document goals on compass - By the end of week 5, all student goals will be refined and edited ready for publishing - At the first PTSC (Week 6), printed goal statements are given to parents and discussed with all teachers - In first PTSC, students, parents and teachers will set one improvement strategy to achieve goals 	<p>Late:</p> <ul style="list-style-type: none"> - By end of Term 2 (and ongoing) teachers will unpack PIVOT data with class and select one PIVOT indicator to develop an improvement goal around Teachers will access and utilise PIVOT resources to address their improvement goal - In Term 3: <ul style="list-style-type: none"> -- teachers will re-evaluate their selected indicator through follow up PIVOT survey --PTSC will address student growth and improvement

		<p>Students will:</p> <ul style="list-style-type: none"> - Actively engage in goal setting, measurement and reflection on their growth - Engage in feedback opportunities, and provide input which is meaningful and supported 	<ul style="list-style-type: none"> - By the end of Term 1: <ul style="list-style-type: none"> --students will reflect on a range of data (eg. HT/ CFAT/ CAT/GPA) in class and set improvement strategies --teachers will engage in PIVOT survey with at least one class - -teachers in this reference group will include goal setting as part of their PDP - During Term 2, data gather on student awareness of Voice and Agency via student focus groups 	<p>against goals established at early conferences</p> <ul style="list-style-type: none"> --Staff will receive PD in how to access traffic data for their class page/ Google classroom - End of year mentor reflection on Goal progress will be reported on Semester reports - By the end of the year: <ul style="list-style-type: none"> -- all staff and students have a confident understanding of, and engagement with, student voice and agency practices --the whole school community is engaging in, and reflecting upon the goal Setting Program - -class page traffic, and Learning Task student reflections will indicate that all staff and students are using Compass to demonstrate maximum agency over learning - -increase in SWPBS rewards and decrease in exits/student incident reports --increase of student attendance and punctuality --reduction of negative endorsement in ATOSS criteria regarding student voice and agency
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