

2021 AIP OVERVIEW

GOAL 1: To increase student learning growth and achievement across all curriculum areas, particularly in literacy and numeracy.				
2021 KIA: Learning catch up and extension priority	Success Indicators Relevant data - related evidence targets (measurable improvements in 2021)	KIS: Use the <i>Evidence Based Inquiry Cycle</i> for continuous improvement within professional learning communities to improve instructional practice and student learning outcomes.		
		Whole School Level As leaders we will:	Classroom Level As staff we will:	Individual and Tailored Level So that students will:
1.1 - Collaboratively develop and document a consistent curriculum that incorporates the best pedagogical practice to deliver knowledge and skills that improve student learning.	6 month data sets: AIP survey with staff Students to provide feedback on their engagement 1 Year data sets: Staff survey AToSS PIVOT Students to provide feedback on their engagement with learning through , focus groups and student voice leaders	<u>Sem 1 Milestone:</u> <i>By the end of semester 1 leaders will:</i> <ul style="list-style-type: none"> Agree upon a common unit planner template across all PLCs. Create a model unit planner example as a reference for staff Plan for and schedule professional learning to build staff understanding of purpose and direction of curriculum documentation. 	<u>Sem 1 Milestone:</u> <i>By the end of semester 1 staff will:</i> <ul style="list-style-type: none"> Use the template to document the curriculum and share examples of best practice. Provide and receive feedback on their practice. 	<u>Sem 1 Milestone:</u> <i>By the end of semester 1 students will:</i> <ul style="list-style-type: none"> Demonstrate greater engagement with the curriculum and as a result there will be a reduction in N results. . Provide feedback on their engagement with learning through PIVOT, focus groups and student voice leaders presenting to PLC.
		<u>End of 2021 Milestone:</u> <i>By the end of 2021 leaders will...</i> <ul style="list-style-type: none"> Oversee a consistent approach to documenting the curriculum through professional development. Build staff capacity to develop effective unit planners by identifying key skills and knowledge, integrate best pedagogical practice. 	<u>End of 2021 Milestone:</u> <i>By the end of 2021 staff will...</i> <ul style="list-style-type: none"> Document the current units using the updated planner format. Engage in inquiry about the relationship between summative assessment and formative assessment within the planners. 	<u>End of 2021 Milestone:</u> <i>By the end of 2021 students will..</i> <ul style="list-style-type: none"> Have engaged in opportunities to discuss learning in PLC meetings and provide ongoing feedback about their learning experience.
1.2 - Embed continuous and meaningful assessment and feedback practices, in order to create student ownership over learning.	Curriculum documentation S/N data for Hurdle tasks PIVOT Data Teacher S/N judgements Staff survey AToSS CFAT and CAT data	<u>Sem 1 Milestone:</u> <i>By the end of semester 1 leaders will...</i> <ul style="list-style-type: none"> Implement inquiry cycle using selected cohorts as a pilot group to test feedback models. Review unit planners/resources to understand current feedback and assessment practices. Investigate evidence based feedback models for use to develop HCSC feedback and assessment guidelines 	<u>Sem 1 Milestone:</u> <i>By the end of semester 1 staff will...</i> <ul style="list-style-type: none"> Review current assessment and feedback practices and documentation. Provide timely targeted feedback to students, and provide opportunities and frameworks to reflect. 	<u>Sem 1 Milestone:</u> <i>By the end of semester 1 students will...</i> <ul style="list-style-type: none"> Use feedback to identify where they are in their learning and use this information to improve.

		<p><u>End of 2021 Milestone:</u> <i>By the end of 2021 leaders will...</i></p> <ul style="list-style-type: none"> ● Model and provide PD processes for documentation and delivery. ● PLCs will review unit planners for assessment tasks that are conducive to effective feedback. 	<p><u>End of 2021 Milestone:</u> <i>By the end of 2021 staff will...</i></p> <ul style="list-style-type: none"> ● Implement feedback practices from PD and modelling. ● Participate in reference group inquiry cycle. ● Document updated feedback and assessment practice. ● Incorporate student learning reflection into lessons. 	<p><u>End of 2021 Milestone:</u> <i>By the end of 2021 students will..</i></p> <ul style="list-style-type: none"> ● Be confident in using feedback to track their progress, set goals and demonstrate improvement.
<p>1.3 - Incorporate differentiated teaching within instructional practice in order to improve student learning growth.</p>	<p>Growth within Pivot Data results - Question 10 (with the addition of 2 or 3 new questions based on the ATToSS survey questions)</p> <p>Consistent use of DAL testing in literacy/ numeracy used for diagnostic testing in term 1.</p>	<p><u>Sem 1 Milestone:</u> <i>By the end of semester 1 leaders will...</i></p> <ul style="list-style-type: none"> ● Establish a common College wide understanding and language for differentiated teaching through the delivery of professional development. ● Model how to analyse data and implement differentiated teaching strategies within the classroom. 	<p><u>Sem 1 Milestone:</u> <i>By the end of semester 1 staff will...</i></p> <ul style="list-style-type: none"> ● Collaborate within PLCs and peer coaching partnerships to identify, implement and share/present examples of differentiated teaching using a common language. 	<p><u>Sem 1 Milestone:</u> <i>By the end of semester 1 students will...</i></p> <ul style="list-style-type: none"> ● Reflect on their individual learning needs and use this to set goals. ● Actively engage in differentiated learning tasks that allow them to reflect upon their strengths and weaknesses.
	<p>Documentation of differentiation and collaboration in unit planners across PLCs-use of unit planner rubric</p>	<p><u>End of 2021 Milestone:</u> <i>By the end of 2021 leaders will...</i></p> <ul style="list-style-type: none"> ● Establish a common College wide understanding and language for differentiated teaching through the delivery of professional development. ● Model how to analyse data and implement differentiated teaching strategies within the classroom. 	<p><u>End of 2021 Milestone:</u> <i>By the end of 2021 staff will...</i></p> <ul style="list-style-type: none"> ● Document and share differentiated teaching practices within their unit planners. ● Plan lessons that incorporate adjustments for content, processes and product based on data collected through surveys, diagnostic testing and formative assessment. ● Review and evaluate the effectiveness and implementation of differentiated teaching using data. 	<p><u>End of 2021 Milestone:</u> <i>By the end of 2021 students will..</i></p> <ul style="list-style-type: none"> ● Participate in differentiated learning tasks based on their learning styles and individual learning needs ● Monitor and review their individual learning goals to plan for future areas of growth.

GOAL 2 : To attract, retain and extend a higher proportion of high performing students Year 7 - 12

2021 KIA: Connected Schools	Relevant data - related evidence targets <i>(measurable improvements in 2021)</i>	KIS: Develop a marketing/branding strategy to showcase College programs and enhance the College profile within the community		
		Whole School Level As leaders we will:	Classroom Level As staff we will:	Individual and Tailored Level So that students will:
2.1 - Actively promote the culture of learning and high expectations at the College in order to raise community perception by increasing connectedness.	<ul style="list-style-type: none"> - Enrolment data by cohort / campus - Families accessing Compass, College website, social media engagement - Increased attendance of families to College events e.g. PTSC, awards nights, assemblies 	<p><u>Sem 1 Milestone:</u> By the end of semester 1 leaders will:</p> <ul style="list-style-type: none"> • Convene focus group meetings with stakeholders to receive feedback regarding actions • Create an action plan to set clear requirements/responsibilities regarding the intended improvements in sharing information and promoting awareness. 	<p><u>Sem 1 Milestone:</u> By the end of semester 1 staff will:</p> <ul style="list-style-type: none"> • Provide input via the completion of online surveys and by contributing to focus group meetings with stakeholders to provide feedback regarding actions required to improve the College profile 	<p><u>Sem 1 Milestone:</u> By the end of semester 1:</p> <ul style="list-style-type: none"> • Student Voice Team leaders will work with leaders to plan and implement College events that connect with all stakeholders and raise the profile of the College within the community.
		<p><u>End of 2021 Milestone:</u> By the end of 2021: Create and implement an action plan to enhance the profile of the College, via:</p> <ul style="list-style-type: none"> • College website • Social media • Consistent branding • Other promotional material e.g public signage 	<p><u>End of 2021 Milestone:</u> By the end of 2021 staff will:</p> <ul style="list-style-type: none"> • Contribute to the marketing action plan and engage in activities which support the implementation of the strategy and use of consistent branding. 	<p><u>End of 2021 Milestone:</u> By the end of 2021:</p> <ul style="list-style-type: none"> • Student Voice Team leaders will plan and implement College events that connect with all stakeholders and raise the profile of the College within the community. • Represent the College with pride and distinction within our local community e.g. behaviours, uniform
2.2 - Provide wider student learning opportunities and experiences to engage all learners by developing curriculum related programs.	<p>SEAL/STEAM program documentation</p> <p>Staff participation in learning partnerships with other schools and showcasing HCSC best practice (PLC Link, L3, LfL, CoP etc.)</p> <p>Student and parent engagement and feedback (Eg. Whole school surveys;</p>	<p><u>Sem 1 Milestone:</u> <i>By the end of semester 1 leaders will...</i></p> <ul style="list-style-type: none"> • Create forums for teachers of SEAL classes to discuss pedagogical approaches to differentiation to extend students appropriately and provide opportunities for professional development • Organise opportunities for students to be involved in STEAM related learning 	<p><u>Sem 1 Milestone:</u> <i>By the end of semester 1 staff will...</i></p> <ul style="list-style-type: none"> • Create unit planners and curriculum documentation that reflect appropriate differentiation for students in SEAL classes • Incorporate STEAM events into the mainstream learning program 	<p><u>Sem 1 Milestone:</u> <i>By the end of semester 1 students will...</i></p> <ul style="list-style-type: none"> • Be able to articulate their own learning needs and appropriate goals • Engage in challenging learning opportunities that are appropriate for their learning needs

	<p>connectedness to school)</p> <p>Promotion and participation in events: e.g. rugby, performances, soccer</p>	<p><u>End of 2021 Milestone:</u> <i>By the end of 2021 leaders will...</i></p> <ul style="list-style-type: none"> • Develop a wide range of SEAL/STEAM, curriculum related and extra-curricular programs and events to extend our students' learning opportunities and build upon current community partnerships. 	<p><u>End of 2021 Milestone:</u> <i>By the end of 2021 staff will...</i></p> <ul style="list-style-type: none"> • Document the SEAL/STEAM curriculum and incorporate pedagogy for differentiation to extend and engage all students. • Showcase students ' creative talents (eg. performances, arts displays, sports achievements). 	<p><u>End of 2021 Milestone:</u> <i>By the end of 2021 students will..</i></p> <p>Actively engage in learning opportunities and act as positive role models within and outside the school community.</p> <ul style="list-style-type: none"> • Evaluate curriculum programs and build own capacity in exercising authentic agency.
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GOAL 3: To improve student behaviour, resilience, engagement and self-regulation and ownership of their learning

2021 KIS: Happy, active and healthy kids	Relevant data - related evidence targets <i>(measurable improvements in 2021)</i>	KIS: Increase student learning engagement by providing a respectful environment which supports student wellbeing.		
		Whole School Level Leaders will:	Classroom Level Staff will:	Individual and Tailored Level Students will:
3.1 - Strengthen a whole school approach to build respectful relationships by consistently implementing and integrating College wellbeing initiatives	Decrease number of exits/incident reports/suspension Increase in attendance and rewards Increase in AToSS; Student Safety Domain "Advocate at school from 67% to 70%" Selected Data Focus Groups / surveys per term Exit data Ready to Learn scales At Risk Register SEW Google site & resources	<u>Sem 1 Milestone:</u> <i>By the end of semester 1 leaders will:</i> <ul style="list-style-type: none"> Create guiding documents and resources that encompass SWPBS, RRRR, and BSEM to enhance positive relationships Use a survey and data to identify staff needs to target our guiding documents and PD 	<u>Sem 1 Milestone:</u> <i>By the end of semester 1 staff wil:</i> <ul style="list-style-type: none"> Staff will teach and implement the wellbeing tools and resources to build positive relationships. Staff will trial different wellbeing tools and resources, and provide feedback. 	<u>Sem 1 Milestone:</u> <i>By the end of semester 1 students will:</i> <ul style="list-style-type: none"> Students will be able to identify personal strengths and weaknesses by using the wellbeing tools and resources engage in regular school routines to build their capacity in managing conflict by using the wellbeing tools..
		<u>End of 2021 Milestone:</u> <i>By the end of 2021 leaders wil:</i> <ul style="list-style-type: none"> Deliver ongoing PD for College staff to implement and integrate wellbeing initiatives 	<u>End of 2021 Milestone:</u> <i>By the end of 2021 staff wil:</i> <ul style="list-style-type: none"> Staff will actively engage and integrate the wellbeing tools and resources into their pedagogical practice. 	<u>End of 2021 Milestone:</u> <i>By the end of 2021 students will:</i> <ul style="list-style-type: none"> Students will use the wellbeing tools and resources to develop the skills to self regulate Students will seek support with interpersonal, personal and academic challenges utilising wellbeing initiatives.
3.2 - Develop the learning engagement of students through tier two interventions to assist them in overcoming learning challenges.	S/N data from hurdle tasks EXAM/SAC scores below 40%. GPA below 2. Attendance rates below 80% Number of exits and behavioural incident reports. Curriculum documentation PIVOT Data Teacher S/N judgements	<u>Sem 1 Milestone:</u> <i>By the end of semester 1 leaders will:</i> <ul style="list-style-type: none"> Develop and implement a tier 2 intervention plan. Define and identify the tier 2 students who will be taking part in this intervention and create strategies to enhance their learning engagement. . Conduct PD sessions around learning engagement support strategies for staff. 	<u>Sem 1 Milestone:</u> <i>By the end of semester 1 staff wil:</i> <ul style="list-style-type: none"> Implement learning engagement support strategies in their lessons responding to tier 2 students as identified by the year level team. This goal needs to read " as selected by reference groups" 	<u>Sem 1 Milestone:</u> <i>By the end of semester 1 students wil:</i> <ul style="list-style-type: none"> Own and be active in tracking their learning engagement

	Staff survey AToSS	<p><u>End of 2021 Milestone:</u> <i>By the end of 2021 leaders will...</i></p> <ul style="list-style-type: none"> ● Review, refine and embed tier two intervention strategies in college practices. ● Identify further areas for professional development for 2022. 	<p><u>End of 2021 Milestone:</u> <i>By the end of 2021 staff will...</i></p> <ul style="list-style-type: none"> ● Enhance learning engagement of tier two students within our classrooms. . ● Review the learning engagement plans in focus groups to address and track the growth achieved. 	<p><u>End of 2021 Milestone:</u> <i>By the end of 2021 staff will..</i></p> <ul style="list-style-type: none"> ● Reflect on the growth they have achieved and the strategies used to increase their learning engagement in classes. ● Engage in further goal setting for future growth.
3.3 - Create opportunities for student voice and agency to promote greater ownership of learning and behaviour.	<p>Implement and review action plan</p> <p>Use of common language to describe student voice & agency</p> <p>Data collection (internal measures: attendance, engagement in learning, surveys)</p> <p>AOS Survey Results (Student Voice and Agency factor)</p> <p>Increase in student SVT nominations</p>	<p><u>Sem 1 Milestone:</u> <i>By the end of semester 1 leaders will:</i></p> <ul style="list-style-type: none"> ● Define and lead the development of a common understanding of student voice and agency ● Develop an action plan that works to support whole college understanding and engagement with student voice and leadership 	<p><u>Sem 1 Milestone:</u> <i>By the end of semester 1 staff will:</i></p> <ul style="list-style-type: none"> ● Develop an understanding of what student voice and agency looks like within our college context ● Support the implementation of an Action Plan and provide feedback. 	<p><u>Sem 1 Milestone:</u> <i>By the end of semester 1 students will...</i></p> <ul style="list-style-type: none"> ● Develop an understanding of what effective student voice and agency look like within our college context ● Actively contribute ideas about student voice and agency to SVT and staff
		<p><u>End of 2021 Milestone:</u> <i>By the end of 2021 leaders wil:</i></p> <ul style="list-style-type: none"> ● Review and update the action plan based on student and staff feedback ● Implement initiatives that are designed to increase the profile of student voice leaders 	<p><u>End of 2021 Milestone:</u> <i>By the end of 2021 staff will:</i></p> <ul style="list-style-type: none"> ● Test and trial ideas presented in semester one which provide opportunities for students to reflect on the effectiveness of their learning and plan for future development 	<p><u>End of 2021 Milestone:</u> <i>By the end of 2021 students will:</i></p> <ul style="list-style-type: none"> ● Feel more empowered to collaborate with staff ● Make more positive decisions regarding their learning and experience at the college.