

# 2021 Annual Implementation Plan

## for improving student outcomes

Montmorency Secondary College (8068)



**MONTMORENCY**  
SECONDARY COLLEGE

Submitted for review by Allan Robinson (School Principal) on 18 December, 2020 at 04:16 PM  
Endorsed by Helene Alamidis (Senior Education Improvement Leader) on 23 December, 2020 at 01:02 PM  
Endorsed by Shane Penrose (School Council President) on 23 August, 2021 at 04:09 PM

## Self-evaluation Summary - 2021

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Evolving moving towards Embedding
Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Evolving
	Intellectual engagement and self-awareness	Evolving moving towards Embedding
Community engagement in learning	Building communities	Evolving
	Global citizenship	Evolving
	Networks with schools, services and agencies	Evolving
	Parents and carers as partners	Evolving moving towards Embedding

### Enter your reflective comments

2020 was a challenging year for students and staff; remote learning, using new technologies, dealing with student reluctance to be 'seen' on Webex, issues with digital capacities, NBN, home environments all contributing to staff having to adapt and learn at unprecedented speeds. Student responses varied enormously; from those who thrived in a digital environment, to those who 'dropped out' totally. Home environments and circumstances varied enormously; this put pressure on many students (and some staff) who found it difficult or confronting to participate. Nevertheless, some things worked surprisingly well... remote Webex conferences with parents, and staff, the adoption of Google Classroom. Both will be an on-going feature of the school.

<b>Considerations for 2021</b>	Post Covid-19, the focus for 2021 is on well being and re-engagement of our student body,
<b>Documents that support this plan</b>	

## SSP Goals Target and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.ay</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.by</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.cy</b> Building communities	Connected schools priority
<b>Goal 2</b>	Improve student learning growth and achievement across the curriculum
<b>Target 2.1</b>	Each student assessed against the Victorian Curriculum standards to be at or above their age appropriate level of learning in English, Humanities, Mathematics and Science.
<b>Target 2.2</b>	By 2022 the NAPLAN Year 7 to Year 9 Relative Gain measures to show: <ul style="list-style-type: none"> <li>• A minimum of 25 percent of students making high relative gain <ul style="list-style-type: none"> <li>○ (2018 benchmarks: Reading 21.8%, Writing 18%, Numeracy 16%)</li> </ul> </li> <li>• A maximum of 25 percent of students making low relative gain <ul style="list-style-type: none"> <li>○ (2018 Benchmarks Reading 35.3%, Writing 27.5%, Numeracy 35.9%).</li> </ul> </li> </ul>
<b>Target 2.3</b>	By 2022 The Year 11 and Year 12 student outcomes to show: <ul style="list-style-type: none"> <li>• VCE mean study score to increase from 29.68 to 31</li> <li>• The proportion of students completing their VCE and VCAL certificates to increase from 88.2% to 95% (excluding early leaver students who gained a traineeship or apprenticeship).</li> </ul>
<b>Key Improvement Strategy 2.ay</b> Evaluating impact on learning	Build staff capability to utilise multiple forms of data and moderated assessment modalities to underpin differentiated pedagogy
<b>Key Improvement Strategy 2.by</b> Building practice excellence	Enhance effective teaching practice through collaborative professional learning (within and across learning areas), involving reflection and feedback from peers and students
<b>Key Improvement Strategy 2.cy</b> Intellectual engagement and self-awareness	Build teacher confidence to cater for student learning style preferences, interests and to challenge students at their point of learning need
<b>Goal 3</b>	Improve student voice and agency across the college

<b>Target 3.1</b>	<p>Increase the percentage of positive endorsement for the following AToSS factors:</p> <p>Student Voice and Agency</p> <ul style="list-style-type: none"> <li>• Year 7-9 from 42% (2018) to 60% (2022)</li> <li>• Year 10-12 from 48% (2018) to 65% (2022)</li> </ul> <p>Sense of Connectedness</p> <ul style="list-style-type: none"> <li>• Year 7-9 from 64% (2018) to 75% (2022)</li> <li>• Year 10-12 from 59% (2018) to 70% (2022)</li> </ul>
<b>Target 3.2</b>	<p>Increase the percentage of positive endorsement for the following AToSS factors:</p> <p>Self-regulation and Goal Setting</p> <ul style="list-style-type: none"> <li>• Year 7-9 from 65% (2018) to 75% (2022)</li> <li>• Year 10-12 from 59% (2018) to 7% (2022)</li> </ul> <p>Sense of Connectedness</p> <ul style="list-style-type: none"> <li>• Year 7-9 from 64% (2018) to 75% (2022)</li> <li>• Year 10-12 from 63% (2018) to 70% (2022)</li> </ul>
<b>Target 3.3</b>	<p>Increase the percentage of positive endorsement for the following POS factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 81% (2018) to 85% (2022)</li> <li>• Stimulating learning environment from 78% (2018) to 83% (2022)</li> </ul>
<b>Key Improvement Strategy 3.ay</b> Empowering students and building school pride	<p>Develop avenues for students to be involved in the design and implementation of programs and policy that enable student led actions for improvement</p>
<b>Key Improvement Strategy 3.by</b> Intellectual engagement and self-awareness	<p>Build student personal capabilities as intrinsically motivated, independent and self-reflective learners who monitor their learning progress and achievements</p>
<b>Key Improvement Strategy 3.cy</b> Empowering students and building school pride	<p>Increase teacher capacity to collaborate with students in making decisions about the content of learning and how learning is assessed and reported</p>
<b>Goal 4</b>	<p>Improve student mental wellbeing and resilience</p>
<b>Target 4.1</b>	<p>Increase the percentage of positive endorsement for the following AToSS factors:</p> <p>Motivation and interest</p> <ul style="list-style-type: none"> <li>• Year 7-9 from 63% (2018) to 70% (2022)</li> </ul>

	<ul style="list-style-type: none"> <li>• Year 10-12 from 61% (2018) to 70% (2022)</li> </ul> <p>Resilience</p> <ul style="list-style-type: none"> <li>• Year 7-9 from 65% (2018) to 72% (2022)</li> <li>• Year 10-12 from 62% (2018) to 68% (2022)</li> </ul>
<p><b>Target 4.2</b></p>	<p>Increase the percentage of positive endorsement for the following AToSS factors:</p> <p>School Stage Transitions</p> <ul style="list-style-type: none"> <li>• Year 7-9 from 79% (2018) to 82% (2022)</li> <li>• Year 10-12 from 59% (2018) to 65% (2022)</li> </ul> <p>Respect for Diversity</p> <ul style="list-style-type: none"> <li>• Year 7-9 from 56% (2018) to 65% (2022)</li> <li>• Year 10-12 from 52% (2018) to 60% (2022)</li> </ul>
<p><b>Target 4.3</b></p>	<p>Increase the percentage of positive endorsement for the following POS factors:</p> <ul style="list-style-type: none"> <li>• Student motivation and support from 70% (2018) to 75% (2022)</li> <li>• Confidence and resilience skills 84% (2018) to 87% (2022)</li> <li>• Respect for diversity from 82% (2018) to 87% (2022)</li> </ul>
<p><b>Key Improvement Strategy 4.ay</b> Health and wellbeing</p>	<p>Embed an agreed whole college approach to health, wellbeing and inclusion.</p>
<p><b>Key Improvement Strategy 4.by</b> Health and wellbeing</p>	<p>Enhance staff capacity and skill to address the psychological and social wellbeing of students</p>
<p><b>Key Improvement Strategy 4.cy</b> Setting expectations and promoting inclusion</p>	<p>Collaborate with parents/carers and the broader community to implement a shared approach in support of student wellbeing and resilience</p>

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>The focus in 2021 will be on re-connecting and rebuilding the school community in the wake of the Covid 19 'lockdown' and move to remote and flexible learning in 2020. We want to ensure that the school's professional teaching and learning approach has well-articulated purposes that are focused on student well-being and engagement into the future, derived from the analysis of student focus groups and other data. We believe this is central to improving overall student outcomes and embedding a culture of continual improvement. Teachers' individual Performance &amp; Development plans, will have a strong line of sight to the school's goals and targets. Students 'left behind' during 2020 will be targeted with specific catch-up programs, Well-being and Engagement strategies are key priorities for the year. The College-wide focus will be on Resilience and Well-being; based on the training and work done by school leaders and coordinators in the ReLATE program in term 4 2019. Remote and flexible learning has produced mixed results for students; with many students performing well and a noticeable number of middle years students - especially boys - not engaging nor participating. The role of Tutors, especially in years 7-12, will become important in helping these students to meet outcomes and reconnect with school.</p>
Improve student learning growth and achievement across the curriculum	Yes	Each student assessed against the Victorian Curriculum standards to be at or above their age appropriate level of learning in English, Humanities, Mathematics and Science.	As measured by Teacher judgment, NAPLAN and internal testing, the percentage of students at or above age appropriate standards in English, Maths, Humanities and Science to be above 20%. Percentage of students in the bottom two bands to be below 15%.
		<p>By 2022 the NAPLAN Year 7 to Year 9 Relative Gain measures to show:</p> <ul style="list-style-type: none"> <li>• A minimum of 25 percent of students making high relative gain               <ul style="list-style-type: none"> <li>○ (2018 benchmarks: Reading 21.8%, Writing 18%, Numeracy 16%)</li> </ul> </li> <li>• A maximum of 25 percent of students making low relative gain               <ul style="list-style-type: none"> <li>○ (2018 Benchmarks Reading 35.3%, Writing 27.5%, Numeracy 35.9%).</li> </ul> </li> </ul>	<p>2021: Year 7-9 relative gain measures to show:</p> <p>A minimum of 24 percent of students making high relative gain (2019 benchmarks: Reading 18%, Writing 12%, Numeracy 24%)</p> <p>A maximum of 28 percent of students making low relative gain (2019 Benchmarks Reading 33%, Writing 40%, Numeracy 31%).</p>
		<p>By 2022 The Year 11 and Year 12 student outcomes to show:</p> <ul style="list-style-type: none"> <li>• VCE mean study score to increase from 29.68 to 31</li> <li>• The proportion of students completing their VCE and VCAL certificates to increase from 88.2% to 95% (excluding early leaver students who gained a traineeship or apprenticeship).</li> </ul>	<p>2021 target is to rebuild confidence and outcomes after extended period of remote learning. Hence our target for the VCE mean study score is 30.50</p> <p>Proportion of students completing VCE and VCAL certificates to be in excess of 92% - excluding early leavers who gain apprenticeships or traineeships.</p>

Improve student voice and agency across the college	Yes	<p>Increase the percentage of positive endorsement for the following AToSS factors:</p> <p>Student Voice and Agency</p> <ul style="list-style-type: none"> <li>• Year 7-9 from 42% (2018) to 60% (2022)</li> <li>• Year 10-12 from 48% (2018) to 65% (2022)</li> </ul> <p>Sense of Connectedness</p> <ul style="list-style-type: none"> <li>• Year 7-9 from 64% (2018) to 75% (2022)</li> <li>• Year 10-12 from 59% (2018) to 70% (2022)</li> </ul>	<p>AToSS positive endorsement for student voice and agency to increase to 56% among years 7-9</p> <p>AToSS positive endorsement for student voice and agency at year 10-12 to increase to 62%.</p> <p>Positive endorsement of sense of connectedness (AToSS) among year 7-9 to be 72%</p> <p>Positive endorsement of sense of connectedness (AToSS) among year 10-12 to be 67%</p>
		<p>Increase the percentage of positive endorsement for the following AToSS factors:</p> <p>Self-regulation and Goal Setting</p> <ul style="list-style-type: none"> <li>• Year 7-9 from 65% (2018) to 75% (2022)</li> <li>• Year 10-12 from 59% (2018) to 7% (2022)</li> </ul> <p>Sense of Connectedness</p> <ul style="list-style-type: none"> <li>• Year 7-9 from 64% (2018) to 75% (2022)</li> <li>• Year 10-12 from 63% (2018) to 70% (2022)</li> </ul>	<p>AToSS positive endorsement for self regulation and goal setting to increase to 70% among years 7-9</p> <p>AToSS positive endorsement for self regulation and goal setting at year 10-12 to increase to 65%.</p> <p>Positive endorsement of sense of connectedness (AToSS) among year 7-9 to be 72%</p> <p>Positive endorsement of sense of connectedness (AToSS) among year 10-12 to be 67%</p>
		<p>Increase the percentage of positive endorsement for the following POS factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 81% (2018) to 85% (2022)</li> <li>• Stimulating learning environment from 78% (2018) to 83% (2022)</li> </ul>	<p>We will aim to lift Parent Opinion Survey (POS) positive endorsement for student voice and agency to 83% by end of 2021.</p> <p>POS positive endorsement of stimulating learning environment will be 81%</p>
Improve student mental wellbeing and resilience	Yes	<p>Increase the percentage of positive endorsement for the following AToSS factors:</p> <p>Motivation and interest</p> <ul style="list-style-type: none"> <li>• Year 7-9 from 63% (2018) to 70% (2022)</li> <li>• Year 10-12 from 61% (2018) to 70% (2022)</li> </ul> <p>Resilience</p> <ul style="list-style-type: none"> <li>• Year 7-9 from 65% (2018) to 72% (2022)</li> <li>• Year 10-12 from 62% (2018) to 68% (2022)</li> </ul>	<p>AToSS 12 Month target to the end of 2021:</p> <p>Positive endorsement of Motivation and interest among years 7-9 to lift to 67%.</p> <p>Positive endorsement of Motivation and interest in years 10-12 will be 67%.</p> <p>Positive endorsement of resilience in years 7-9 will increase to 68%.</p> <p>Positive endorsement of resilience among years 10-12 will be at 65%.</p>
		<p>Increase the percentage of positive endorsement for the following AToSS factors:</p>	<p>AToSS Positive endorsement for Transitions in junior years to increase to 80% by the end of 2021.</p>



	<p>School Stage Transitions</p> <ul style="list-style-type: none"> <li>• Year 7-9 from 79% (2018) to 82% (2022)</li> <li>• Year 10-12 from 59% (2018) to 65% (2022)</li> </ul> <p>Respect for Diversity</p> <ul style="list-style-type: none"> <li>• Year 7-9 from 56% (2018) to 65% (2022)</li> <li>• Year 10-12 from 52% (2018) to 60% (2022)</li> </ul>	<p>AToSS Positive endorsement for years 10-12 Transitions to improve to 62-63%</p> <p>Respect for Diversity in years 7-9 to improve to 60% by December 2021</p> <p>Positive endorsement for Respect for Diversity to increase to 58%</p>
	<p>Increase the percentage of positive endorsement for the following POS factors:</p> <ul style="list-style-type: none"> <li>• Student motivation and support from 70% (2018) to 75% (2022)</li> <li>• Confidence and resilience skills 84% (2018) to 87% (2022)</li> <li>• Respect for diversity from 82% (2018) to 87% (2022)</li> </ul>	<p>Positive endorsement for student motivation for POS will be 73%.</p> <p>Positive endorsement for confidence and resilience for POS will be at 85%.</p> <p>POS positive endorsement for respect for diversity will be 85%.</p>

<b>Goal 1</b>	2021 Priorities Goal	
<b>12 Month Target 1.1</b>	<p>The focus in 2021 will be on re-connecting and rebuilding the school community in the wake of the Covid 19 'lockdown' and move to remote and flexible learning in 2020. We want to ensure that the school's professional teaching and learning approach has well-articulated purposes that are focused on student well-being and engagement into the future, derived from the analysis of student focus groups and other data. We believe this is central to improving overall student outcomes and embedding a culture of continual improvement. Teachers' individual Performance &amp; Development plans, will have a strong line of sight to the school's goals and targets. Students 'left behind' during 2020 will be targeted with specific catch-up programs, Well-being and Engagement strategies are key priorities for the year. The College-wide focus will be on Resilience and Well-being; based on the training and work done by school leaders and coordinators in the ReLATE program in term 4 2019. Remote and flexible learning has produced mixed results for students; with many students performing well and a noticeable number of middle years students - especially boys - not engaging nor participating. The role of Tutors, especially in years 7-12, will become important in helping these students to meet outcomes and reconnect with school.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority	Yes
<b>KIS 3</b> Building communities	Connected schools priority	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 2021.	

<b>Goal 2</b>	Improve student learning growth and achievement across the curriculum	
<b>12 Month Target 2.1</b>	As measured by Teacher judgment, NAPLAN and internal testing, the percentage of students at or above age appropriate standards in English, Maths, Humanities and Science to be above 20%. Percentage of students in the bottom two bands to be below 15%.	
<b>12 Month Target 2.2</b>	2021: Year 7-9 relative gain measures to show: A minimum of 24 percent of students making high relative gain (2019 benchmarks: Reading 18%, Writing 12%, Numeracy 24%) A maximum of 28 percent of students making low relative gain (2019 Benchmarks Reading 33%, Writing 40%, Numeracy 31%).	
<b>12 Month Target 2.3</b>	2021 target is to rebuild confidence and outcomes after extended period of remote learning. Hence our target for the VCE mean study score is 30.50 Proportion of students completing VCE and VCAL certificates to be in excess of 92% - excluding early leavers who gain apprenticeships or traineeships.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Evaluating impact on learning	Build staff capability to utilise multiple forms of data and moderated assessment modalities to underpin differentiated pedagogy	No
<b>KIS 2</b> Building practice excellence	Enhance effective teaching practice through collaborative professional learning (within and across learning areas), involving reflection and feedback from peers and students	Yes
<b>KIS 3</b> Intellectual engagement and self-awareness	Build teacher confidence to cater for student learning style preferences, interests and to challenge students at their point of learning need	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.	<p>Montmorency has chosen to ensure the implementation of a consistent and viable learning and teaching model at all years throughout the College. The School Leadership Team actively encouraged Professional Learning focus on improving student outcomes: Curriculum priorities 'Powerful Learning' – and subsequently 'High Impact Teaching Strategies' – with Learning Leaders trained and responsible in school professional development sessions for faculty and whole staff meetings. PLTs have focused on building individual teacher capacity using 'Powerful Learning' and auditing curriculum content and practices with the view to formulating best practice from years 7-10. They have published complete full curriculum outlines and agreed assessment tasks. Currently this has extended to highlighting the use of High Impact Teaching Strategies within course outlines. Moderated assessment practices are currently used extensively in the English faculty and are being adopted by other faculty teams.</p> <p>Peer observation is being phased in with an emphasis on collegiate teacher reflection; this is also part of individual teacher Performance and Development plans. This reflection is assisted by the individual data provided to all teachers from the High Performing School's survey completed by all students annually. Peer observation and better individual data understanding has encouraged wider discussion and understanding of how students learn. Embedding this into individual PDPs is making teachers more accountable.</p> <p>We have imbedded Professional Learning on the importance of differentiation in Teaching &amp; Learning. In 2019 it became the focus of our Curriculum Day discussions. This will continue throughout 2021.</p> <p>We will continue to use a variety of data sets to inform teaching and learning.</p>	
<b>Goal 3</b>	Improve student voice and agency across the college	
<b>12 Month Target 3.1</b>	AToSS positive endorsement for student voice and agency to increase to 56% among years 7-9 AToSS positive endorsement for student voice and agency at year 10-12 to increase to 62%. Positive endorsement of sense of connectedness (AToSS) among year 7-9 to be 72% Positive endorsement of sense of connectedness (AToSS) among year 10-12 to be 67%	
<b>12 Month Target 3.2</b>	AToSS positive endorsement for self regulation and goal setting to increase to 70% among years 7-9 AToSS positive endorsement for self regulation and goal setting at year 10-12 to increase to 65%. Positive endorsement of sense of connectedness (AToSS) among year 7-9 to be 72% Positive endorsement of sense of connectedness (AToSS) among year 10-12 to be 67%	

<b>12 Month Target 3.3</b>	We will aim to lift Parent Opinion Survey (POS) positive endorsement for student voice and agency to 83% by end of 2021. POS positive endorsement of stimulating learning environment will be 81%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Develop avenues for students to be involved in the design and implementation of programs and policy that enable student led actions for improvement	No
<b>KIS 2</b> Intellectual engagement and self-awareness	Build student personal capabilities as intrinsically motivated, independent and self-reflective learners who monitor their learning progress and achievements	Yes
<b>KIS 3</b> Empowering students and building school pride	Increase teacher capacity to collaborate with students in making decisions about the content of learning and how learning is assessed and reported	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.	The implementation of Personal and Social Capabilities to be embedded within the curriculum, be formally assessed and reported on.	
<b>Goal 4</b>	Improve student mental wellbeing and resilience	
<b>12 Month Target 4.1</b>	AToSS 12 Month target to the end of 2021: Positive endorsement of Motivation and interest among years 7-9 to lift to 67%. Positive endorsement of Motivation and interest in years 10-12 will be 67%. Positive endorsement of resilience in years 7-9 will increase to 68%. Positive endorsement of resilience among years 10-12 will be at 65%.	
<b>12 Month Target 4.2</b>	AToSS Positive endorsement for Transitions in junior years to increase to 80% by the end of 2021. AToSS Positive endorsement for years 10-12 Transitions to improve to 62-63%  Respect for Diversity in years 7-9 to improve to 60% by December 2021 Positive endorsement for Respect for Diversity to increase to 58%	
<b>12 Month Target 4.3</b>	Positive endorsement for student motivation for POS will be 73%. Positive endorsement for confidence and resilience for POS will be at 85%. POS positive endorsement for respect for diversity will be 85%.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Health and wellbeing	Embed an agreed whole college approach to health, wellbeing and inclusion.	No
<b>KIS 2</b>	Enhance staff capacity and skill to address the psychological and social wellbeing of students	Yes

Health and wellbeing		
<b>KIS 3</b> Setting expectations and promoting inclusion	Collaborate with parents/carers and the broader community to implement a shared approach in support of student wellbeing and resilience	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.	The focus in 2021 will be on re-connecting and rebuilding the school community in the wake of the Covid 19 'lockdown' and move to remote and flexible learning. Professional Development in addressing the psychological well-being of students and staff will focus on Resilience and embedding elements of the ReLATE program.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal			
<b>12 Month Target 1.1</b>	<p>The focus in 2021 will be on re-connecting and rebuilding the school community in the wake of the Covid 19 'lockdown' and move to remote and flexible learning in 2020. We want to ensure that the school's professional teaching and learning approach has well-articulated purposes that are focused on student well-being and engagement into the future, derived from the analysis of student focus groups and other data. We believe this is central to improving overall student outcomes and embedding a culture of continual improvement. Teachers' individual Performance &amp; Development plans, will have a strong line of sight to the school's goals and targets. Students 'left behind' during 2020 will be targeted with specific catch-up programs, Well-being and Engagement strategies are key priorities for the year.</p> <p>The College-wide focus will be on Resilience and Well-being; based on the training and work done by school leaders and coordinators in the ReLATE program in term 4 2019. Remote and flexible learning has produced mixed results for students; with many students performing well and a noticeable number of middle years students - especially boys - not engaging nor participating. The role of Tutors, especially in years 7-12, will become important in helping these students to meet outcomes and reconnect with school.</p>			
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority			
<b>Actions</b>	<p>PLT's will ensure that the curriculum is clearly documented and that unit outlines included differentiated tasks.</p> <p>The school will appoint 'tutors' using DET guidelines to facilitate literacy and numeracy programs at years 7-12 in close consultation with the English and Maths faculties and selected classroom teachers. These tutors will work closely with identified students and in cooperation with their teachers. Students will be selected using internal school performance and engagement data.</p> <p>The VHAP program has been established and a VHAP leader has been appointed, with 20 students initially attending remote learning classes in term one. We hope to extend this involvement in term 2 and beyond.</p> <p>The current 'Challenge' and 'Bridging' programs in English, Maths and Science at years 8-10 continue to operate and expand with nominated students.</p> <p>Sub school leaders have the responsibility of developing well-being programs. With assistance from coordinators and home group teachers, a number of initiatives and activities focused on resilience and student engagement will be conducted throughout the year.</p> <p>Staff professional development in Resilience and Well-being will be provided early in Term 1.</p>			
<b>Outcomes</b>	<p>Teachers will become more aware of individual needs and applied differentiation in learning outcomes expected of their students</p> <p>Catch-up and Extension students will show improved levels of engagement and outcomes</p>			
<b>Success Indicators</b>	<p>PLTs will continue to plan, moderate and evaluate curriculum and student progress in key subject areas at each year level. Faculties will focus on building engagement and lifting performance in Literacy, Numeracy and STEAM areas in particular.</p> <p>The Teaching and Learning team will assess and review progress throughout the year and report to all staff.</p> <p>AToSS, Parent Opinion Survey and NAPLAN data will be used as success indicators together with teacher judgements.</p> <p>Our School Improvement Team will also collect and assess our own data on classroom engagement and performance using our existing High Performing Schools survey and On-demand literacy and numeracy testing.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Tutors will be allocated specific students to work with.  SIT to analyze data	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Challenge, VHAP and Bridging programs operate. PLTs to evaluate/moderate key curriculum areas	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used

<b>KIS 2</b> Health and wellbeing		Happy, active and healthy kids priority			
<b>Actions</b>	<p>Coordinators and Home Group teachers will monitor well-being and initiate activities designed to enhance resilience. Our expanded Student Welfare team which now includes a MHP (Mental Health Practitioner) will monitor and provide support.</p> <p>The ReLATE team will create a focus group to evaluate the impact of lockdown on the social and mental health of our students; in turn they will make recommendations to staff.</p> <p>The school Welfare team will provide targeted support to individual students in need.</p> <p>The Transition program will be modified to compensate for the interruptions and restrictions of 2020; the aim will be to re-engage with 'school community' based activities during 2021.</p>				
<b>Outcomes</b>	We are focused on re-energizing our school community; that our targets set out in the Strategic Plan for Resilience and School Connected-ness will be achievable in the next 12-18 months. Furthermore, a priority is to re-engage those students - in middle years in particular - who had difficulties in participating in remote learning.				
<b>Success Indicators</b>	Outcomes will be measured by internal surveys and group discussions, analysis of AToSS, Parent Opinion Survey, High Performing Schools Survey and teacher observation.				
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>	
SRC resumes 'full' operations and involves year 7 students Coordinators/Home Group teachers to 'monitor' students well-being. ReLATE focus group forms and develops recommendations for school staff.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used	
<b>KIS 3</b> Building communities		Connected schools priority			
<b>Actions</b>	<p>Professional Development for staff on Resilience and Well-being with reference to the impact of Covid19 on staff and students will occur early in the 2021.</p> <p>Staff PDPs to incorporate one 'well being' goal for 2021</p> <p>ReLATE planning group formed to assess and deliver particular elements of the program to pursue in 2021</p> <p>Tutors inducted in to school and assigned to students and supporting teachers</p>				
<b>Outcomes</b>	<p>Professional Development delivered to all staff early term one.</p> <p>ReLATE group make recommendations to Prin. Team and Strategic Planning Group by term 3.</p> <p>PDPs will reflect staff awareness on importance of reconnecting students to school.</p> <p>Tutors assigned to students and incorporated into the learning program.</p> <p>Literacy/Numeracy leaders to coordinate with key teachers and KLA leaders</p>				
<b>Success Indicators</b>	Attendance figures, AToSS, Tutor/Teacher judgement, internal welfare surveys				
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>	
Staff PD and follow-up actions Tutors inducted, allocated to students ReLATE planning group formed	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <input type="checkbox"/> Equity funding will be used	

<b>Goal 2</b>	Improve student learning growth and achievement across the curriculum			
<b>12 Month Target 2.1</b>	As measured by Teacher judgment, NAPLAN and internal testing, the percentage of students at or above age appropriate standards in English, Maths, Humanities and Science to be above 20%. Percentage of students in the bottom two bands to be below 15%.			
<b>12 Month Target 2.2</b>	2021: Year 7-9 relative gain measures to show: A minimum of 24 percent of students making high relative gain (2019 benchmarks: Reading 18%, Writing 12%, Numeracy 24%) A maximum of 28 percent of students making low relative gain (2019 Benchmarks Reading 33%, Writing 40%, Numeracy 31%).			
<b>12 Month Target 2.3</b>	2021 target is to rebuild confidence and outcomes after extended period of remote learning. Hence our target for the VCE mean study score is 30.50 Proportion of students completing VCE and VCAL certificates to be in excess of 92% - excluding early leavers who gain apprenticeships or traineeships.			
<b>KIS 1</b> Building practice excellence	Enhance effective teaching practice through collaborative professional learning (within and across learning areas), involving reflection and feedback from peers and students			
<b>Actions</b>	Literacy and Numeracy leaders to inform and support relevant PLT groups to design and implement appropriate learning strategies at years 7-10. MYLNS team has targeted students in years 8 and 10 for additional, individualised literacy/numeracy support in 2021. The school has increased the number of students participating in the VHAP program in 2021. Challenge and Bridging classes continue to be a major focus in the elective program, with multiple classes operating at year 8-10. Continuing encouragement for teachers of VCE to undertake either Examiner experience or participate in professional development opportunities provided by VCE examiners. Mentor program at year 11 (for students undertaking an accelerated subject in year 12) and all Year 12 students continues to be critical for providing individual support to all year 12 students.			
<b>Outcomes</b>	We expect to see a growing confidence and re-connection with learning and subsequent improvement in outcomes.			
<b>Success Indicators</b>	Data/evidence will be sourced and evaluated from NAPLAN, On-Demand & PAT testing, VCE/VCAL results and teacher judgement.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
VHAP program involves year 8 in term 1, year 7 in term2. Mentor program at year 12 is staffed and fully operational. MYLiNs program running from term 1 Professional Development opportunities for teachers identified and made accessible.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	Improve student voice and agency across the college			
<b>12 Month Target 3.1</b>	AToSS positive endorsement for student voice and agency to increase to 56% among years 7-9 AToSS positive endorsement for student voice and agency at year 10-12 to increase to 62%. Positive endorsement of sense of connectedness (AToSS) among year 7-9 to be 72% Positive endorsement of sense of connectedness (AToSS) among year 10-12 to be 67%			

<b>12 Month Target 3.2</b>	<p>AToSS positive endorsement for self regulation and goal setting to increase to 70% among years 7-9            AToSS positive endorsement for self regulation and goal setting at year 10-12 to increase to 65%.            Positive endorsement of sense of connectedness (AToSS) among year 7-9 to be 72%            Positive endorsement of sense of connectedness (AToSS) among year 10-12 to be 67%</p>			
<b>12 Month Target 3.3</b>	<p>We will aim to lift Parent Opinion Survey (POS) positive endorsement for student voice and agency to 83% by end of 2021.            POS positive endorsement of stimulating learning environment will be 81%</p>			
<b>KIS 1</b> Intellectual engagement and self-awareness	Build student personal capabilities as intrinsically motivated, independent and self-reflective learners who monitor their learning progress and achievements			
<b>Actions</b>	<p>Year 12 Mentor team will work with all year 12 students on an individual basis.            Home Group teachers and year level coordinators will focus on school connectedness and goal setting for all students through Student Led Conferences and planned activities.            Our Student Leadership program resumes in full with emphasis on student engagement, motivation and community belonging.</p>			
<b>Outcomes</b>	2021 will see most of our students successfully re-connect with the school; feel motivated to participate in contributing to the broader school/community.			
<b>Success Indicators</b>	AToSS, Parent Opinion Survey, internal data sourced from High Performing School survey or PIVOT.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
AToSS, POS surveys show improvement	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 4</b>	Improve student mental wellbeing and resilience			
<b>12 Month Target 4.1</b>	<p>AToSS 12 Month target to the end of 2021:            Positive endorsement of Motivation and interest among years 7-9 to lift to 67%.            Positive endorsement of Motivation and interest in years 10-12 will be 67%.            Positive endorsement of resilience in years 7-9 will increase to 68%.            Positive endorsement of resilience among years 10-12 will be at 65%.</p>			
<b>12 Month Target 4.2</b>	<p>AToSS Positive endorsement for Transitions in junior years to increase to 80% by the end of 2021.            AToSS Positive endorsement for years 10-12 Transitions to improve to 62-63%</p> <p>Respect for Diversity in years 7-9 to improve to 60% by December 2021            Positive endorsement for Respect for Diversity to increase to 58%</p>			
<b>12 Month Target 4.3</b>	<p>Positive endorsement for student motivation for POS will be 73%.            Positive endorsement for confidence and resilience for POS will be at 85%.            POS positive endorsement for respect for diversity will be 85%.</p>			
<b>KIS 1</b>	Enhance staff capacity and skill to address the psychological and social wellbeing of students			



Health and wellbeing				
<b>Actions</b>	Year Level Leaders and coordinators to adapt and expand existing Transition programs to re-engage students. Professional Development on Resilience and Well-being to include practical techniques for motivating and engaging students especially for Home Group and classroom teachers. Well-being team to provide staff with Professional Learning on trauma informed teacher practises to support students and the well being team will oversee the mental health and wellbeing (case load) of students referred to them by Year Level Leaders.			
<b>Outcomes</b>	Positive growth in student well-being, and respect for diversity. Student confidence and Motivation to do well increases.			
<b>Success Indicators</b>	AToSS, POS, internal data sourced from High Performing School survey or PIVOT.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff PD early term one. Well being team formed. Year level leaders prioritize Transition programs.	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Staff Development Coordinator <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$4,000.00  <input type="checkbox"/> Equity funding will be used

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Equity Spend (\$)
Equity funding associated with Activities and Milestones	\$0.00	\$0.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$0.00</b>	<b>\$0.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			<b>\$0.00</b>	<b>\$0.00</b>

### Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			<b>\$0.00</b>	<b>\$0.00</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Tutors will be allocated specific students to work with.  SIT to analyze data	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
Staff PD and follow-up actions Tutors inducted, allocated to students ReLATE planning group formed	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
Staff PD early term one. Well being team formed. Year level leaders prioritize Transition programs.	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Staff Development Coordinator <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Psychologist	<input checked="" type="checkbox"/> On-site