

Annual Implementation Plan - 2023

Select Annual Goals and KIS

Mount Alexander 7-12 College (7763)



Submitted for review by Daniela Angelico (School Principal) on 10 February, 2023 at 08:09 AM

Endorsed by Alex Artavilla (Senior Education Improvement Leader) on 16 February, 2023 at 03:59 PM

Endorsed by Angelica Inserra (School Council President) on 01 March, 2023 at 11:33 PM

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>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.</p>	Yes	Support for the 2023 Priorities	<p>The percentage of Year 9 students achieving at or above benchmark NAPLAN growth will increase from:67% (2021) to 69% in Reading (no data available for 2022) 74% (2021) to 76% in Writing (no data available for 2022) 68% (2021) to 70% in Numeracy (no data available for 2022) The targets for the top two bands in Writing and Numeracy have been revised from those set in the School Strategic Plan (SSP) given that the we have achieved the targets in Writing and Numeracy in 2022 The target for the bottom two bands in writing have been revised from those set in the SSP given that the we have achieved the target of 35 per cent.Targets for Attitudes to School Survey (AToSS) in SSP will need to be revised due to a decline in data across all measures in 2022Targets for Staff School Survey (SSS) will need to be revised due to a decline in data across all measures in 2022Targets for Parent Opinion Survey (POS) will need to be revised due to a decline in data across all measures in 2022</p>
To maximise the learning growth of all students.	Yes	By 2026, the percentage of Year 9 students achieving at or above benchmark NAPLAN growth will increase from: <ul style="list-style-type: none"> 67% (2021) to 75% in Reading 	The percentage of Year 9 students achieving at or above benchmark NAPLAN growth will increase from:67% (2021) to 69% in

		<ul style="list-style-type: none"> • 74% (2021) to 82% in Writing • 68% (2021) to 76% in Numeracy. 	Reading74% (2021) to 76% in Writing68% (2021) to 70% in Numeracy.
		<p>By 2026, the percentage of Year 9 students in the top two bands of NAPLAN will increase from:</p> <ul style="list-style-type: none"> • 5% (2021) to 10% in Writing • 12% (2021) to 20% in Numeracy. 	The percentage of Year 9 students in the top two bands of NAPLAN will increase from:17% (2022) to 18% in Writing31% (2022) to 32% in Numeracy.
		By 2026, the percentage of Year 9 students in the bottom two bands of NAPLAN Writing will decrease from 45 per cent (2021) to 35 per cent.	The percentage of Year 9 students in the bottom two bands of NAPLAN Writing will decrease from:19% (2022) to 17%
		<p>By 2026, in the VCE:</p> <ul style="list-style-type: none"> • The mean All Study score will increase from 27.95 (2021) to 30 • The percentage of study scores in excess of 40 will increase from 2.7% (2021) to 5%. 	By 2026, in the VCE:The mean All Study score will increase from 27.95 (2021) to 28.5The percentage of study scores in excess of 40 will increase from 2.7% (2021) to 5%.In 2023 the goal will be to maintain 5% of study scores in excess of 40.
		<p>By 2026, the percentage positive response on the AToSS will increase from:</p> <ul style="list-style-type: none"> • 65% (2021) to 70% for Differentiated learning challenge • 58% (2021) to 68% for Stimulated learning. 	By 2026, the percentage positive response on the AToSS will increase from:65% (2021) 55% (2022) to 60% for Differentiated learning challenge58% (2021) 46% (2022) to 50% for Stimulated learning.
		<p>By 2026, the percentage positive response on the SSS will increase from:</p> <ul style="list-style-type: none"> • 54% (2021) to at least 65% for Academic emphasis • 67% (2021) to at least 72% for Collective efficacy. 	The percentage positive response on the SSS will increase from:54% (2021) 48% (2022) to at least 52% for Academic emphasis67% (2021) 57% (2022) to at least 60% for Collective efficacy.
To improve student engagement and wellbeing.	Yes	By 2026, the percentage of students with more than 20 days absence per year will decrease from 30 per cent (2021) to 26 per cent.	The percentage of students with more than 20 days absence per year will decrease from 30 per cent (2021) to 29 per cent.

	<p>By 2026, the percentage positive response on the Attitudes To School Survey (AToSS), will increase from:</p> <ul style="list-style-type: none"> • 59% (2021) to 65% for Perseverance • 66% (2021) to 72% for Advocate at school • 57% (2021) to 66% for Respect for diversity • 51% (2021) to 65% for Student voice and agency. 	<p>The percentage positive response on the Attitudes To School Survey (AToSS), will increase from:59% (2021) 51% (2022) to 56% for Perseverance66% (2021) 59% (2022) to 64% for Advocate at school57% (2021) 43% (2022) to 48% for Respect for diversity51% (2021) 41% (2022) to 46% for Student voice and agency.</p>
	<p>By 2026, the percentage positive response on the Parent Opinion Survey (POS), will increase from:</p> <ul style="list-style-type: none"> • 78% (2021) to 85% for Confidence and resiliency skills • 66% (2021) to 75% for Student motivation and support. 	<p>The percentage positive response on the Parent Opinion Survey (POS), will increase from:78% (2021) to 80% for Confidence and resiliency skills66% (2021) to 75% for Student motivation and support.</p>

Goal 1	<p>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.</p>
12 Month Target 1.1	<p>The percentage of Year 9 students achieving at or above benchmark NAPLAN growth will increase from:</p> <p>67% (2021) to 69% in Reading (no data available for 2022) 74% (2021) to 76% in Writing (no data available for 2022) 68% (2021) to 70% in Numeracy (no data available for 2022)</p> <p>The targets for the top two bands in Writing and Numeracy have been revised from those set in the School Strategic Plan (SSP) given that the we have achieved the targets in Writing and Numeracy in 2022</p> <p>The target for the bottom two bands in writing have been revised from those set in the SSP given that the we have achieved the target of 35 per cent.</p> <p>Targets for Attitudes to School Survey (AToSS) in SSP will need to be revised due to a decline in data across all measures in 2022</p> <p>Targets for Staff School Survey (SSS) will need to be revised due to a decline in data across all measures in 2022</p>

	Targets for Parent Opinion Survey (POS) will need to be revised due to a decline in data across all measures in 2022	
Key Improvement Strategies		Is this KIS selected for focus this year?
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	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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.	<p>KIS 1a relates to goal 1 of the School Strategic Plan KIS 1a - Embed evidence-based approaches to the teaching of Literacy and Mathematics. In 2023, the focus of our PLT cycles of inquiry have focused on literacy and numeracy improvement. In regards to numeracy we will continue to be involved in Project 22 to reduce mathematics anxiety and strengthen our understanding around 'The Big Ideas' in numeracy especially in relation to multiplicative thinking.</p> <p>KIS 1b relates to goal 2b of the School Strategic Plan KIS 2b - Embed a whole school approach to health, well being, inclusion and engagement. In 2023, we will continue to work in the Flemington Education Plan to develop an agreed approach to mental health and well being across the four schools in the local area and within our own setting. This Community of Practice (CoP) will focus on sharing resources and professional learning opportunities to strengthen capacity in schools.</p> <p>NB: We are using DET key improvement strategies to align and progress our School Strategic Plan</p>	
Goal 2	To maximise the learning growth of all students.	
12 Month Target 2.1	The percentage of Year 9 students achieving at or above benchmark NAPLAN growth will increase from: 67% (2021) to 69% in Reading 74% (2021) to 76% in Writing 68% (2021) to 70% in Numeracy.	
12 Month Target 2.2	The percentage of Year 9 students in the top two bands of NAPLAN will increase from: 17% (2022) to 18% in Writing 31% (2022) to 32% in Numeracy.	

12 Month Target 2.3	The percentage of Year 9 students in the bottom two bands of NAPLAN Writing will decrease from: 19% (2022) to 17%	
12 Month Target 2.4	By 2026, in the VCE: The mean All Study score will increase from 27.95 (2021) to 28.5 The percentage of study scores in excess of 40 will increase from 2.7% (2021) to 5% In 2023 the goal will be to maintain 5% of study scores in excess of 40.	
12 Month Target 2.5	By 2026, the percentage positive response on the AToSS will increase from: 65% (2021) 55% (2022) to 60% for Differentiated learning challenge 58% (2021) 46% (2022) to 50% for Stimulated learning.	
12 Month Target 2.6	The percentage positive response on the SSS will increase from: 54% (2021) 48% (2022) to at least 52% for Academic emphasis 67% (2021) 57% (2022) to at least 60% for Collective efficacy.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed evidence-based approaches to the teaching of Literacy and Mathematics.	Yes
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed multi-tiered systems of support that enhance student learning and engagement.	No

KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop the capacity of teachers to design and implement learning tasks which explicitly build high levels of inquiry, thinking and creativity.	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 College continues to prioritize Literacy and Numeracy Improvement. This work is a continuation of work already commenced in the previous School Strategic Plan.	
Goal 3	To improve student engagement and wellbeing.	
12 Month Target 3.1	The percentage of students with more than 20 days absence per year will decrease from 30 per cent (2021) to 29 per cent.	
12 Month Target 3.2	The percentage positive response on the Attitudes To School Survey (AToSS), will increase from: 59% (2021) 51% (2022) to 56% for Perseverance 66% (2021) 59% (2022) to 64% for Advocate at school 57% (2021) 43% 2022) to 48% for Respect for diversity 51% (2021) 41% (2022) to 46% for Student voice and agency.	
12 Month Target 3.3	The percentage positive response on the Parent Opinion Survey (POS), will increase from: 78% (2021) to 80% for Confidence and resiliency skills 66% (2021) to 75% for Student motivation and support.	
Key Improvement Strategies		Is this KIS selected for focus this year?

<p>KIS 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop and embed a school vision, values and objectives and embed a school culture that reflects the needs of the college</p>	<p>Yes</p>
<p>KIS 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Embed a whole school approach to health, wellbeing, inclusion and engagement</p>	<p>No</p>
<p>KIS 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Further activate student voice, agency and leadership to strengthen student participation and engagement in school</p>	<p>No</p>
<p>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>	<p>The college has identified KIS 1 as a priority, in response to the disruption to schooling of the last three years and a decrease in school connectedness and identity.</p>	

Define Actions, Outcomes and Activities

Goal 1	<p>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.</p>
12 Month Target 1.1	<p>The percentage of Year 9 students achieving at or above benchmark NAPLAN growth will increase from:</p> <p>67% (2021) to 69% in Reading (no data available for 2022) 74% (2021) to 76% in Writing (no data available for 2022) 68% (2021) to 70% in Numeracy (no data available for 2022)</p> <p>The targets for the top two bands in Writing and Numeracy have been revised from those set in the School Strategic Plan (SSP) given that the we have achieved the targets in Writing and Numeracy in 2022</p> <p>The target for the bottom two bands in writing have been revised from those set in the SSP given that the we have achieved the target of 35 per cent.</p> <p>Targets for Attitudes to School Survey (AToSS) in SSP will need to be revised due to a decline in data across all measures in 2022</p> <p>Targets for Staff School Survey (SSS) will need to be revised due to a decline in data across all measures in 2022</p> <p>Targets for Parent Opinion Survey (POS) will need to be revised due to a decline in data across all measures in 2022</p>
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	<ul style="list-style-type: none"> - Maths Curriculum Planning Team (CDT) will continue to focus on numeracy improvement. The CDT will be lead by a PLC Practice Instructor to support the implementation of the cycles of inquiry and also the professional learning - Flemington Education Plan in conjunction with Project 22 Community of Practice (CoP) will work collaboratively to deepen knowledge around mathematics anxiety and The Big Ideas in numeracy with a focus on multiplicative thinking skills - The school will continue to implement a tutoring program in all Entry mathematics classes
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - have a shared understanding around how to support and reduce maths anxiety - have a shared and deep understanding around The Big Ideas in Numeracy especially with multiplicative thinking

	<ul style="list-style-type: none"> - able to support and monitor the implementation of number talk and reflective journals to provide support to teachers - explore new study designs in VCE mathematics to inform curriculum design at 7-10 (e.g. investigation - backwards by design) - able to use 4E implementation life cycle to support the leading of teacher and student outcome - build teacher learning confidence <p>Teachers will</p> <ul style="list-style-type: none"> - have a shared understanding of strategies used to identify and address maths anxiety (e.g. Sarah Buckley handout) - number talk is an embedded part of lesson plans for all math teachers - math team have a shared understanding of how to effectively use 'reflective journals' - able to measure and monitor student engagement in mathematics - develop agreed strategies to monitor impact of number talk implementation <p>Students will</p> <ul style="list-style-type: none"> - be able to identify causes of maths anxiety and apply strategies to minimise symptoms - able to articulate strategies they use around mental computation - using reflective journals students are able to articulate what they feel comfortable with, what they find challenging and what they would like to practice and learn more about – goal setting - students will be more engaged with learning in mathematics - able to articulate their thinking
Success Indicators	<ul style="list-style-type: none"> - teaching and learning surveys to demonstrate improved confidence in maths learning and achievement in the outcomes noted above - teachers will receive feedback for surveys and anecdotal feedback to track their own improvement around differentiation and a reduction in maths anxiety - team developed assessments
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	<ul style="list-style-type: none"> - establish a Mental Health CoP across the precinct that focuses on working collaboratively - Mental Health CoP to develop a professional learning plan that focuses on strengthening capability and supporting whole-school mental health processes and practices to help identify and implement the Tier 1 frameworks (e.g. implementing SWPBS, RR, zones of regulation)
Outcomes	<p>Leaders will</p> <ul style="list-style-type: none"> - have a greater understanding of Tier 1 strategies and how to improve the mental health and wellbeing of students - know how to build teacher capability, and strategies to support student mental health and wellbeing - know how best to refer students requiring support for their mental health and wellbeing

	<p>Teachers will</p> <ul style="list-style-type: none"> - have the skills and capabilities to use Tier 1 strategies to support the mental health and wellbeing of students - understand the signs of students requiring support for their mental health and wellbeing. They also know how to respond, and know strategies to use <p>Students will</p> <ul style="list-style-type: none"> - know, understand and begin to implement Tier 1 strategies that support their mental health and wellbeing
Success Indicators	<ul style="list-style-type: none"> - improved Attitudes To School Survey Data (AToSS) in emotional and relational engagement domain, specifically awareness and regulation, help seeking and peer relationships factor - improved attendance data for targeted students - trauma informed strategies embedded in teacher practice and classroom routines
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12 Month Target 2.6	<p>The percentage positive response on the SSS will increase from:</p>

	54% (2021) 48% (2022) to at least 52% for Academic emphasis 67% (2021) 57% (2022) to at least 60% for Collective efficacy.
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed evidence-based approaches to the teaching of Literacy and Mathematics.
Actions	Professional Learning Program focusing on literacy improvement, specifically writing improvement.
Outcomes	<p>Leaders will</p> <ul style="list-style-type: none"> - design and implement the literacy improvement professional learning program - know how to build teacher capability, and strategies to support literacy improvement <p>Teachers will</p> <ul style="list-style-type: none"> - embed explicit teaching of Tier 2 and 3 vocab in key learning area curriculum plans and lessons - explicitly teach the use of command verbs and deconstructing questions - engage students in the process of co-constructing texts <p>Students will</p> <ul style="list-style-type: none"> - use tier 2 and 3 vocabulary to improve short and long answer responses - deconstruct questions in order to identify the requirements of the questions, including accurate content knowledge and use of tier 2 and 3 vocab - practice co-constructing short answer responses
Success Indicators	<ul style="list-style-type: none"> - teaching staff undertake fortnightly targeted professional learning on literacy improvement - Professional Learning Teams complete cycles of inquiry in Term 2 and 4 focusing on writing improvement - Curriculum Development Teams engage in reflective practice, evaluate and plan curriculum, assessments and lessons to ensure tier 2 and 3 vocab strategies are embedded - teachers track success of literacy strategies through the collection of students achievement data used in cycles of inquiry