

Annual Implementation Plan - 2024

Mount Alexander 7-12 College (7763)



Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	Yes	Support for the priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>The student learning targets established in the School Strategic Plan no longer apply due to the changes in reporting of NAPLAN Data. New targets have been established based on the new NAPLAN Proficiency Scales. The targets for positive responses for student wellbeing, staff and parent have been revised for 2024. A focus in 2024 will be in increasing the participation rate of all stakeholders in the surveys and in particular an emphasis on improving the reliability of the data for the Attitudes to School Survey. Improve response rates for: - Attitudes to School Student Survey from 70%- School Staff Survey from 55% - Parent Opinion Survey from 17%</p>
To maximise the learning growth of all students.	Yes	<p>By 2026, the percentage of Year 9 students achieving at or above benchmark NAPLAN growth will increase from:</p> <ul style="list-style-type: none"> • 67% (2021) to 75% in Reading • 74% (2021) to 82% in Writing • 68% (2021) to 76% in Numeracy. 	<p>The percentage of Year 9 students at Exceeding or Strong in NAPLAN Reading will increase from 75%.The percentage of Year 9 students at Exceeding or Strong in NAPLAN Writing will increase from 68%.The percentage of Year 9 students at Exceeding or Strong in NAPLAN Numeracy will increase from 64%.</p>

		<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. 	<p>The percentage of Year 9 students at Strong in NAPLAN Reading will increase from 26%.The percentage of Year 9 students at Strong in NAPLAN Writing will increase from 21%.The percentage of Year 9 students at Exceeding in NAPLAN Numeracy will increase from 5%.</p>
		<p>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.</p>	<p>The percentage of Year 9 students at Needs Additional Support in NAPLAN Writing will decrease from 10%.</p>
		<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%. 	<p>The average study score will improve from 29.58.The percentage of 40 plus study scores will be maintained at 6.8%.</p>
		<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. 	<p>The percentage positive responses on the AToSS will increase from:58% to at least 61% for Differentiated learning challenge43% to at least 46% for Stimulated learning.</p>
		<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. 	<p>The percentage positive response on the School Staff Survey will increase from:48% to at least 53% for Academic Emphasis71% for Collective Efficacy maintained in 2024</p>
To improve student engagement and wellbeing.	No	<p>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.</p>	
		<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 	

		<ul style="list-style-type: none"> • 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>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. 	

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	
12-month target 1.1-month target	<p>The student learning targets established in the School Strategic Plan no longer apply due to the changes in reporting of NAPLAN Data. New targets have been established based on the new NAPLAN Proficiency Scales.</p> <p>The targets for positive responses for student wellbeing, staff and parent have been revised for 2024. A focus in 2024 will be in increasing the participation rate of all stakeholders in the surveys and in particular an emphasis on improving the reliability of the data for the Attitudes to School Survey.</p> <p>Improve response rates for:</p> <ul style="list-style-type: none"> - Attitudes to School Student Survey from 70% - School Staff Survey from 55% - Parent Opinion Survey from 17% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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.

Goal 2	To maximise the learning growth of all students.	
12-month target 2.1-month target	<p>The percentage of Year 9 students at Exceeding or Strong in NAPLAN Reading will increase from 75%.</p> <p>The percentage of Year 9 students at Exceeding or Strong in NAPLAN Writing will increase from 68%.</p> <p>The percentage of Year 9 students at Exceeding or Strong in NAPLAN Numeracy will increase from 64%.</p>	
12-month target 2.2-month target	<p>The percentage of Year 9 students at Strong in NAPLAN Reading will increase from 26%.</p> <p>The percentage of Year 9 students at Strong in NAPLAN Writing will increase from 21%.</p> <p>The percentage of Year 9 students at Exceeding in NAPLAN Numeracy will increase from 5%.</p>	
12-month target 2.3-month target	The percentage of Year 9 students at Needs Additional Support in NAPLAN Writing will decrease from 10%.	
12-month target 2.4-month target	<p>The average study score will improve from 29.58.</p> <p>The percentage of 40 plus study scores will be maintained at 6.8%.</p>	
12-month target 2.5-month target	<p>The percentage positive responses on the AToSS will increase from:</p> <p>58% to at least 61% for Differentiated learning challenge</p> <p>43% to at least 46% for Stimulated learning.</p>	
12-month target 2.6-month target	<p>The percentage positive response on the School Staff Survey will increase from:</p> <p>48% to at least 53% for Academic Emphasis</p> <p>71% for Collective Efficacy maintained in 2024</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Embed evidence-based approaches to the teaching of Literacy and Mathematics.	Yes

KIS 2.b Teaching and learning	Embed multi-tiered systems of support that enhance student learning and engagement.	Yes
KIS 2.c Teaching and learning	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.	

Define actions, outcomes, success indicators and activities

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	The student learning targets established in the School Strategic Plan no longer apply due to the changes in reporting of NAPLAN Data. New targets have been established based on the new NAPLAN Proficiency Scales. The targets for positive responses for student wellbeing, staff and parent have been revised for 2024. A focus in 2024 will be in increasing the participation rate of all stakeholders in the surveys and in particular an emphasis on improving the reliability of the data for the Attitudes to School Survey. Improve response rates for: <ul style="list-style-type: none"> - Attitudes to School Student Survey from 70% - School Staff Survey from 55% - Parent Opinion Survey from 17%
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	The Mathematics Curriculum Planning Team (CDT) will continue to focus on numeracy improvement. The CDT will continue their work in Multiplicative Thinking and Number Talk. This work will be underpinned by the work of Di Siemens and the Big Ideas and be supported by the Educational Improvement Leader for South Western Region. <ul style="list-style-type: none"> - 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. - The school will continue to implement a tutoring program in all Entry mathematics classes
Outcomes	Leaders will: <ul style="list-style-type: none"> - Know how to build teacher capability around number sense, mathematical reasoning and maths anxiety. - Know how to collect and analyse data to support strengthened planning and professional learning approaches. This includes

	<p>monitoring impact of implementation via the School Leadership Team.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> - Use mathematics anxiety data to inform classroom practice. - Embed number talks in at least one or more lessons per week in Year 8 - Include written reflections pre and post numeracy assessments lessons (at least 1 per term) - Be aware of new mathematics curriculum changes, and how this will impact the way they teach and assess <p>Students will:</p> <ul style="list-style-type: none"> - Know, understand and be engaged in number talks. - Identify strategies to support them when feeling anxious in a mathematics classroom. - Articulate metacognition and reflect on understanding.
<p>Success Indicators</p>	<ul style="list-style-type: none"> - Achievement Data from the Academic Maths Year 8 class and Numeracy Enhancement Program in Number Talks - Developed pre and post assessment to track effectiveness of strategies to minimise maths anxiety - Collect sample reflective journals from the Academic Maths Year 8 class and Numeracy Enhancement Program - Teachers will receive feedback from surveys and anecdotal feedback to track their own improvement around differentiation and a reduction in maths anxiety - Team developed assessments

Goal 2	To maximise the learning growth of all students.
12-month target 2.1 target	<p>The percentage of Year 9 students at Exceeding or Strong in NAPLAN Reading will increase from 75%.</p> <p>The percentage of Year 9 students at Exceeding or Strong in NAPLAN Writing will increase from 68%.</p> <p>The percentage of Year 9 students at Exceeding or Strong in NAPLAN Numeracy will increase from 64%.</p>
12-month target 2.2 target	<p>The percentage of Year 9 students at Strong in NAPLAN Reading will increase from 26%.</p> <p>The percentage of Year 9 students at Strong in NAPLAN Writing will increase from 21%.</p> <p>The percentage of Year 9 students at Exceeding in NAPLAN Numeracy will increase from 5%.</p>
12-month target 2.3 target	The percentage of Year 9 students at Needs Additional Support in NAPLAN Writing will decrease from 10%.
12-month target 2.4 target	<p>The average study score will improve from 29.58.</p> <p>The percentage of 40 plus study scores will be maintained at 6.8%.</p>
12-month target 2.5 target	<p>The percentage positive responses on the AToSS will increase from:</p> <p>58% to at least 61% for Differentiated learning challenge</p> <p>43% to at least 46% for Stimulated learning.</p>
12-month target 2.6 target	<p>The percentage positive response on the School Staff Survey will increase from:</p> <p>48% to at least 53% for Academic Emphasis</p> <p>71% for Collective Efficacy maintained in 2024</p>

<p>KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Embed evidence-based approaches to the teaching of Literacy and Mathematics.</p>
<p>Actions</p>	<p>To improve NAPLAN Comparisons to teacher judgments in Literacy and Mathematics. To improve the Response to Intervention in Literacy and Numeracy.</p>
<p>Outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> - Work collaboratively to develop shared moderation practices across the school - Model best practice in moderation processes in Curriculum Development Teams - Lead professional learning and instructional coaching in Data Literacy - Lead professional learning in assessing writing using comparative judgement processes - Lead the implementation of the Literacy and Numeracy Enhancement programs at Years 7 and 8 <p>Teachers will:</p> <ul style="list-style-type: none"> - Undertake professional learning in data literacy and use NAPLAN and PAT Data to create class profiles - Participate in moderation processes - Assess writing using comparative judgement processes - Implement, teach and review the Literacy and Numeracy Enhancement Programs - Identify and track high achieving students to stage appropriate interventions for growth <p>Student will:</p> <ul style="list-style-type: none"> - Have access to modified/differentiated curriculum based on ability level - Reflect on their PAT Reading and Numeracy and NAPLAN results as part of the Course Counselling process

Success Indicators	<p>Comparative judgement in writing completed at Entry and Above Entry 8, 9 10 in Term 1. Moderation to occur every term. Audit and redevelopment of developmental rubrics. Comparative judgments in writing will be implemented across Years 7 - 10. Teaching and Learning Leaders to build on bank of samples to support moderation and teacher judgement Students will reflect on their PAT and NAPLAN results as part of the Course Counselling process Students will conference with their teacher about their level and progress during Major Assessment Tasks (MATs) and School Assessed Coursework (SACs)</p>

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.
Actions	<p>To strengthen the school's SWPBS approaches. Strengthen implementation of Disability Inclusion initiative and Mental Health</p>
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Develop consistent language across leaders, teachers and students - Work collaboratively to support staff with implementation of School Wide Positive Behavior language and practices - Model best practice and become the experts in implementing DI Practices and Individual Education Plans (IEPs) - Increase observations to empower staff and create a culture of comfort in reflective practice <p>Teachers will:</p> <ul style="list-style-type: none"> - Increase consistency in documenting differentiation and modification strategies - Consistent use of Tier 1 supports to manage student behaviour in the classroom

	<p>Students will:</p> <ul style="list-style-type: none">- Increase student voice in relation to their own learning- Increase engagement in the classroom
Success Indicators	<p>The development of streamlined documentation for Disability Profile Meetings. Successful attainment of Tier 3 Funding for PSD (Program for Students with a Disability) Funded and non Funded students. Reduction in low level incident reports.</p>