2023 Annual Implementation Plan

for improving student outcomes

Merbein P-10 College (8886)

Submitted for review by Chris Grimmer (School Principal) on 15 March, 2023 at 11:34 AM
Endorsed by Andrew Ough (Senior Education Improvement Leader) on 16 March, 2023 at 01:12 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Leadership	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	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	Throughout 2022 we initiated a number of positive actions that focused on student learning and student voice and leadership. This included a review of our ILP template and process, a change to the way in which student feedback was recorded and integrated into our reporting model, the introduction of student curriculum planning teams in our upper primary, peer support program for our Year 7s, a specific leadership development camp for our secondary leadership team and the establishment of our Koorie Action Team.

	It was an extremely challenging year with enormous disruption to learning due to the COVID protocols that were in place, leading to long term student and staff absence.
Considerations for 2023	The key considerations for 2023 will be to focus heavily on the DET priority goal and KISs. Maintaining the strong level of student wellbeing support we offer will be very important, but we will now need to shift our focus to enhancing the pro-active wellbeing strategies we are implementing across the college. Maintaining a strong mental health plan and resourcing this area to enable staff to build their capacity to identify and manage student mental health concerns will continue to be a strong focus for us in 2023. Numeracy improvement is also a DET priority and one that is relevant to our college. We aim to prioritise this area of professional learning throughout 2023 to build staff capacity and positively influence our numeracy data. The introduction of a maths specialist in the P-6 area will be an important initiative in driving improvement in this area. In addition to these priorities we will concentrate heavily on embedding a consistent process to promote high expectations for learning and behaviour. The SWPB framework will continue to form the basis for this improvement as we re-vitalise this approach across the college.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**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.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 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
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To maximise the learning growth of every student
Target 2.1	By 2023 increase the percentage students achieving above benchmark growth on NAPLAN for: • Year 5 Reading from 17% to 24% • Year 5 Writing from 11% to 19% • Year 5 Numeracy from 4% to 18% • Year 9 Reading from 21% to 24% • Year 9 Writing from 18% to 20% • Year 9 Numeracy from 21% to 25%
Target 2.2	By 2023 increase the percentage of Year 7 matched cohort students (who attended the Merbein primary area for at least Year 6) achieving above benchmark growth on NAPLAN reading, writing and numeracy: • Reading from 24% (2019) to 25% • Writing from 29% (2019) to 30%

	• Numeracy from 28% (2019) to 31%
Target 2.3	By 2023 increase the percentage in the top two NAPLAN bands for: • Year 3 Reading from 44% (2019) to 46% • Year 3 Writing from 29% (2019) to 40% • Year 3 Numeracy from 37% (2019) to 40% • Year 5 Reading from 11% (2019) to 30% • Year 5 Writing from 3% (2019) to 11% • Year 5 Numeracy from 11% (2019) to 20% • Year 9 Reading from 13% (2019) to 18% • Year 9 Writing from 5% (2019) to 9% • Year 9 Numeracy from 15% (2019) to 20%
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Develop teacher capability to embed agreed literacy strategies across each key learning area
Key Improvement Strategy 2.b Building practice excellence	Build teacher capability to embed the agreed instructional model
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Build data literacy to inform collaborative planning in teams for differentiated teaching and learning
Key Improvement Strategy 2.d Building practice excellence	Action Plan to accelerate improvement
Goal 3	To empower all students to be active learners

Target 3.1	By 2023 improve the percentage of positive responses to the Attitudes to School Survey.
	- Stimulated learning (Years 4-6) from 71% to 85% - Student voice and agency (Years 4-6) from 57% to 80% - Differentiated learning challenge (Years 4-6) from 77% to 85% - Sense of confidence (Years 4-6) from 70% to 85% - Stimulated learning (Years 7-10) from 61% to 70% - Student voice and agency (Years 7-10) from 51% to 65% - Differentiated learning challenge (Years 7-10) from 64% to 70% - Sense of confidence (Years 7-10) from 64% to 70%
Target 3.2	By 2023 improve the percentage of positive responses on the School Staff Survey – Climate module: - Academic emphasis from 59.9% (2019) to 65% - Collective efficacy from 66.7% (019) to 70% - Teacher collaboration from 66.2% (2019) to 70%.
Key Improvement Strategy 3.a Empowering students and building school pride	Build student voice and agency in their learning
Key Improvement Strategy 3.b Building practice excellence	Develop teacher and student capability to give and receive feedback to improve teaching and learning
Key Improvement Strategy 3.c Empowering students and building school pride	Develop students as leaders

Goal 4	To build a positive and consistent climate for learning
Target 4.1	By 2023 improve the percentage of positive responses to the Attitudes to School Survey: • Managing bullying (Years 4-6) from 65% to 80% • Managing bullying (Years 7-10) from 61% to 70% • Effective class behaviour (Years 4-6) from 65% to 80% • Effective class behaviour (Years 7-10) from 61% to 70% • Teacher concern (Years 4-6) from 61% to 80% • Teacher concern (Years 7-10) from 50% to 65% • Sense of connectedness (Years 4-6) from 69% to 80% • Sense of connectedness (Years 7-10) from 62% to 70%
Target 4.2	By 2023 reduce the average absence days per student: • F-6 from 18.84 days (2018) to 17 days • Years 7-10 from 23.5 days (2018) to 22 days.
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Embed consistent processes to promote high expectations for learning and behaviour
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Implement attendance processes with rigour and fidelity

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	Yes	Support for the 2023 Priorities	By end 2023, increase the proportion of Year 8 students assessed as working at or above the expected level in Number and Algebra from 74% (Yr 7 2022) to 78% (Yr 8 2023). By end 2023, increase the proportion of Year 8 students achieving at or above level in PAT Maths 43% (Semester 2, 2022) to 48% (Semester 2, 2023) By end 2023, growth in student data on Resilience Project data sets.
To maximise the learning growth of every student	No	By 2023 increase the percentage students achieving above benchmark growth on NAPLAN for: • Year 5 Reading from 17% to 24% • Year 5 Writing from 11% to 19% • Year 5 Numeracy from 4% to 18% • Year 9 Reading from 21% to 24% • Year 9 Writing from 18% to 20% • Year 9 Numeracy from 21% to 25%	
		By 2023 increase the percentage of Year 7 matched cohort students (who attended the Merbein primary area for at least Year 6) achieving above benchmark growth on NAPLAN reading, writing and numeracy:	

		• Reading from 24% (2019) to 25% • Writing from 29% (2019) to 30% • Numeracy from 28% (2019) to 31%	
		By 2023 increase the percentage in the top two NAPLAN bands for: • Year 3 Reading from 44% (2019) to 46% • Year 3 Writing from 29% (2019) to 40% • Year 3 Numeracy from 37% (2019) to 40% • Year 5 Reading from 11% (2019) to 30% • Year 5 Writing from 3% (2019) to 11% • Year 5 Numeracy from 11% (2019) to 20% • Year 9 Reading from 13% (2019) to 18% • Year 9 Writing from 5% (2019) to 9% • Year 9 Numeracy from 15% (2019) to 20%	
To empower all students to be active learners	No	By 2023 improve the percentage of positive responses to the Attitudes to School Survey. • Stimulated learning (Years 4-6) from 71% to 85% • Student voice and agency (Years 4-6) from 57% to 80% • Differentiated learning challenge (Years 4-6) from 77% to 85% • Sense of confidence (Years 4-6) from 70% to 85% • Stimulated learning (Years 7-10) from 61% to 70% • Student voice and agency (Years 7-10) from 51% to 65% • Differentiated learning challenge (Years 7-10) from 64% to 70% • Sense of confidence (Years 7-10) from 64% to 70%	
		By 2023 improve the percentage of positive responses on the School Staff Survey – Climate module: • Academic emphasis from 59.9% (2019) to 65% • Collective efficacy from 66.7% (2019) to 70%	

		• Teacher collaboration from 66.2% (2019) to 70%.	
To build a positive and consistent climate for learning	Yes	By 2023 improve the percentage of positive responses to the Attitudes to School Survey: • Managing bullying (Years 4-6) from 65% to 80% • Managing bullying (Years 7-10) from 61% to 70% • Effective class behaviour (Years 4-6) from 65% to 80% • Effective class behaviour (Years 7-10) from 61% to 70% • Teacher concern (Years 4-6) from 61% to 80% • Teacher concern (Years 7-10) from 50% to 65% • Sense of connectedness (Years 4-6) from 69% to 80% • Sense of connectedness (Years 7-10) from 62% to 70%	By 2023 improve the percentage of positive responses to the Attitudes to School Survey: Managing bullying (Years 4-6) from 65% to 80% Managing bullying (Years 7-10) from 61% to 70% Effective class behaviour (Years 4-6) from 65% to 80% Effective class behaviour (Years 7-10) from 61% to 70% Teacher concern (Years 4-6) from 61% to 80% Teacher concern (Years 7-10) from 50% to 65% Sense of connectedness (Years 4-6) from 69% to 80% Sense of connectedness (Years 7-10) from 62% to 70%
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Goal 1	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.**
12 Month Target 1.1	By end 2023, increase the proportion of Year 8 students assessed as working at or above the expected level in Number and Algebra from 74% (Yr 7 2022) to 78% (Yr 8 2023). By end 2023, increase the proportion of Year 8 students achieving at or above level in PAT Maths 43% (Semester 2, 2022) to 48% (Semester 2, 2023) By end 2023, growth in student data on Resilience Project data sets.

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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
Goal 4	**To build a positive and consistent climate for learning**	
12 Month Target 4.1	By 2023 improve the percentage of positive responses to the Attitudes to School Survey: Managing bullying (Years 4-6) from 65% to 80% Managing bullying (Years 7-10) from 61% to 70% Effective class behaviour (Years 4-6) from 65% to 80% Effective class behaviour (Years 7-10) from 61% to 70% Teacher concern (Years 4-6) from 61% to 80% Teacher concern (Years 7-10) from 50% to 65% Sense of connectedness (Years 4-6) from 69% to 80% Sense of connectedness (Years 7-10) from 62% to 70%	
12 Month Target 4.2	By 2023 reduce the average absence days per student:	

	F-6 from 18.84 days (2018) to 17 days Years 7-10 from 23.5 days (2018) to 22 days.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Setting expectations and promoting inclusion	Embed consistent processes to promote high expectations for learning and behaviour	Yes
KIS 4.b Setting expectations and promoting inclusion	Implement attendance processes with rigour and fidelity	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.	Due to the significant impact of COVID-19 and the resultant periods of remote learning, our student data around connectedness to school and peers was something we wanted to address. Student misbehaviour, measured by student referrals, increased markedly, whilst resilience levels of students decreased over this time. As a result, we want to increase the degree to which we provide pro-active wellbeing for our students and reinforce the SWPB framework across the college.	

Define Actions, Outcomes and Activities

Goal 1	**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.
12 Month Target 1.1	By end 2023, increase the proportion of Year 8 students assessed as working at or above the expected level in Number and Algebra from 74% (Yr 7 2022) to 78% (Yr 8 2023). By end 2023, increase the proportion of Year 8 students achieving at or above level in PAT Maths 43% (Semester 2, 2022) to 48% (Semester 2, 2023) By end 2023, growth in student data on Resilience Project data sets.
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	Build staff capacity in assessment and differentiation in Numeracy in order to identify and meet students' individual learning needs, with a focus on supporting Year 8 students.
Outcomes	Students in need of targeted Numeracy academic support or intervention will be identified and supported Students will know what the next steps are to progress their learning in Numeracy Teachers will identify student learning needs in Numeracy based on diagnostic assessment data Teachers will plan for differentiation based on student learning Numeracy data Teachers will provide targeted academic support to students through Numeracy goals in IEPs Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning
Success Indicators	Curriculum documentation will show plans for differentiation in Numeracy Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review and update IEPs to include numeracy goals for selected students working below the expected level.	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Appoint a Maths Specialist position to work across the P-6 to provide quality planning and explicit teaching in Years 2-4, staff mentoring in P/1 & 5/6 and professional learning across the P-6.	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$110,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Organise learning walks to observe staff practice and collect data on student experiences of Numeracy assessment and differentiation	☑ Assistant Principal	☐ PLP Priority	from: Term 2	$30,000.00

				to: Term 4	☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Provide Year 8 teachers with time to analyse the 2022 Year 7 student data to assist with differentiation, focus groups & class grouping.	☑ Assistant Principal	☐ PLP Priority		from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Strengthen the whole school approach towards social and emotional learning, with a focus on students in P-6
Outcomes	Students will report improved emotional awareness and resilience Students will be able to explain what positive mental health means and where they can seek support at school Teachers in P-6 will explicitly plan for and implement social and emotional learning within their classes and S & E specialist class

	Teachers will be able to recognise, respond to and refer students' mental health needs Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches Wellbeing team will directly support students' mental health and/or provide referrals
Success Indicators	Curriculum documentation will show plans for social and emotional learning? Notes from learning walks and peer observation will show how staff are embedding social and emotional learning? Staff will have access to flow chart detailing how students can seek support.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Recruit additional wellbeing and mental health staff to support at-risk students	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$75,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

					☐ Schools Mental Health Menu items will be used which may include DET funded or free items
The P-6 Mental Health & Wellbeing Co-ordinator will implement explicit S & E learning in all classes P-6 based on Respectful Relationships.	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	
Professional Learning sessions run for P-6 staff focusing on mental health literacy.	☑ Student Wellbeing Co-ordinator	☑ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	

Goal 4	To build a positive and consistent climate for learning
12 Month Target 4.1	By 2023 improve the percentage of positive responses to the Attitudes to School Survey: Managing bullying (Years 4-6) from 65% to 80% Managing bullying (Years 7-10) from 61% to 70% Effective class behaviour (Years 4-6) from 65% to 80% Effective class behaviour (Years 7-10) from 61% to 70% Teacher concern (Years 4-6) from 61% to 80% Teacher concern (Years 7-10) from 50% to 65% Sense of connectedness (Years 4-6) from 69% to 80% Sense of connectedness (Years 7-10) from 62% to 70%
12 Month Target 4.2	By 2023 reduce the average absence days per student: F-6 from 18.84 days (2018) to 17 days Years 7-10 from 23.5 days (2018) to 22 days.
KIS 4.a Setting expectations and promoting inclusion	Embed consistent processes to promote high expectations for learning and behaviour
Actions	Strengthen the whole school approach to creating and sustaining a positive climate for learning.
Outcomes	Students will report improved emotional awareness and resilience Increased respectful and positive behaviour Increased time focused on instruction Students will report improved social-emotional wellbeing Staff will report positive and respectful relationships among students and staff Increased adoption of evidence-based instructional practices A predictable learning environment with improved perceptions of safety.
Success Indicators	Attitudes to School student surveys Staff Opinion survey SWPB survey data

	Learning Walk observations Resilience Project - student survey data				
Activities and Milestones		**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
School leadership team will undertake the Universal Prevention Part A course.		☑ Assistant Principal	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
All staff will take part in SWPB refresher sessions to ensure all staff understand the framework.		☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Assistant Principal (Engagement & Wellbeing) will engage in coaching with the SWPB coach to ensure an action plan is developed and SWPB is implemented with fidelity across the college.	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
The Resilience Project will be implemented across the college with explicit lessons taught from P-10.	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Respectful Relationships will be implemented from P-10. Explicit teaching will occur in a new specialist class created in P-6 and in additional PE/Health classes created across the 7-10.	☑ Assistant Principal ☑ KLA Leader ☑ Principal ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$80,000.00 ☑ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items