

# 2022 Annual Implementation Plan

## for improving student outcomes

Monbulk College (8065)



Submitted for review by Mark Quinlan (School Principal) on 11 March, 2022 at 04:31 PM  
Endorsed by Scott Crawford (Senior Education Improvement Leader) on 11 March, 2022 at 05:30 PM  
Awaiting endorsement by School Council President

## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>2022 Priorities Goal</b> Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
<b>Target 1.1</b>	Support for the 2022 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

## Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2022 Priorities Goal</b> Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p><b>Learning Catch Up &amp; Extension</b> In 2022, the percentage of students will improve the above expected learning growth in English and Maths by 1% or better in Years 7 - 10. In 2022, the percentage of students achieving below benchmark growth will decrease by 1% or better in Years 7 to 10. In 2022, students will be targeted through Tutoring and MYLNS, have IEPs to ensure students are met at their point of need.</p> <p><b>VCE</b> In 2022, the percentage of students with 37+ scores will increase by 1% or greater</p> <p><b>Happy, Active and Healthy Kids</b> Increase the AToSS positive endorsement for students in Year 7 to 9 the following categories: - High expectations for success - Resilience - Attitudes to attendance - Year 7 Teacher concern from 27% to 47% - Year 7 Advocate at school from 66% to 73.9% - Sense of connectedness Year 7 from 42% to 65.1%</p>

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<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

## Actions, Outcomes and Activities

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<b>KIS 1</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<p>Develop and implement tutoring and MYLNS programs            Build teacher capacity to deliver targeted student support in literacy and numeracy            Develop and implement Individual Education Plans (IEPs) for high achieving students            Continue to develop Masters programs and explore numeracy intervention program</p>
<b>Outcomes</b>	<p>Leaders will:            Support learning area collaboration to enable teams to evaluate and plan curriculum, assessments, lessons            Design, implement and support tutoring and MYLNS programs</p>

	<p>Support the development of literacy and numeracy frameworks          Build staff capacity to develop and implement IEPs for high achieving students          Establish PLC structures to support teacher collaboration and reflection of strengthen teaching practice          Work with PLC Teams to develop a continuum of practice that help our teachers use data, identify essential learnings and have conversations based on students and progress          Provide targeted professional learning and support for leadership, teachers, PLC teams and improving pedagogical practices          Support the development and implementation of the Monbulk instructional model          Support the development and implementation of learning walks and classroom observations          Continue to develop and implement the use of skills learning continuums across all LAs.</p> <p>Teachers will:          Provide targeted support via the tutor and MYLNS programs          Utilise learning area collaborative time to evaluate and plan curriculum, assessments, lessons          Use PLCs collaboratively to strengthen teaching practices including differentiation          Utilise the PLCs around specific students and their progress          Provide regular feedback and monitor student progress using data          Ensure that the Monbulk instructional model is utilised in Compass lesson plan          Develop the use of data for literacy and numeracy to inform targeted planning and teaching          Develop and complete IEPs for specific students          Embed literacy and numeracy strategies in classroom practices          Provide targeted literacy and numeracy support to identified students          Actively participate in targeted professional learning to improve teaching practices and student outcomes</p> <p>Students will:          Experience success and celebrate the acquisition of knowledge and skills          Be provided with targeted individual and small group support to catch up their learning          Know what the next steps are to progress their learning          Be actively involved with development of their individual education plan</p>
<p><b>Success Indicators</b></p>	<p>Tutor learning initiative (TLI) documentation will show plans to support individual students' learning needs          Teacher records and observations of student progress          Classroom observations and learning walks demonstrating effective pedagogical practices and lesson planning          Professional Learning Teams (PLC) will measure their effectiveness on a continuum of practice and demonstrate improvement in 2022          Observations from PLC facilitators and members of the leadership team          Feedback from the School Improvement Team (Leadership Team)          Reflections from PLC cycles</p>

	<p>Staff Survey data focused on team practices Increase in scores related to learner attendance and high expectations for success in the AToSS</p>
<p><b>KIS 2</b> Priority 2022 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
<p><b>Actions</b></p>	<p>Document the triaging process for student wellbeing Employ a Mental Health Practitioner (MHP) Implement additional programs organised by the Student Wellbeing Coordinator, Mental Health Practitioner and regional school nurse Document student behaviour plans and individual wellbeing plans for vulnerable students Re-build structures and consistency with a focus on strengthening school-wide processes and programs Develop a multi-tiered response model to support students' mental health Develop and embed social and emotional learning approaches in classrooms and the school Build the capacity of staff mental health and wellbeing</p>
<p><b>Outcomes</b></p>	<p>Leaders will: Build teacher capacity to promote mental health: social and emotional learning Promote a consistent and everyday approach to embed social and emotional learning approaches in classrooms Strengthen engagement with regional and external support agencies Identify at-risk students and receive targeted and timely support Use restorative conversations, not just the wellbeing team Strength-based language used in classrooms and around the school Use green chronicles to promote school values and positive endorsement of student behaviour Explore Student Wellbeing Support Framework (SESF)</p> <p>Teachers will: Consistently model and agreed routines and practices Identify at-risk students and receive targeted and timely support Use restorative conversations, not just the wellbeing team Use strength based language being used in classrooms and around the school Use green chronicles to promote school values and positive endorsement of student behaviour Develop and use social and emotional learning</p> <p>Students will: Receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate Receive regular communication and support from the school Be connected to allied health and mental health services</p>

<b>Success Indicators</b>	<p>Notes from learning walks will show how staff are embedding social and emotional learning</p> <p>Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns</p> <p>Teacher reports of student wellbeing concern</p> <p>Student support resources displayed around the school will show how students can seek support</p> <p>AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience and teacher concern</p> <p>Data of counselling services accessed by students and families</p> <p>100% of students in uniform or wearing a uniform pass</p> <p>No bags or phones in school time</p> <p>Reduced incidence of escalated situations between staff and students due to disrespectful behaviour or language</p>
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