Annual Implementation Plan - 2021
Define Actions, Outcomes and Activities

East Doncaster Secondary College (7773)

Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	To be able to identify improvement in student learning outcomes for all students involved in the learning catch-up intervention program in 2021
	To have planned, delivered and reviewed a College-wide three tiered approach to learning catch-up interventions and extensions for our students
	Improve the rates of positive endorsement in the Student Attitudes to School Surveys (AToSS) for the measures Sense of Connectedness to 55% and Advocate at School to 64%
	Improve rates of positive endorsement in the student Attitudes to School Surveys(AToSS) for the measures of Respect for Diversity to 47%, Resilience to 63 %, School Stage Transitions: Year 7 and new to 65% Years 10-12 to 60%
	Improve rates of positive endorsement to the Parent Opinion Survey for the measures of School Connectedness to 85%, Student Agency and Voice to 70% and Transitions to 83%
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	•Using multiple sources of data, identify students who are performing above and below expected levels; with a particular emphasis on students who had below average growth in 2020.
	•Build teacher capacity to deliver targeted student support in literacy and numeracy.
	•Implementation of differentiated instruction in the classroom following the College Instructional Model and a focus on purposeful assessment and effective feedback.
	•Small Group Tutoring as a key component of the three tier approach to learning catch-up interventions.

Outcomes	Students will: •Be able to articulate personal goals •Be able to articulate success criteria •Discuss learning strategies identified by conferring •Gain confidence in their learning •Participate in tutor groups to support growth in targeted areas of literacy/numeracy learning •Be more engaged in their learning Teachers will: •Identify students and monitor their growth using a range of data (e.g. PAT, On Demand, Cycle Data, teacher judgements, formative and summative assessments) •Develop an IEP to teach students at their point of need •Implement targeted teaching strategies utilising HITS •Confer with students to develop and review personal goals •Work collaboratively to share and document pedagogical strategies and resources to support student learning •Engage in peer observation to reflect upon and inform their teaching practice •Tutors will form a PLC to regularly monitor and review progress •Liaise with MYLNS teachers and catch-up Tutors to support the learning of their students Leaders will: •Oversee allocation of MYLNS and Catch-up tutor program support •Oversee the implementation of a Small Group Tutoring PLC •Define roles, expectations and protocols of the classroom teacher and tutor teacher •Develop and implement an assessment plan to identify students and the tier of support that they require •Identify where these students are in their learning & monitor growth •Develop viable support strategies that will best meet their learning needs •Plan to effectively utilise all initiative funding • Professional Learning on targeted teaching in small groups •Identify success indicators The SEIL will: •Provide support in relation to professional learning opportunities •Be a critical friend •Provide insight into other schools that we would benefit from collaboration with

Success Indicators	Students will: •Have achieved learning growth according to targeted area/s •Reflect on learning goals and adjust as required •Have understood the learning intentions and success criteria in each lesson •Have regularly reflected on their learning •Have increased Attitudes to School Survey results on Teacher Effectiveness and Differentiated Learning Challenge Teachers will: •Adjust Learning Tasks and documented curriculum so that there is a greater balance between formative and summative assessment and different levels of instruction •Have documented lessons according to the Instructional Model •Have increased Staff Opinion Survey on Differentiated Learning and Formative assessment •Have evidence of student data tracking via the PLC Leaders will: •Develop a professional learning schedule that enables sufficient professional learning and Learning Domain time and resources to prioritise these elements •Have increased staff opinion survey on Instructional Leadership •Through reflection on the PLC model undertaken, identified strategies for implementation across the whole school

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Development to be undertaken on a whole College level to plan, deliver and review a College-wide three tiered approach to learning catch up and extension interventions.	☑ Learning Specialist(s) ☑ Literacy Leader ☑ Numeracy Leader ☑ PLC Leaders ☑ School Leadership Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☐ Equity funding will be used

To undertake extensive data analysis to identify students who have not experienced learning progression in 2020.	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Literacy Leader ☑ Numeracy Leader ☑ PLC Leaders ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$2,000.00 ☐ Equity funding will be used
To have completed Individual Education Plans for all students involved in small group or individual tutoring learning catch-up interventions.	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Literacy Leader ☑ Numeracy Leader	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
To have developed a PLC involving all tutor teachers that will allow for consistency of approach, professional development in this sphere, consistent use of student data to inform the direction of the program and to benchmark success or identify areas for improvement.	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Literacy Leader ☑ Numeracy Leader ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	•Implement a number of pilot wellbeing initiatives that develop closer relationships with the wider College community and external agencies and review these to develop a whole-school Wellbeing Program. •Implement and review programs and curriculum within the Positive Futures framework to more effectively address student needs.

	•Define the East Doncaster Secondary College approach to student voice and agency and utilise this across the College community. •Respond to student health and wellbeing concerns by developing the College Wellbeing strategic plan.
Outcomes	Students will: •participate in an increased number of proactive Whole-School wellbeing programs including Positive Futures. •participate in focus groups, working parties, forums, College events and Wellbeing Week. •participate in peer tutoring and mentoring programs. •plan and lead teacher professional learning workshops. •seek support for self and know how to support a friend. •improve participation in College and co-curricular events. Teachers will: •undertake professional learning and participate in identified wellbeing foci. •engage in the review of Positive Futures and other Wellbeing programs. •use inclusive language within the classroom that encourages respectful classroom relationships and celebrates the diversity of our College community. •ensure students know what providing effective support means. •explicitly teach and provide opportunities for students to practice the skills to seek wellbeing support. •establish a class narrative that fosters positive mental health and normalises support seeking. •utilise a greater level of student voice, agency and leadership in their practices and pedagogies. Leaders will: •plan for a coordinated sequence of Professional Learning that enables staff to engage with, understand and deliver key wellbeing programs. •resource the Student Wellbeing Program to enable the planning, implementation and review of proactive wellbeing programs. •provide structures that provide required support mechanisms. •train staff in the provision of support (Berry Street model). •modify position descriptors to build into a role (Mental Health Practitioners). •develop a school wide narrative that fosters positive mental health and normalises support seeking. •allocate resources and time to facilitate the EDSC Positive Futures program. •link 'Respectful Relationships' resources and outcomes with the Positive Futures program. SEIL will:

	•Provide support to the Leadership team and act as a critical friend.
Success Indicators	Students will: •have had access and exposure to a wider range of wellbeing program opportunities. •meet the 12 month targets set for Attitudes To School Survey responses on 'Sense of Connectedness' and 'Advocate at School', 'Respect for Diversity', 'Resilience' and 'School Stage Transitions. •meet the 12 month targets set for the percentage of students who have 20 or more days of absence from the College. •demonstrate greater participation in College and extracurricular events. •demonstrate greater learning confidence, resilience and respect for diversity. •provide feedback on the curriculum and Positive Futures program. •achieve 90% or above attendance in the Positive Futures program. Teachers will: •have had access and exposure to a wider range of wellbeing program opportunities with their students. •have increased Staff Opinion Survey results on 'Build Resilience and a Resilient Supportive Environment' to 66% and 'Staff Safety and Wellbeing Consultation and Participation' to 68% in 2021. •have developed, trialed, delivered, reviewed and documented curriculum material for the Positive Futures program. •have implemented strategies from professional learning. •use inclusive language within the classroom that encourages respectful classroom relationships. •meet the 12 month targets for the Staff Opinion Survey on 'Teacher Collaboration'. •have increased responses on the Staff Opinion Survey on 'Build Resilience and a resilient supportive environment Leaders will: •develop a 2021 Meeting Schedule that enables sufficient Professional Learning and resources to prioritise these areas. •utilise 'Equity Funding' resources to successfully implement a wider range of Wellbeing programs. •support the EDSC Positive Futures program and allocate resources and time to facilitate the sustainability of the program. •Monitor and measure the impact of Positive Futures. •involve students, staff, parents and external agencies in forums and working parties.

Activities and Milestones	Who	Is this a PL Priority	When	Budget

The planning, delivery and review of the College's 'Positive Futures' program in 2021.	☑ All Staff ☑ Learning Specialist(s) ☑ School Leadership Team ☑ Student(s) ☑ Sub School Leader/s ☑ Teacher(s) ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$7,000.00 ☐ Equity funding will be used
Completion of the College's 'Wellbeing Strategic Plan'	☑ Assistant Principal ☑ School Leadership Team ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 2	$87,000.00 ☑ Equity funding will be used
The planning, delivery and review of a number of wellbeing pilot programs.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Teacher(s) ☑ Wellbeing Team ☑ Year Level Co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used
The establishment of relationships with identified external agencies that strengthen the College's ability to support our students.	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ School Leadership Team ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used

To appoint a Mental Health Practitioner to commence at the College in semester 2.	☑ Assistant Principal ☑ School Leadership Team ☑ Wellbeing Team	☐ PLP Priority	from: Term 3 to: Term 4	$70,000.00 ☐ Equity funding will be used
To have enacted multiple strategies that will have increased student voice and agency throughout the College, both inside and outside of the classrooms.	☑ KLA Leader ☑ Learning Specialist(s) ☑ Student Leadership Coordinator ☑ Student(s) ☑ Teacher(s) ☑ Wellbeing Team ☑ Year Level Co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used

KIS 3 Building communities	Connected schools priority
Actions	•Analyse teacher, parent and student surveys to identify areas where parent and student engagement can be increased. •Respond to feedback by developing and delivering initiatives to increase connectedness. •Promote connection between schools through programs and initiatives such as: Respectful Relationships partner schools; feeder primary schools; FISO; communities of practice; and network schools. •Develop closer relationships with the community by engaging with community groups and external agencies.

Outcomes	Students will: •Respond to surveys to measure connectedness •Participate in school initiatives to increase connectedness •Participate in wider community programs to improve relationships with other stakeholders. Teachers will: •Respond to surveys to measure connectedness. •Participate in the development of initiatives to increase connectedness. •Deliver initiatives to increase connectedness. •Engage with the wider community through: Respectful Relationships partner schools; feeder primary schools; FISO; communities of practice; and network schools. •Engaging with community groups and external agencies. Leaders will: •Analyse surveys that measure connectedness. •Research and develop initiatives to increase connectedness. •Monitor, evaluate and refine initiatives to increase connectedness. SEIL will: •provide support to the College leadership team •be a critical friend
Success Indicators	Students will: •respond positively to targeted measures in the Student Attitudes to school surveys •participate positively in initiatives that have been developed to increase connectedness between stakeholders Teachers will: •have formed connections and collaborated with teachers at schools in our FISO group •have developed relationships with other stakeholders in the community through the programs listed above Leaders will: •continue to build the FISO relationship •identify opportunities for collaboration between schools •provide support in the review and evaluation of the programs and initiatives developed to increase connectedness

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review and respond to the Student Attitudes to School Survey data.	☑ Learning Specialist(s) ☑ School Leadership Team ☑ Student Leadership Coordinator ☑ Student(s) ☑ Teacher(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Review and respond to the Parent Survey data.	☑ Learning Specialist(s) ☑ School Leadership Team ☑ Teacher(s) ☑ Wellbeing Team ☑ Year Level Co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Professional Development and collaborative involvement with our established FISO schools, Regional Communities of Practice schools, Network schools and Respectful Relationship CoP schools.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Literacy Leader ☑ Numeracy Leader ☑ PLC Leaders ☑ School Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$8,000.00 ☑ Equity funding will be used

	☑ Teacher(s)				
The establishment of relationships with identified external agencies that strengthen the College's ability to support and connect our students and the wider community.	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ School Leadership Team ☑ Student Leadership Coordinator ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4		$2,000.00 ☐ Equity funding will be used

Goal 2	Improve student achievement outcomes
12 Month Target 2.1	Increase the percentage of student achieving high growth in NAPLAN for: Numeracy from 25% (2019) to 30% (2021) Reading from 27.9% (2019) to 29% (2021) Writing from 24.8% (2019) to 26% (2021) Increase the percentage of Year 9 students achieving benchmark growth in NAPLAN for: Numeracy to exceed 19% in 2021 Reading to exceed 28% in 2021 Writing to exceed 21% in 2021
12 Month Target 2.2	Increase the percentages of students in the top two bands of NAPLAN for: Year 7 Numeracy from 66% (2019) to 68% (2021) Reading from 43% (2019) to 45% (2021) Writing from 29% (2019) to 31% (2021) Year 9 Numeracy from 44% (2019) to 46% (2021)

	Reading from 37% (2019) to 38%(2021) Writing from 16% (2019) to 18% (2021)
12 Month Target 2.3	Increase the VCE median all study score to be at 32.5 by 2021 Improve the percentages of students who achieve 40+ to 10% Improve the variability between NAPLAN achievement percentile and VCE achievement as shown in VASS Report 20 to sit at/or above the 59th Median Percentile ranking for the VCE Study Score component For no fewer than six VCE subjects to sit below the Adjusted Score line in VASS Report 10
12 Month Target 2.4	Improve VCAL completion rates, particularly at Intermediate level, from 90% (2019) to 95% (2021)
12 Month Target 2.5	Improve percentages of students who are at and above expected levels to: English: Reading & Viewing 95% Speaking & Listening 96% Writing 93% Mathematics: Measurement & Geometry- 85% Algebra- 83% Statistics and Probability- 84%
KIS 1 Building practice excellence	Develop and embed a cohesive, whole school literacy and numeracy strategy throughout all learning areas
Actions	•Continue to work with FISO group to improve literacy across the curriculum by sharing exemplars and strategies for use in the classroom across a range of curriculum areas. •Continue to implement (with targeted support) the College Literacy Framework that is to be used to guide teachers of all subject areas in their curriculum development and assessment planning. •Literacy and Numeracy Professional Learning Teams in place for 2021, both with a specific focus on Year 8 literacy across the curriculum and Year 8 Maths. •Pilot PLC's using Inquiry Cycle with Year 8 Maths team and Year 8 English team. •Focus in all Domains on documenting the literacy strategies being used into their curriculum.

	•Year 8 Maths curriculum will include documented pedagogical strategies. • PDP process will include a Literacy goal whereby teachers will track 4 students in one of their classes and implement strategies to ensure learning progress.
Outcomes	Students will: • undertake differentiated learning in Year 8 Maths • be able to articulate elements of the Literacy Framework • use tools provided to guide self and peer assessment of formative and summative assessment • use subject metalanguage confidently • be able to independently select scaffolds to guide their writing of subject-specific text-types Teachers will: • identify the individual needs of students in their class so that teaching takes place at their point of need • work collaboratively to analyse literacy data and implement appropriate strategies to ensure student learning improvement across all year levels and subject • focus on the Numeracy data at Year 8, and implement and document appropriate strategies to ensure learning improvement • engage in Inquiry cycle (using the PLC model) to explicitly meet the learning needs of students (Specifically Year 8 Maths and English teachers) • document explicit literacy and numeracy strategies into their curriculum • continue to embed the whole school literacy framework in all of their classes by providing students with scaffolds and exemplars of subject text-types • all subject areas include grammar, punctuation and spelling on rubrics Leaders will: • provide further CPL opportunities for teachers to further develop their understanding of literacy strategies and apply these to their own curriculum documentation and lesson planning. • support the work of the Literacy and Numeracy Professional Learning teams via access to professional learning as well as time to collaborate as appropriate • model the use of literacy and numeracy strategies in their classrooms • assist in the collection and collation of data to support teachers in making informed decisions about the literacy strategies and facilitate conversations around effective pedagogy • seek feedback from all teams to ensure that appropriate supports are provided via Learning Domain Meetings SEIL will: • provide support to the College leadership team

Success Indicators	Students will: • have greater success in writing and numeracy tasks • be able to use the technical language of their subject (both verbally and in writing) and be able to apply appropriate structure to a range of written genres • evidence of student learning growth across various sources of data (e.g. PAT, School based assessments, On Demand) • have been successful in meeting the 12mth targets set for NAPLAN high growth and top two band achievement • have been successful in meeting the 12mth targets set for VCE achievement Teachers will: • have documented literacy and numeracy strategies in their curriculum • have shared, collaborated, implemented and reflected upon literacy and numeracy strategies • have been successful in meeting the 12 month target for the Staff Opinion Survey on 'Teacher Collaboration' • have increased Staff Opinion Survey on 'Professional learning targeted to improving literacy and numeracy' Leaders will: • have prioritised literacy and numeracy professional learning for staff as part of the 2021 meeting schedule • have continued to provide support to teachers to implement the Whole College Literacy Framework. • have provided opportunities to collaborate and engage in peer observation. • have collected and collated data to support teachers in making informed decisions about the literacy and numeracy strategies that need to be implemented in their classroom. • have monitored the implementation of the College Literacy Framework via Learning Walks, PDP discussions and classroom visits. • have increased Staff Opinion Survey on 'Instructional Leadership' SEIL will: • provide support to the College leadership team

Activities and Milestones	Who	Is this a PL Priority	When	Budget
FISO group - to work collaboratively with the other schools to improve literacy across the curriculum by sharing exemplars and strategies for use in the classroom across all learning domains areas Professional Development to be undertaken on a whole College	☑ All Staff ☑ Learning Specialist(s) ☑ Literacy Leader ☑ Numeracy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$35,000.00 ☐ Equity funding will be used

level to consolidate and embed the College's Literacy Framework document to assist all Teachers to teach literacy across the curriculum, with an explicit focus on student writing in 2021 College Professional Learning Action Plan published in Term 1, enabling a focus and structure of Continuous Professional Learning at the College that will ensure that all staff will have completed the 'Literacy for Learning Module', professional learning on the College's 'Literacy Framework' and the opportunity to undertake further professional learning on the application of literacy strategies in the classroom New staff to complete an abridged version of 'Literacy for Learning' Training as well as work within teams to implement the Whole School Literacy Framework and have the opportunity, via our Continuous Professional Learning streams to undertake further professional learning on the application of literacy strategies in the classroom	☑ PLC Leaders ☑ School Leadership Team ☑ Teacher(s)			
Newly formed PLC's for Literacy and Numeracy to work with individual teachers and teacher teams to consolidate strategies to implement the Whole School Literacy Framework and the Year 8 Maths program	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Literacy Leader ☑ Numeracy Leader ☑ PLC Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used