

# Annual Implementation Plan - 2022

## Define Actions, Outcomes and Activities

East Doncaster Secondary College (7773)



Endorsed by School Principal, John Roberts on February 13 2022

Endorsement by Senior Education Improvement Leader, Eva McMaster on February 17 2022

Endorsement by School Council President, Stefan Kazakis on February 14 2022

## Define Actions, Outcomes and Activities

<p><b>Goal 1</b></p>	<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>
<p><b>12 Month Target 1.1</b></p>	<ul style="list-style-type: none"> <li>-To be able to identify improvement in student learning outcomes for all students involved in the learning catch-up intervention program in 2022</li> <li>-To have planned, delivered and reviewed a College-wide three tiered approach to learning catch-up interventions and extensions for our students</li> <li>-Increase the percentage of student achieving high growth in NAPLAN for: Numeracy from 23.5% (2021) to 26% (2022) Reading from 24.4% (2021) to 27% (2022) Writing from 24.9% (2021) to 26% (2022)</li> <li>-Increase the percentages of students in the top two bands of NAPLAN for: Year 7 Numeracy from 60% (2021) to 66% (2022) Reading from 56% (2021) to 57% (2022) Writing from 38% (2021) to 39% (2022)</li> <li>Year 9 Numeracy from 45% (2021) to 46% (2022) Reading from 41% (2021) to 42% (2022) Writing from 14% (2021) to 17% (2022)</li> <li>-Improve percentages of students who are at and above expected levels in 2022 to: English: Reading &amp; Viewing 96% Speaking &amp; Listening 96.5% Writing 94%</li> </ul>

	<p>Mathematics:  Measurement &amp; Geometry- 87%  Algebra- 88%  Statistics and Probability- 92%</p> <p>-Increase the VCE median all study score to be at 33.2 in 2022  Improve the percentages of students who achieve 40+ to 17% in 2022</p> <p>-Improve the rates of positive endorsement in the Student Attitudes to School Surveys (AToSS) for the measures Sense of Connectedness to 57% and Differentiated Learning Challenge 59%</p> <p>-Improve rates of positive endorsement in the student Attitudes to School Surveys(AToSS) for the measures of Resilience to 63 %, School Stage Transitions: Year 7 and new to 71% Years 10-12 to 58%</p> <p>-Improve the rate of positive endorsement in the Staff Opinion Survey for the measure of Teacher Collaboration to 55% in 2022</p> <p>-Improve rates of positive endorsement to the Parent Opinion Survey for the measures of School Connectedness to 85%, Student Agency and Voice to 72% and Transitions to 80%</p>
<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>	<ul style="list-style-type: none"> <li>- Continue to embed our whole school literacy framework and develop a whole school numeracy framework</li> <li>- Develop a multi-tiered response to meet students' individual learning needs.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Teachers will, using diagnostic data and ongoing formative assessments, identify the individual learning needs of students in their classroom</li> <li>- Teachers will plan strategies, utilising the literacy framework, to address and progress the literacy needs of students in their subject area</li> <li>- Teachers of Maths will diagnose the numeracy abilities of students in their classes to teach to their point of need.</li> <li>- Leaders will support teachers, particularly new staff, in the use and implementation of the whole school literacy framework.</li> <li>- Students will recognise and be able to use literacy strategies that are transferable across subjects.</li> <li>- Teachers of all subject areas will document literacy strategies into their curriculum</li> <li>- Students will know what the next steps are to progress their literacy and numeracy learning skills</li> <li>- The Numeracy working party will develop a whole school numeracy framework.</li> </ul>

	<ul style="list-style-type: none"> <li>- Students in need of targeted academic support or intervention will be identified and supported</li> <li>- Tutors will provide targeted academic support to identified students</li> <li>- Teachers and tutors will collaboratively plan and implement differentiated learning approaches based on student learning data</li> <li>- PLTs will meet to evaluate, plan and engage in reflective practice</li> </ul> <p>Teachers develop an understanding of how to incorporate student voice and agency in the classroom.</p>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Curriculum documentation will show evidence of literacy and numeracy strategies being implemented to progress learning.</li> <li>- Maths teachers collaborate on numeracy strategies that are most effective to aid student learning growth and have reached common agreement on non-negotiables in their subject area.</li> <li>- Students identified for the TLI will have IEPs that explicitly state literacy and numeracy goals for learning improvement</li> <li>- Implemented the Tutor Learning Initiative and Victorian High Ability Program.</li> <li>- Professional learning teams have: <ul style="list-style-type: none"> <li>- Diagnosed student learning needs using data</li> <li>- Documented differentiation strategies</li> <li>- Documented formative assessment practices</li> <li>- Observed formative assessment practices through peer observation.</li> <li>- Evaluated student learning programs.</li> </ul> </li> <li>- Teacher feedback showed understanding of student voice and agency.</li> <li>- Victorian Curriculum judgements will show learning growth in literacy and numeracy</li> <li>- NAPLAN data will show growth in literacy and numeracy</li> <li>- PAT data shows growth in literacy and numeracy</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Utilise Edapt platform and Carmel Richardson data to identify the learning needs of students	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items

				will be used which may include DET funded or free items
Review and update IEs for students selected for the TLI	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review and update TLI protocols	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a shared PDP goal whereby teachers track the literacy and/or numeracy progress of targeted students in their class.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Plan and implement PLT inquiry approach	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Organise focus groups for students to gather insights into their perceptions of effective numeracy instruction.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Staff professional learning at whole school and Domain level to address literacy and numeracy priorities	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue with extension programs like VHAP and Aspire	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Continue with documentation and implementation of differentiation and formative assessment strategies in course outlines	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$2,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review the professional learning plan to prioritise collaboration time for PLTs	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Organise student focus groups to gather feedback on student voice and agency in the classroom.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used



				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Establish a multi-tiered response model to meet students individual wellbeing needs.</li> <li>- Identify and implement positive student wellbeing approaches into all classrooms</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Students will understand the importance of positive health and wellbeing.</li> <li>- Students will recognise and respond to wellbeing concerns and know how and where to seek support.</li> <li>- Students will report improved wellbeing</li> <li>- Teachers begin to develop the skills necessary to implement social and emotional learning within their curriculum areas</li> <li>- Teachers will recognise and appropriately respond to students' wellbeing needs</li> <li>- Leaders will support the continuous development, documentation and revision of a multi-tiered response model to wellbeing</li> <li>- College wellbeing team will directly support students' mental health and wellbeing.</li> <li>- Leaders will develop a "Whole School Approach" to wellbeing.</li> </ul>			
<b>Success Indicators</b>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>- Policies and programs will show documentation of multi-tiered response model</li> <li>- Teachers will identify and document the skills necessary to implement social and emotional learning within their curriculum areas.</li> <li>- Student support resources displayed around the school will show how students can seek support.</li> <li>- Student survey and focus group responses show that students know how to seek health and wellbeing support.</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>- Responses to College wellbeing survey-wellbeing referral process, engagement with SEL in the classroom.</li> <li>- Curriculum documentation will show plans for social and emotional learning</li> <li>- Victorian Curriculum: Personal and Social Capability</li> </ul>			

- Staff survey factors: instructional leadership, collective efficacy, trust in colleagues  
 - AtoSS factors: sense of connectedness, perseverance, teacher concern, advocate at school, respect for diversity and school stage transitions.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Wellbeing Centre opening	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a comprehensive guideline and procedures manual for wellbeing	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Implement wellbeing strategic plan focus areas	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Documentation of multi-tiered response model “whole school approach” to wellbeing	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Mental Health Practitioner (MHP) engagement with student leadership	<input checked="" type="checkbox"/> Student Leadership Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team		to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Collaboration with key internal stakeholders	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Student focus groups- Initiate student focus groups in order to gain further insight into the effectiveness of our Wellbeing Programs, the Positive Futures program and the relevant feedback from the 2021 Student Attitudes to School Survey	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Identify the Social & Emotional Learning (SEL) capabilities aligned to domain (a planned approach to the assessment of the SEL capabilities)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Social & Emotional learning (SEL) curriculum documentation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Positive Futures program includes education of SEL needs.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Positive Futures survey	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and strengthen community partnerships	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Wellbeing Team			<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Parent and community workshops	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Themed weeks for student connection,engagement and inclusion	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$800.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Ongoing staff professional development in the sphere of student engagement, wellbeing and support	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,500.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Marketing and promotion of Wellbeing Programs, Community Workshops and Student events	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items