

2022 Annual Implementation Plan

for improving student outcomes

Maryborough Education Centre (8845)



Learning for Life

Submitted for review by David Sutton (School Principal) on 04 March, 2022 at 10:46 AM
Endorsed by Leonie Roberts (Senior Education Improvement Leader) on 06 March, 2022 at 08:29 PM
Endorsed by Anita Ford (School Council President) on 07 March, 2022 at 04:29 PM

Self-evaluation Summary - 2022

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

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	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Evolving
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations 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	Despite the interruptions to the school year because of COVID-19 pandemic, we managed to experience progress with our professional learning community work. In particular the 7-12 area was able to create developmental rubrics which were shared at on Online Celebration. The whole school continued their focus on the workshop model and use of the gradual release of responsibility and the use of student learning data is now more visible in all teams across the school. Work on a new student engagement process flourished and is ready for implementation in 2022. The leadership review and restructure
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	has led to the appointment of a number of key staff and we look forward to the positive impact this will have in the coming years. The tutoring and MYLNs programs was a real success.
Considerations for 2022	We are excited about the possibilities that the Tutor Program provides to support students who have not made the gains this year. Also, we are optimistic about the inclusive schooling reforms which we believe will allow us to further embed fully inclusive practices. MYLNS and the Alternate Program will continue to support vulnerable students and we are also fully supportive of the flagged changes for VCAL. Our new leadership team will drive the priorities as set out in the AIP and a renewed focus on numeracy should see continued growth in this area. We look forward to the Term 3 review and plan to have widespread input into our self-evaluation.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
 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>															
Target 1.1	Support for the 2022 Priorities															
Key Improvement Strategy 1.a 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															
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable															
Goal 2	To improve learning outcomes for all students.															
Target 2.1	<p>NAPLAN:</p> <p>Increase the percentage of students achieving NAPLAN assessments in the top 2 bands from 2017 benchmarks (table below) to 2022 Targets (see table below)</p> <table border="1" data-bbox="667 1123 1839 1353"> <thead> <tr> <th colspan="5">2017 Percentage of students in top 2 NAPLAN bands</th> </tr> <tr> <th></th> <th>Numeracy 2017</th> <th>Reading 2017</th> <th>Numeracy 2022 Target</th> <th>Reading 2022 Target</th> </tr> </thead> <tbody> <tr> <td>Year 5</td> <td>14%</td> <td>13%</td> <td>20%</td> <td>30%</td> </tr> </tbody> </table>	2017 Percentage of students in top 2 NAPLAN bands						Numeracy 2017	Reading 2017	Numeracy 2022 Target	Reading 2022 Target	Year 5	14%	13%	20%	30%
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Target 2.2

1.2 Specialist Setting Target - Victorian Curriculum Learning Growth

- Increase the percentage of students progressing within a Victorian Curriculum level in Literacy, Mathematics, and Personal and Social Capability from the benchmarks of 85%, 70% and 73% respectively 2017 to 90%, 75% and 76% benchmarks over the three years to 2020.
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2017 Percentage of progressing within or across Victorian Curriculum Bands	English	Mathematics	Personal & Social Capability	
Level A	100%	67%	0%	
Level B	87.5%	67%	67%	
Level C	100%	55%	86%	
Level D	100%	100%	100%	
Level F	100%	86%	100%	
Level 1	100%	100%	Level 1 & 2	82%
Level 2	67%	75%		
Level 3	100%	78%	Level 3 & 4	60%
Level 4	100%	67%		
Level 5	100%	NA	Level 5 & 6	NA

Level 6	NA	0%		
Total	85%	70%	73%	

- Increase the percentage of students progressing one or more Victorian Curriculum levels in Literacy, Mathematics, and Personal and Social Capability from the benchmarks of 70%, 23% and 18% respectively 2017 to 75%, 26% and 21% benchmarks over the three years to 2020.

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Level 3	100%	78%	Level 3 & 4	10%
Level 4	50%	67%		
Level 5	100%	NA	Level 5 & 6	NA
Total	70%	23%	18%	

Target 2.3	<p>Exit destination:</p> <p>Increase the percentage of students with a positive exit destination from 77% to 85%. (Positive exit is defined as fulltime education, work or further training pathway). We will use local 6 month check in phone call to measure this target.</p>
Target 2.4	<p>VCE:</p> <p>VCE English Study Score from 22.4 (2017 benchmark) to VCE English score - 24 (2022 benchmark) as reported by the VCAA.</p>
Target 2.5	<p>VCE and VCAL completion rates:</p> <p>VCE and VCAL completion rate to increase from 76% to 80% as reported in the School Performance Report.</p>
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Develop teacher capacity to use data to plan and deliver effective point of need teaching strategies to implement the Victorian Curriculum.
Key Improvement Strategy 2.b Evaluating impact on learning	Improve formative assessment to achieve accurate teacher judgements and inform planning for teaching and learning and differentiation.
Key Improvement Strategy 2.c Building practice excellence	Develop and embed Professional Learning Communities (PLCs) to implement collaborative planning, teaching, assessment and moderation through improved teacher collective efficacy.
Key Improvement Strategy 2.d Curriculum planning and assessment	Create and embed the instructional model as a consistent approach to teaching.
Key Improvement Strategy 2.e	Develop and embed student agency and voice to inform teaching and learning.

Building practice excellence										
Key Improvement Strategy 2.f Building leadership teams	Implement a leadership structure that creates a whole school approach to leadership and the implementation of school directions.									
Key Improvement Strategy 2.g Building practice excellence	Action Plan to accelerate improvement									
Goal 3	To increase student connectedness to and engagement in learning.									
Target 3.1	Increase student attendance rate from 81.5% (2017) to 87.0% (2022 target) as reported in the School Performance Report.									
Target 3.2	<p>2.2 Student Attitudes to School survey: Stimulated learning – increase in percentage of positive responses from 2018 level to 2022 SSP target Learning confidence - increase in percentage of positive responses from 2018 level to 2022 SSP target Bullying data – increase in percentage of positive responses from 2018 level to 2022 SSP target -see table below</p> <table border="1" data-bbox="667 1177 1608 1364"> <thead> <tr> <th colspan="3">Student Attitudes to School survey 2018 benchmark positive responses using School Performance Report</th> </tr> <tr> <th></th> <th>2018</th> <th>2022 Target</th> </tr> </thead> <tbody> <tr> <td>Years 5- 6</td> <td>70.3%</td> <td>75%</td> </tr> </tbody> </table>	Student Attitudes to School survey 2018 benchmark positive responses using School Performance Report				2018	2022 Target	Years 5- 6	70.3%	75%
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	Stimulated Learning	Years 7-12	48.2%	55%
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	Managing Bullying	Years 5-6	72%	75%
		Years 7-12	43.2%	55%
	Target 3.3	<p>Parent Opinion survey:</p> <p>Stimulated learning environment from 25th percentile (2017) against percent endorsed of other Primary/Secondary school to 30th percentile (2022 target)</p>		
Target 3.4	<p>Staff survey:</p> <p>Teacher collaboration from 2018 level of 59% positive responses to 63% 2022</p> <p>Staff collective efficacy from 34.2% in 2018 to 40% (2022)</p> <p>Staff trust in Students and Parents from 2018 level of 35% positive responses to 38% (2022)</p>			
Key Improvement Strategy 3.a Vision, values and culture	Embed vision and values as a framework to build connectedness and relationships.			

<p>Key Improvement Strategy 3.b Building communities</p>	<p>Develop and embed a growth mindset across the school community with a focus on improving student outcomes.</p>
<p>Key Improvement Strategy 3.c Setting expectations and promoting inclusion</p>	<p>Consistently use of school wide positive frameworks to strengthen relationships, student connectedness, wellbeing and attendance and to be responsive and empathic to the needs of the school community.</p>
<p>Key Improvement Strategy 3.d Setting expectations and promoting inclusion</p>	<p>Engage the whole community to improve student attendance.</p>
<p>Key Improvement Strategy 3.e Empowering students and building school pride</p>	<p>Develop student agency, voice and leadership to improve connectedness and engagement in learning.</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>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>Yes</p>	<p>Support for the 2022 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Learning Priority NAPLAN: Increase the percentage of students achieving NAPLAN assessments in the top 2 bands from 2021 benchmarks to 2022 Targets: Year 5 Reading 30% (2021) to 32% (2022) SSP target 30% Year 5 Numeracy 16% (2021) to 18% (2022) SsP target 20% Year 9 Reading 11% (2021) to 13% (2022) SSP target 20% Year 9 Numeracy 17% (2021) to 19% (2022) SSP target 20%</p> <p>Specialist Target -staff will use literacy and numeracy I can assessments for 100% of their student cohort.</p> <p>VCE Median English Study Score from 25.56 (2021) to 26 (2022)</p> <p>Stimulated Learning- Student Attitude to School Survey Years 5-6 - 60% (2021) to 65% (2022) Years 7-12 - 54.3% (2021) to 56% (2022)</p>

			<p>Specialist 80% (2021) to 84% (2022)</p> <p>Sense of Confidence- Student Attitude to School Survey Years 5-6 - 74.3% (2021) to 76% (2022) Years 7-12 - 53.2% (2021) to 55% (2022) Years 10-12- 52% (2021) to 55% (2022) Specialist - 54% (2021)- 57% (2022)</p> <p>Wellbeing Priority Increase Student Attendance Rate from 82.4% (2021) to 85% (2022) Increase Specialist Student attendance data from 86% (2021) to 88% (2022)</p> <p>Staff Collective Efficacy from 43.7% (2021) to 45% (2022)</p>															
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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 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
KIS 2 Priority 2022 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 2022.	

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>2022 Priorities Goal 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>
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	Staff Collective Efficacy from 43.7% (2021) to 45% (2022)
KIS 1 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
Actions	Build staff capacity in assessment and differentiation for numeracy and literacy in order to identify and meet students' individual learning needs. Co-development and enactment of a school wide mathematics improvement strategy. Embed a multi-tiered response to meet students' individual learning needs.
Outcomes	Students in need of targeted academic support or intervention will be identified and supported The team undertaking Leading Mathematics will develop the knowledge, capabilities, dispositions and resources to lead and support collegial learning and change Students will be aware of interventions as identified and supported by the Student Engagement and Learning Framework (SELF) Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs Students will know what the next steps are to progress their learning Teachers will use SELF as a tool to select from and offer students a range of interventions to support their learning. Teachers will identify student learning needs based on diagnostic assessment data Teachers and tutors will plan for differentiation based on student learning data Teachers will implement differentiated teaching and learning to meet individual student needs Specialist teachers will use literacy and numeracy I can assessments with 100% of their student cohort Tutors will provide targeted academic support to students Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning
Success Indicators	Early indicators: Curriculum documentation will show plans for differentiation Notes from TLI meetings will show plans to support individual students' learning needs Learning Areas will work together to develop formative and summative assessment rubrics

	<p>Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed Specialist students will have I can assessment benchmarking completed in first four weeks of Term 1 Specialist staff share feedback on I can statement growth with students</p> <p>Late indicators: Victorian Curriculum judgments will show growth in learning SSS factors: instructional leadership, collective efficacy AtoSS factors: stimulated learning, advocate at school</p> <p>Data from the use of I can statements collected and reviewed for meeting AIP target</p>
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	<p>Establish a multi-tiered response model to support students' mental health Embed positive mental health approaches in staff professional practice</p>
Outcomes	<p>Student leaders in Years 8 and 11 will able to recognise, respond to and refer mental health emergencies Students will be able to explain what positive mental health means and where they can seek support at school Students will report improved mental health Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer students' mental health needs Teachers will use SELF as a tool to select from and offer students a range of intervention to support their wellbeing Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health Wellbeing team will directly support students' mental health and/or provide referrals</p>
Success Indicators	<p>Early indicators: Policies and programs will show documentation of multi-tiered response model 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 Student support resources displayed around the school will show how students can seek support</p> <p>Late indicators: Victorian Curriculum: Personal and Social Capability SSS factors: instructional leadership, collective efficacy, trust in colleagues</p>

	AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience
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