

2023 Annual Implementation Plan

for improving student outcomes

Maryborough Education Centre (8845)



Learning for Life

Submitted for review by David Sutton (School Principal) on 07 February, 2023 at 02:04 PM
Endorsed by Leonie Roberts (Senior Education Improvement Leader) on 07 February, 2023 at 02:22 PM
Endorsed by Anita Ford (School Council President) on 07 February, 2023 at 06:27 PM

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.	Evolving
	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	Embedding
	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	Emerging
	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	<p>As a part of the 2022 school review, the following areas were identified:</p> <ul style="list-style-type: none"> -Year 5 NAPLAN Reading showed an increased percentage of students in the Top 2 bands from 13 to 30 per cent over the review period. Similarly, Year 5 and Year 9 NAPLAN Numeracy increased slightly from 13 per cent to 16 and 17 per cent, respectively. The Panel agreed that Writing and Numeracy required attention in the subsequent SSP. - The VCE All English scores rose from 22.4 (2018) to 25.6 (2021), with females performing better than male students. The Panel noted a decline in VCE student numbers over the review period. The 2021 VCE and VCAL completion rates rose to 95 per cent and 62 per cent, respectively.
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	<p>The Panel observed classrooms as primarily teacher-led, students needed direction, and some arrived unprepared to learn, expecting staff to provide resources for them. In contrast, differentiation was observed in the specialist and in classes where ESS and teachers worked collaboratively with students in small groups. The positive endorsement of AtoSS Factors showed Years 7–9 students were more unsatisfied with schooling.</p> <p>The Panel discussed MEC's attendance data and found students had higher absenteeism than in other schools. The Panel's Years 7–12 classroom observations and student focus groups identified that students generally do the same work. All students agreed if they needed help, 'they could name a teacher they would go to'. The Panel noted the 2021 School Performance Report showed Student Attitude and Engagement remained in the Transform domain performance. Staff, student and parent focus groups identified challenges in supporting student engagement in learning. The Panel agreed student engagement and wellbeing processes required renewal.</p>
<p>Considerations for 2023</p>	<p>2023 will be the first year of our new strategic plan. We look forward to welcoming a new assistant principal, who will lead the student engagement and wellbeing work as identified in our review. Improving student attendance will be our primary focus, as will increasing student voice and agency.</p>
<p>Documents that support this plan</p>	

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	Maximise learning growth for all students
Target 2.1	By 2026, increase the average percentage of Years 1–6 students (Semester 2 to Semester 2) achieving at or above expected Teacher Judgement Growth in: <ul style="list-style-type: none"> • Reading and viewing from 62 per cent (2021) to at or above 75 per cent • Writing from 65 per cent (2021) to at or above 75 per cent • Number and Algebra 57 per cent (2021) to at or above 75 per cent.
Target 2.2	By 2026, increase the average percentage of Years 7–10 students (Semester 2 to Semester 2) achieving at or above expected Teacher Judgement Growth in: <ul style="list-style-type: none"> • Reading and viewing from 38 per cent (2021) to at or above 60 per cent • Writing from 44 per cent (2021) to 60 per cent at or above

	<ul style="list-style-type: none"> • Number and Algebra 49 per cent (2021) to at or above 60 per cent.
Target 2.3	<p>By 2026, improve the percentage of students in the Specialist Setting (Semester 2 to Semester 2) achieving growth from one level to another in the Victorian Curriculum:</p> <ul style="list-style-type: none"> • English from 29 per cent (2021) to at or above 75 per cent • Mathematics from 37 per cent (2021) to at or above 50 per cent • Personal and Social Capabilities from 34 per cent (2021) to at or above 50 per cent.
Target 2.4	<p>By 2026, increase the percentage of students in NAPLAN Top 2 bands of:</p> <ul style="list-style-type: none"> • Year 5 students in Writing from three per cent (2022) to 15 per cent and Numeracy from zero per cent (2022) to 16 per cent • Year 7 students in Writing from nine per cent (2022) to 16 per cent and Numeracy from eight per cent (2022) to 16 per cent • Year 9 students in Reading and viewing from nine per cent (2022) to 15 per cent, Writing from seven per cent (2022) to 15 per cent and Numeracy from nine per cent (2022) to 18 per cent.
Target 2.5	<p>By 2026, improve the percentage of positive endorsement of Years 7–12 AtoSS factors:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 63 per cent (2021) to at or above 75 per cent • Self-regulation and goal setting from 54 per cent (2021) to at or above 65 per cent.

Target 2.6	<p>By 2026, improve the positive responses on the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> • Professional learning through peer observation from 19 per cent (2021) to at or above 60 per cent • Seek feedback to improve practice from 31 per cent (2021) to at or above 60 per cent.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed a whole school approach to Writing
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen a consistent whole school approach to high-quality instructional practice in Mathematics
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity to differentiate learning and make reasonable adjustments to meet students at their point of need.
Key Improvement Strategy 2.d 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	Enhance professional learning community processes for developing feedback, coaching and observations that lead to reflection and improvement in practice.
Goal 3	Enhance student wellbeing and engagement.

Target 3.1	By 2026, decrease student absences of 20 plus days in Years F–6 from 40 per cent in (2021) to 25 per cent and Years 7–12 from 61 per cent (2021) to 35 per cent.
Target 3.2	<p>By 2026, increase the AtoSS factors:</p> <ul style="list-style-type: none"> • Sense of confidence percentage positive endorsement in Years 4–6 from 76 per cent (2021) to 80 per cent, Years 7–9 from 54 per cent (2021) to 65 per cent and Years 10–12 from 52 per cent (2021) to 65 per cent • Stimulated learning positive endorsement in Years 4–6 from 68 per cent (2021) to 75 per cent, Years 7–9 from 53 per cent (2021) to 65 per cent and Years 10–12 from 57 per cent (2021) to 65 per cent • Student voice and agency positive endorsement in Years 4–6 from 60 per cent (2021) to 70 per cent, Years 7–9 from 42 per cent (2021) to 55 per cent and Years 10–12 from 47 per cent (2021) to 55 per cent.
Target 3.3	<p>By 2026, raise the POS percentage positive endorsement of:</p> <ul style="list-style-type: none"> • Student voice and agency factor from 68 per cent (2021) to at or above 75 per cent • Stimulating learning environment factor from 71 per cent (2021) to at or above 75 per cent.
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a whole school approach to improving student attendance
Key Improvement Strategy 3.b	Implement a whole school approach to student engagement and wellbeing

<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 3.c 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</p>	<p>Strengthen staff capability to activate student voice and agency</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>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.</p>	<p>Yes</p>	<p>Support for the 2023 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By the end of 2023, increase the average percentage of Years 1–6 students (Semester 2 to Semester 2) achieving at or above expected Teacher Judgement Growth in: Reading and viewing from 62 per cent (2021) to at or above 65 per cent Writing from 65 per cent (2021) to at or above 68 per cent Number and Algebra 57 per cent (2021) to at or above 63 per cent</p> <p>By the end of 2023, increase the average percentage of Years 7–10 students (Semester 2 to Semester 2) achieving at or above expected Teacher Judgement Growth in: Reading and viewing from 38 per cent (2021) to at or above 45 per cent Writing from 44 per cent (2021) to 50 per cent at or above Number and Algebra 49 per cent (2021) to at or above 52 per cent</p> <p>By the end of 2023, improve the percentage of students in the Specialist Setting (Semester 2 to Semester 2)</p>

			<p>achieving growth from one level to another in the Victorian Curriculum: English from 29 per cent (2021) to at or above 35 per cent Mathematics from 37 per cent (2021) to at or above 40 per cent Personal and Social Capabilities from 34 per cent (2021) to at or above 40 per cent.</p> <p>By the end of 2023, increase the percentage of students in NAPLAN Top 2 bands of: Year 5 students in Writing from three per cent (2022) to 8 per cent and Numeracy from zero per cent (2022) to 5 per cent</p> <p>Year 7 students in Writing from nine per cent (2022) to 12 per cent and Numeracy from eight per cent (2022) to 10 per cent Year 9 students in Reading and viewing from nine per cent (2022) to 11 per cent, Writing from seven per cent (2022) to 10 per cent and Numeracy from nine per cent (2022) to 12 per cent</p> <p>By the end of 2023, improve the percentage of positive endorsement of Years 7–12 AtoSS factors: Differentiated learning challenge from 63 per cent (2021) to at or above 68 per cent Self-regulation and goal setting from 54 per cent (2021) to at or above 58 per cent.</p> <p>By the end of 2023, improve the positive responses on the School Staff Survey for the following factors:</p>
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			<p>Professional learning through peer observation from 19 per cent (2021) to at or above 30 per cent</p> <p>Seek feedback to improve practice from 31 per cent (2021) to at or above 38 per cent</p> <p>By the end of 2023, decrease student absences of 20 plus days in Years F–6 from 40 per cent in (2021) to 35 per cent and Years 7–12 from 61 per cent (2021) to 55 per cent</p> <p>By the end of 2023, increase the AtoSS factors:</p> <p>Sense of confidence percentage positive endorsement in Years 4–6 from 76 per cent (2021) to 78 per cent, Years 7–9 from 54 per cent (2021) to 58 per cent and Years 10–12 from 52 per cent (2021) to 55 per cent</p> <p>Stimulated learning positive endorsement in Years 4–6 from 68 per cent (2021) to 70 per cent, Years 7–9 from 53 per cent (2021) to 58 per cent and Years 10–12 from 57 per cent (2021) to 60 per cent</p> <p>Student voice and agency positive endorsement in Years 4–6 from 60 per cent (2021) to 64 per cent, Years 7–9 from 42 per cent (2021) to 46 per cent and Years 10–12 from 47 per cent (2021) to 50 per cent.</p> <p>By the end of 2023, raise the POS percentage positive endorsement of:</p> <p>Student voice and agency factor from 68 per cent (2021) to at or above 70 per cent</p>
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			Stimulating learning environment factor from 71 per cent (2021) to at or above 73 per cent.
Maximise learning growth for all students	No	<p>By 2026, increase the average percentage of Years 1–6 students (Semester 2 to Semester 2) achieving at or above expected Teacher Judgement Growth in:</p> <ul style="list-style-type: none"> • Reading and viewing from 62 per cent (2021) to at or above 75 per cent • Writing from 65 per cent (2021) to at or above 75 per cent • Number and Algebra 57 per cent (2021) to at or above 75 per cent. 	
		<p>By 2026, increase the average percentage of Years 7–10 students (Semester 2 to Semester 2) achieving at or above expected Teacher Judgement Growth in:</p> <ul style="list-style-type: none"> • Reading and viewing from 38 per cent (2021) to at or above 60 per cent • Writing from 44 per cent (2021) to 60 per cent at or above • Number and Algebra 49 per cent (2021) to at or above 60 per cent. 	

		<p>By 2026, improve the percentage of students in the Specialist Setting (Semester 2 to Semester 2) achieving growth from one level to another in the Victorian Curriculum:</p> <ul style="list-style-type: none"> • English from 29 per cent (2021) to at or above 75 per cent • Mathematics from 37 per cent (2021) to at or above 50 per cent • Personal and Social Capabilities from 34 per cent (2021) to at or above 50 per cent. 	
		<p>By 2026, increase the percentage of students in NAPLAN Top 2 bands of:</p> <ul style="list-style-type: none"> • Year 5 students in Writing from three per cent (2022) to 15 per cent and Numeracy from zero per cent (2022) to 16 per cent • Year 7 students in Writing from nine per cent (2022) to 16 per cent and Numeracy from eight per cent (2022) to 16 per cent • Year 9 students in Reading and viewing from nine per cent (2022) to 15 per cent, Writing from seven per cent (2022) to 15 per cent and Numeracy from nine per cent (2022) to 18 per cent. 	
		<p>By 2026, improve the percentage of positive endorsement of Years 7–12 AtoSS factors:</p>	

		<ul style="list-style-type: none"> • Differentiated learning challenge from 63 per cent (2021) to at or above 75 per cent • Self-regulation and goal setting from 54 per cent (2021) to at or above 65 per cent. 	
		<p>By 2026, improve the positive responses on the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> • Professional learning through peer observation from 19 per cent (2021) to at or above 60 per cent • Seek feedback to improve practice from 31 per cent (2021) to at or above 60 per cent. 	
Enhance student wellbeing and engagement.	No	<p>By 2026, decrease student absences of 20 plus days in Years F–6 from 40 per cent in (2021) to 25 per cent and Years 7–12 from 61 per cent (2021) to 35 per cent.</p>	
		<p>By 2026, increase the AtoSS factors:</p> <ul style="list-style-type: none"> • Sense of confidence percentage positive endorsement in Years 4–6 from 76 per cent (2021) to 80 per cent, Years 7–9 from 54 per cent (2021) to 65 per cent and Years 10–12 from 52 per cent (2021) to 65 per cent • Stimulated learning positive endorsement in Years 4–6 from 68 per cent (2021) to 75 per cent, Years 7–9 	

		<p>from 53 per cent (2021) to 65 per cent and Years 10–12 from 57 per cent (2021) to 65 per cent</p> <ul style="list-style-type: none"> • Student voice and agency positive endorsement in Years 4–6 from 60 per cent (2021) to 70 per cent, Years 7–9 from 42 per cent (2021) to 55 per cent and Years 10–12 from 47 per cent (2021) to 55 per cent. 	
		<p>By 2026, raise the POS percentage positive endorsement of:</p> <ul style="list-style-type: none"> • Student voice and agency factor from 68 per cent (2021) to at or above 75 per cent • Stimulating learning environment factor from 71 per cent (2021) to at or above 75 per cent. 	

Goal 1	<p>2023 Priorities Goal</p> <p>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.</p>
12 Month Target 1.1	<p>By the end of 2023, increase the average percentage of Years 1–6 students (Semester 2 to Semester 2) achieving at or above expected Teacher Judgement Growth in:</p> <p>Reading and viewing from 62 per cent (2021) to at or above 65 per cent Writing from 65 per cent (2021) to at or above 68 per cent Number and Algebra 57 per cent (2021) to at or above 63 per cent</p> <p>By the end of 2023, increase the average percentage of Years 7–10 students (Semester 2 to Semester 2) achieving at or above expected Teacher Judgement Growth in:</p> <p>Reading and viewing from 38 per cent (2021) to at or above 45 per cent Writing from 44 per cent (2021) to 50 per cent at or above</p>

Number and Algebra 49 per cent (2021) to at or above 52 per cent

By the end of 2023, improve the percentage of students in the Specialist Setting (Semester 2 to Semester 2) achieving growth from one level to another in the Victorian Curriculum:

English from 29 per cent (2021) to at or above 35 per cent

Mathematics from 37 per cent (2021) to at or above 40 per cent

Personal and Social Capabilities from 34 per cent (2021) to at or above 40 per cent.

By the end of 2023, increase the percentage of students in NAPLAN Top 2 bands of:

Year 5 students in Writing from three per cent (2022) to 8 per cent and Numeracy from zero per cent (2022) to 5 per cent

Year 7 students in Writing from nine per cent (2022) to 12 per cent and Numeracy from eight per cent (2022) to 10 per cent

Year 9 students in Reading and viewing from nine per cent (2022) to 11 per cent, Writing from seven per cent (2022) to 10 per cent and Numeracy from nine per cent (2022) to 12 per cent

By the end of 2023, improve the percentage of positive endorsement of Years 7–12 AtoSS factors:

Differentiated learning challenge from 63 per cent (2021) to at or above 68 per cent

Self-regulation and goal setting from 54 per cent (2021) to at or above 58 per cent.

By the end of 2023, improve the positive responses on the School Staff Survey for the following factors:

Professional learning through peer observation from 19 per cent (2021) to at or above 30 per cent

Seek feedback to improve practice from 31 per cent (2021) to at or above 38 per cent

By the end of 2023, decrease student absences of 20 plus days in Years F–6 from 40 per cent in (2021) to 35 per cent and Years 7–12 from 61 per cent (2021) to 55 per cent

By the end of 2023, increase the AtoSS factors:

Sense of confidence percentage positive endorsement in Years 4–6 from 76 per cent (2021) to 78 per cent, Years 7–9 from 54 per cent (2021) to 58 per cent and Years 10–12 from 52 per cent (2021) to 55 per cent

Stimulated learning positive endorsement in Years 4–6 from 68 per cent (2021) to 70 per cent, Years 7–9 from 53 per cent (2021) to 58 per cent and Years 10–12 from 57 per cent (2021) to 60 per cent

Student voice and agency positive endorsement in Years 4–6 from 60 per cent (2021) to 64 per cent, Years 7–9 from 42 per cent (2021) to 46 per cent and Years 10–12 from 47 per cent (2021) to 50 per cent.

By the end of 2023, raise the POS percentage positive endorsement of:

Student voice and agency factor from 68 per cent (2021) to at or above 70 per cent

Stimulating learning environment factor from 71 per cent (2021) to at or above 73 per cent.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 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 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>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.</p>
<p>12 Month Target 1.1</p>	<p>By the end of 2023, increase the average percentage of Years 1–6 students (Semester 2 to Semester 2) achieving at or above expected Teacher Judgement Growth in: Reading and viewing from 62 per cent (2021) to at or above 65 per cent Writing from 65 per cent (2021) to at or above 68 per cent Number and Algebra 57 per cent (2021) to at or above 63 per cent</p> <p>By the end of 2023, increase the average percentage of Years 7–10 students (Semester 2 to Semester 2) achieving at or above expected Teacher Judgement Growth in: Reading and viewing from 38 per cent (2021) to at or above 45 per cent Writing from 44 per cent (2021) to 50 per cent at or above Number and Algebra 49 per cent (2021) to at or above 52 per cent</p> <p>By the end of 2023, improve the percentage of students in the Specialist Setting (Semester 2 to Semester 2) achieving growth from one level to another in the Victorian Curriculum: English from 29 per cent (2021) to at or above 35 per cent Mathematics from 37 per cent (2021) to at or above 40 per cent Personal and Social Capabilities from 34 per cent (2021) to at or above 40 per cent.</p> <p>By the end of 2023, increase the percentage of students in NAPLAN Top 2 bands of: Year 5 students in Writing from three per cent (2022) to 8 per cent and Numeracy from zero per cent (2022) to 5 per cent</p> <p>Year 7 students in Writing from nine per cent (2022) to 12 per cent and Numeracy from eight per cent (2022) to 10 per cent Year 9 students in Reading and viewing from nine per cent (2022) to 11 per cent, Writing from seven per cent (2022) to 10 per cent and Numeracy from nine per cent (2022) to 12 per cent</p> <p>By the end of 2023, improve the percentage of positive endorsement of Years 7–12 AtoSS factors: Differentiated learning challenge from 63 per cent (2021) to at or above 68 per cent Self-regulation and goal setting from 54 per cent (2021) to at or above 58 per cent. By the end of 2023, improve the positive responses on the School Staff Survey for the following factors:</p>

	<p>Professional learning through peer observation from 19 per cent (2021) to at or above 30 per cent Seek feedback to improve practice from 31 per cent (2021) to at or above 38 per cent By the end of 2023, decrease student absences of 20 plus days in Years F–6 from 40 per cent in (2021) to 35 per cent and Years 7–12 from 61 per cent (2021) to 55 per cent</p> <p>By the end of 2023, increase the AtoSS factors: Sense of confidence percentage positive endorsement in Years 4–6 from 76 per cent (2021) to 78 per cent, Years 7–9 from 54 per cent (2021) to 58 per cent and Years 10–12 from 52 per cent (2021) to 55 per cent Stimulated learning positive endorsement in Years 4–6 from 68 per cent (2021) to 70 per cent, Years 7–9 from 53 per cent (2021) to 58 per cent and Years 10–12 from 57 per cent (2021) to 60 per cent Student voice and agency positive endorsement in Years 4–6 from 60 per cent (2021) to 64 per cent, Years 7–9 from 42 per cent (2021) to 46 per cent and Years 10–12 from 47 per cent (2021) to 50 per cent.</p> <p>By the end of 2023, raise the POS percentage positive endorsement of: Student voice and agency factor from 68 per cent (2021) to at or above 70 per cent Stimulating learning environment factor from 71 per cent (2021) to at or above 73 per cent.</p>
KIS 1 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	<p>Develop a school wide numeracy strategy</p> <p>Establish and maintain PLC structures to support teacher collaboration and strengthen teaching practice</p> <p>Build staff capacity in assessment and differentiation in writing in order to identify and meet students' individual learning needs.</p>
Outcomes	<p>Numeracy</p> <ul style="list-style-type: none"> - Leaders will identify resources from Leading Numeracy to share with staff and plan a timeline to follow for implementation - Leaders will review PLCs and provide time, structure and resources for them to collaboratively plan unit of work with a focus on rich learning tasks and social constructivism - Teachers will undertake professional reading and learning activities, sourced from Leading Numeracy to develop staff's understanding of the characteristics of good maths learners and to identify observation techniques leading to the evaluation of teaching and learning in maths classrooms.

	<ul style="list-style-type: none"> - Utilise Maths PLC/PLTs for staff to collaboratively plan units of work with a focus on engaging students in rich learning tasks and collaborative learning with their peers - Utilise Maths PLC/PLTs for staff to collaboratively plan units of work with a focus on incorporating differentiation into weekly planners - Students will demonstrate self awareness and metacognitive skills - Students will receive numeracy support targeted to their learning needs <p>Writing</p> <ul style="list-style-type: none"> - Teachers will identify students in need of targeted writing support - Teachers will show in their weekly planning evidence of differentiation to support and extend students - English Teachers will in 7-10 will receive targeted professional learning for writing - P-6 Teachers will continue to implement the 6+1 Traits - Students will receive writing support targeted to their learning needs
Success Indicators	<p>Numeracy</p> <p>Early indicator- Year level curriculum documentation will show plans for differentiation in each numeracy lesson. Late indicator- Victorian Curriculum teacher judgements will show increased learning growth in number and algebra</p> <p>Writing</p> <p>Early indicator- Year level curriculum documentation will show plans for differentiation in each writing lesson. Late indicator- Victorian Curriculum teacher judgements will show increased learning growth in writing</p>
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	<p>Strengthen the whole school approach towards social and emotional learning</p> <p>Establish a whole school approach to physical/social/emotional/cultural/civic wellbeing</p> <p>Establish student focus groups to promote student voice and seek feedback on the promotion of wellbeing and positive mental health</p>
Outcomes	<ul style="list-style-type: none"> - 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 - Students in Years 8 and 11 will be able to recognise, respond to and refer mental health emergencies - 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 - Leaders will support the continuous development , documentation and revision of whole school wellbeing approaches

	<ul style="list-style-type: none"> - Wellbeing team will directly support students' mental health and/or provide referrals
<p>Success Indicators</p>	<p>Early indicators:</p> <ul style="list-style-type: none"> - 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 - Feedback from student focus groups will show an increase in understanding of mental health supports <p>Late indicators:</p> <ul style="list-style-type: none"> - Victorian Curriculum: Personal and Social Capability - SSS factors : instructional leadership, collective efficacy, trust in colleagues - AtoSS Factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience.

