2023 Annual Implementation Plan

for improving student outcomes

Montmorency Secondary College (8068)

Submitted for review by Frances Ibbott (School Principal) on 29 November, 2022 at 11:32 AM
Endorsed by Justin Esler (Senior Education Improvement Leader) on 23 March, 2023 at 12:11 PM
Awaiting endorsement by School Council President

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.	Embedding
	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	Evolving
	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	Embedding
	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	In Assessment and Engagement we have determined our level as embedding, with a focus on consistency of practice, assessment and moderation (senior classes). We have implemented PLC approaches in 2022 and will continue to grow these for 2023. This is already showing to have an impact on teacher learning and deeper exploration of student learning outcomes. The College continues investment in EDAPT data platform and is starting to see how access to data sets can be used to inform teaching and learning approaches. Recommendations for ICT devices, and implementation of the HomeGroup Teacher program become a priority in 2023.

Considerations for 2023	School Review in Term 1 2023.
Documents that support this plan	

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	Improve student learning growth and achievement across the curriculum
Target 2.1	Each student assessed against the Victorian Curriculum standards to be at or above their age appropriate level of learning in English, Humanities, Mathematics and Science.

Target 2.2	By 2022 the NAPLAN Year 7 to Year 9 Relative Gain measures to show:
	
	• A minimum of 25 percent of students making high relative gain
	    ○ (2018 benchmarks: Reading 21.8%, Writing 18%, Numeracy 16%)
	• A maximum of 25 percent of students making low relative gain
	    ○ (2018 Benchmarks Reading 35.3%, Writing 27.5%, Numeracy 35.9%).

Target 2.3	By 2022 The Year 11 and Year 12 student outcomes to show: • VCE mean study score to increase from 29.68 to 31 • The proportion of students completing their VCE and VCAL certificates to increase from 88.2% to 95% (excluding early leaver students who gained a traineeship or apprenticeship).
Key Improvement Strategy 2.a Evaluating impact on learning	Build staff capability to utilise multiple forms of data and moderated assessment modalities to underpin differentiated pedagogy
Key Improvement Strategy 2.b Building practice excellence	Enhance effective teaching practice through collaborative professional learning (within and across learning areas), involving reflection and feedback from peers and students
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Build teacher confidence to cater for student learning style preferences, interests and to challenge students at their point of learning need
Goal 3	Improve student voice and agency across the college
Target 3.1	Increase the percentage of positive endorsement for the following AToSS factors: Student Voice and Agency • Year 7-9 from 42% (2018) to 60% (2022) • Year 10-12 from 48% (2018) to 65% (2022) Sense of Connectedness • Year 7-9 from 64% (2018) to 75% (2022) • Year 10-12 from 59% (2018) to 70% (2022)

Target 3.2	Increase the percentage of positive endorsement for the following AToSS factors:

Self-regulation and Goal Setting

- Year 7-9 from 65% (2018) to 75% (2022)
- Year 10-12 from 59% (2018) to 7% (2022)

Sense of Connectedness

- Year 7-9 from 64% (2018) to 75% (2022)
- Year 10-12 from 63% (2018) to 70% (2022) |
| **Target 3.3** | Increase the percentage of positive endorsement for the following POS factors:

- Student voice and agency from 81% (2018) to 85% (2022)
- Stimulating learning environment from 78% (2018) to 83% (2022) |
| **Key Improvement Strategy 3.a**
Empowering students and building school pride | Develop avenues for students to be involved in the design and implementation of programs and policy that enable student led actions for improvement |
| **Key Improvement Strategy 3.b**
Intellectual engagement and self-awareness | Build student personal capabilities as intrinsically motivated, independent and self-reflective learners who monitor their learning progress and achievements |

Key Improvement Strategy 3.c Empowering students and building school pride	Increase teacher capacity to collaborate with students in making decisions about the content of learning and how learning is assessed and reported
Goal 4	Improve student mental wellbeing and resilience
Target 4.1	Increase the percentage of positive endorsement for the following AToSS factors: Motivation and interest • Year 7-9 from 63% (2018) to 70% (2022) • Year 10-12 from 61% (2018) to 70% (2022) Resilience • Year 7-9 from 65% (2018) to 72% (2022) • Year 10-12 from 62% (2018) to 68% (2022)
Target 4.2	Increase the percentage of positive endorsement for the following AToSS factors: School Stage Transitions • Year 7-9 from 79% (2018) to 82% (2022) • Year 10-12 from 59% (2018) to 65% (2022) Respect for Diversity • Year 7-9 from 56% (2018) to 65% (2022) • Year 10-12 from 52% (2018) to 60% (2022)

Target 4.3	Increase the percentage of positive endorsement for the following POS factors: • Student motivation and support from 70% (2018) to 75% (2022) • Confidence and resilience skills 84% (2018) to 87% (2022) • Respect for diversity from 82% (2018) to 87% (2022)
Key Improvement Strategy 4.a Health and wellbeing	Embed an agreed whole college approach to health, wellbeing and inclusion.
Key Improvement Strategy 4.b Health and wellbeing	Enhance staff capacity and skill to address the psychological and social wellbeing of students
Key Improvement Strategy 4.c Setting expectations and promoting inclusion	Collaborate with parents/carers and the broader community to implement a shared approach in support of student wellbeing and resilience

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	Yes	Support for the 2023 Priorities	Support for the 2023 Priorities: Learning & WellbeingLearning: supporting an increased focus on Numeracy; as well as support and linkage through MYLNS, TLI and PSD program (including readiness for 2024 Disability Inclusion Model).Wellbeing: reinforce wellbeing processes (referral, report back and using Compass), document a Tiered approach to Wellbeing including the implementation of a whole school HomeGroup Program delivered by the Home Group Teachers supported by Year Level Leaders, and strengthening of Student Leadership with the addition of Youth Mental Health Ambassadors.
Improve student learning growth and achievement across the curriculum	No	Each student assessed against the Victorian Curriculum standards to be at or above their age appropriate level of learning in English, Humanities, Mathematics and Science.	
		By 2022 the NAPLAN Year 7 to Year 9 Relative Gain measures to show: • A minimum of 25 percent of students making high relative gain ○ (2018 benchmarks: Reading 21.8%, Writing 18%, Numeracy 16%) • A maximum of 25 percent of students making low relative gain	

		○ (2018 Benchmarks Reading 35.3%, Writing 27.5%, Numeracy 35.9%).	
		By 2022 The Year 11 and Year 12 student outcomes to show: • VCE mean study score to increase from 29.68 to 31 • The proportion of students completing their VCE and VCAL certificates to increase from 88.2% to 95% (excluding early leaver students who gained a traineeship or apprenticeship).	
Improve student voice and agency across the college	No	Increase the percentage of positive endorsement for the following AToSS factors: Student Voice and Agency • Year 7-9 from 42% (2018) to 60% (2022) • Year 10-12 from 48% (2018) to 65% (2022) Sense of Connectedness • Year 7-9 from 64% (2018) to 75% (2022) • Year 10-12 from 59% (2018) to 70% (2022)	
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		Increase the percentage of positive endorsement for the following POS factors: • Student voice and agency from 81% (2018) to 85% (2022) • Stimulating learning environment from 78% (2018) to 83% (2022)	

Improve student mental wellbeing and resilience	No	Increase the percentage of positive endorsement for the following AToSS factors: Motivation and interest • Year 7-9 from 63% (2018) to 70% (2022) • Year 10-12 from 61% (2018) to 70% (2022) Resilience • Year 7-9 from 65% (2018) to 72% (2022) • Year 10-12 from 62% (2018) to 68% (2022)	
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		Increase the percentage of positive endorsement for the following POS factors: • Student motivation and support from 70% (2018) to 75% (2022) • Confidence and resilience skills 84% (2018) to 87% (2022) • Respect for diversity from 82% (2018) to 87% (2022)	

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.**
12 Month Target 1.1	Support for the 2023 Priorities: Learning & Wellbeing Learning: supporting an increased focus on Numeracy; as well as support and linkage through MYLNS, TLI and PSD program (including readiness for 2024 Disability Inclusion Model).

		Wellbeing: reinforce wellbeing processes (referral, report back and using Compass), document a Tiered approach to Wellbeing including the implementation of a whole school HomeGroup Program delivered by the Home Group Teachers supported by Year Level Leaders, and strengthening of Student Leadership with the addition of Youth Mental Health Ambassadors.	
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 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	Yes
KIS 1.b Priority 2023 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 2023.	

Define Actions, Outcomes and Activities

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.
12 Month Target 1.1	Support for the 2023 Priorities: Learning & Wellbeing Learning: supporting an increased focus on Numeracy; as well as support and linkage through MYLNS, TLI and PSD program (including readiness for 2024 Disability Inclusion Model). Wellbeing: reinforce wellbeing processes (referral, report back and using Compass), document a Tiered approach to Wellbeing including the implementation of a whole school HomeGroup Program delivered by the Home Group Teachers supported by Year Level Leaders, and strengthening of Student Leadership with the addition of Youth Mental Health Ambassadors.
KIS 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
Actions	Enable access to support and challenge in learning to enable student engagement and participation in all classes whilst developing teacher knowledge and capacity.
Outcomes	Leaders will: - ensure that TLI, MYLNS, VHAP programs are funded, staff and time is allocated for appropriate coordination - ensure that systems for identifying targeted students are in place, and improvement measures are able to be implemented - development of consistent IEP template for targeted students including goal setting, strategies and reflection - deliver professional learning in Numeracy, Data Literacy, Differentiation and Modification to increase knowledge and understanding in supporting improved learning outcomes - enable data literacy development to support data-driven PLC inquiry cycles Teachers will: - work collaboratively with Tutors, MYLNS teachers and PSD Leader to ensure that identified students are supported at their point of need for learning - MYLNS and TLI staff will work with teachers to support improved student outcomes - actively engage in professional learning to deliver quality Numeracy learning experiences for students - engage in data reflection to inform PLC cycles, target strategies and approaches that drive differentiated approaches within the classroom

	- engage in PLC inquiry cycles Students will: - learn how to log into EDAPT platform and read their own learning data - MYLNS, TLI and PSD students will meet with their teacher to set goals and reflect on progress - VHAP students will develop independence in learning through the program - engage in numeracy learning activities connected to their subject areas that grow confidence - feel that their learning needs are being better catered for in classrooms through differentiated learning experiences
Success Indicators	Early Indicators: - students are identified, families informed of involvement in MYLNS, TLI and VHAP - coordinators assigned and teachers informed of involvement in programs; regular meetings to coordinate/guide implementation - IEPs developed, in collaboration with students - Professional Learning calendar developed, with plans for delivery of Numeracy, Data Literacy and Differentiation strategies Late Indicators: - growth data sets show student learning improvement for targeted students groups - agreed IEP template developed and shared - PLC cycles ran with celebration showcases - Peer Observations developed and trialed - Numeracy learning activities documented - Data literacy knowledge and understanding to influence curriculum planning/delivery

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
MYLNS, TLI, VHAP, PSD: - student identification, data collection & identification protocols, coordination of program - IEP developed (as appropriate)	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Principal ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items

					will be used which may include DET funded or free items
Professional learning calendar, including: - Numeracy Strategies - Differentiation / Modification - Data Literacy - IEP development	☑ Disability Inclusion Coordinator ☑ Education Support ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Numeracy Leader ☑ PLC Leaders ☑ PLT Leaders ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Further develop student wellbeing and engagement programs that support wellbeing and mental health.
Outcomes	Leaders will: - develop documented programs for Alpha and Home Group that support student connectedness and wellbeing outcomes - meet regularly as a leadership team, and with their Coordinators, Home Group Teachers and Wellbeing Team - review consistent practices and approaches to wellbeing and student management - document a 'Tiered' model approach to student engagement and wellbeing - lead the documentation through Compass Chronicles - embed Youth Wellbeing Ambassadors role developed and implemented (with support from MHP) Teachers will: - proactively deliver the Alpha and Home Group program

	- engage with home group students and families to support connection and connectedness to school (attendance, achievement, wellbeing, support, etc) - contribute to Home Group program development and delivery - liaise with classroom teachers and subschools with student feedback Students will: - attend Home group regularly and actively engage with the Home Group teacher and activities - actively participate in programs that support their learning and wellbeing (such as home group, study skills, time management, resilience, and other relevant guest speakers)
Success Indicators	Early Indicators: - documented Home Group program - student profile documentation on Compass (chronicles, newsfeed, shared information about students) - regular team meetings - Tiered model reviewed and revised as needed Late Indicators: - improved home group attendance and student connectedness to school (anecdotal, attendance improvements, ATOS) - Youth Wellbeing Ambassadors engage and deliver appropriate programs in collaboration with Student Wellbeing Team (e.g. Wellness Week, Days) - Data sets show improvement in resilience, connectedness to school (ATOS, SSS)

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Year Level Leaders will: - document and socialise Home Group Program - support implementation with Home Group teacher delivery - monitor cohort needs	☑ Assistant Principal ☑ Sub School Leader/s	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items

				will be used which may include DET funded or free items
Student Leadership development: - training and development of Youth Wellbeing Ambassadors - student led wellness programs (incl, Wellness Week and HG Activities) - Student Forums	☑ Assistant Principal ☑ Student Leadership Coordinator ☑ Student Wellbeing Co-ordinator	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Compass documentation: - Chronicles developed for documenting student management information	☑ Assistant Principal ☑ Sub School Leader/s ☑ Wellbeing Team ☑ Year Level Co-ordinator(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Student wellbeing team: - growth of SWC Team with the employment of a Youth Worker	☑ Principal	☐ PLP Priority	from: Term 1	$80,000.00

	☑ Wellbeing Team		to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$95,423.70	$95,423.70	$0.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$111,935.36	$80,000.00	$31,935.36
Total	**$207,359.06**	**$175,423.70**	**$31,935.36**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
MYLNS, TLI, VHAP, PSD: - student identification, data collection & identification protocols, coordination of program - IEP developed (as appropriate)	$30,000.00
Student wellbeing team: - growth of SWC Team with the employment of a Youth Worker	$80,000.00
Totals	**$110,000.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category

Activities and Milestones	When	Funding allocated ($)	Category
MYLNS, TLI, VHAP, PSD: - student identification, data collection & identification protocols, coordination of program - IEP developed (as appropriate)	from: Term 1 to: Term 4	$65,423.70	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Totals		$65,423.70	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category

Student wellbeing team:
- growth of SWC Team with the employment of a Youth Worker
	from:
	Term 1
	to:
	Term 4
		$80,000.00	☑ Employ staff to support Tier 1 activities
			
			This activity will use Mental Health Menu staffing
			   o Employ Mental Health Staff in school (eduPay or non-teaching staff)
			     Youth worker

Totals		$80,000.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Support for student learning needs - late identified / non funded student support	$30,000.00
Totals	$30,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Support for student learning needs - late identified / non funded student support	from: Term 1 to: Term 4	$30,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ CRT ☑ Support services
Totals		$30,000.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Support for student learning needs - late identified / non funded student support	from: Term 1 to: Term 4		
Totals		$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category

Support for student learning needs - late identified / non funded student support	from: Term 1 to: Term 4	$0.00	
Totals		$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
MYLNS, TLI, VHAP, PSD: - student identification, data collection & identification protocols, coordination of program - IEP developed (as appropriate)	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Principal ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning	☑ SEIL ☑ Departmental resources Disability Inclusion ☑ Student Achievement Manager ☑ MYLNS initiative professional learning ☑ Numeracy leader ☑ MYLYNS Improvement teacher ☑ MYLYNS Network teacher	☑ On-site
Professional learning calendar, including: - Numeracy Strategies - Differentiation / Modification - Data Literacy - IEP development	☑ Disability Inclusion Coordinator ☑ Education Support ☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ SEIL ☑ Internal staff ☑ Maths/Sci Specialist ☑ Departmental resources Disability Inclusion ☑ Student Achievement Manager ☑ Numeracy leader	☑ On-site

	☑ Numeracy Leader ☑ PLC Leaders ☑ PLT Leaders ☑ Principal ☑ Teacher(s)					
Student Leadership development: - training and development of Youth Wellbeing Ambassadors - student led wellness programs (incl, Wellness Week and HG Activities) - Student Forums	☑ Assistant Principal ☑ Student Leadership Coordinator ☑ Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Departmental resources MHP, Mental Health Menu	☑ On-site
Compass documentation: - Chronicles developed for documenting student management information	☑ Assistant Principal ☑ Sub School Leader/s ☑ Wellbeing Team ☑ Year Level Co-ordinator(s)	from: Term 1 to: Term 4	☑ Preparation	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ External consultants Compass	☑ On-site