2022 Annual Implementation Plan

for improving student outcomes

Mount Waverley Secondary College (8105)

Submitted for review by Karen Wade (School Principal) on 18 February, 2022 at 01:04 PM
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 18 February, 2022 at 01:06 PM
Endorsed by Nishant Patel (School Council President) on 21 February, 2022 at 12:20 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	Embedding
	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	Embedding
	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	Embedding
	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	Embedding
	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	The college has been able to make progress in all of the areas above although not as much as as hoped due to the impact of remote learning and the pandemic. There was a further development of the strong collaborative culture within the college and staff worked together to develop curriculum and assessment (which needed to be modified to a remote learning setting) and the leadership teams supported staff. Relationships with the college community and parents continued to be built and data and evidence was used to measure

	student learning growth and formative assessment was used more in 2021 to assess student's point of need. The work on curriculum documentation started and will be a focus for 2022.
Considerations for 2022	The focus on assessment and the use of data and formative assessment at the classroom level will continue to develop. Teachers are building confidence and skills in data use and are supported by a Leading Teacher and other teams. The documentation of curriculum and an audit against the Victorian Curriculum with a focus on skills and essential knowledge is a priority for 2022.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**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.
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 maximise the learning growth of every student.
Target 2.1	By 2021, the three–year mean of the VCE All Study score is at least 31.0.
Target 2.2	By 2022, the student AToSS has at least 75% positive endorsements for Year 7-12 for: • Differentiated learning challenge • Effective teaching • Stimulated learning and • Learning Confidence.

Target 2.3	By 2021, the SSS has at least 75% positive endorsement from the principal/teachers for: • Teacher collaboration • Plan differentiated learning activities, and • Understand formative assessment.
Key Improvement Strategy 2.a Building leadership teams	Strengthen the leadership practices and processes that build effective teams who share responsibility for student learning growth (BLT).
Key Improvement Strategy 2.b Evaluating impact on learning	Develop a school–wide approach to assessing student learning using a standards–based developmental continuum with associated rubrics (EIL).
Key Improvement Strategy 2.c Evaluating impact on learning	Develop rigorous, consistent and sustainable processes to support teachers' analysis of student learning growth over time (EIL).
Key Improvement Strategy 2.d Evidence-based high-impact teaching strategies	Build teacher capacity to use targeted teaching that meets the point of need for individual students (EHITS).
Goal 3	To promote student agency in the classroom creating more empowered learners.
Target 3.1	By 2022, the student AToSS has at least 75% positive endorsements for Year 7–12 for: • Self–regulation and goal setting, • High expectations for success, and • Student voice and agency.

Target 3.2	By 2021, the POS reaches at least the seventy–fifth percentile for the following factors: • Student agency and voice • Student motivation and support, and • High expectations for success.
Target 3.3	By 2021, the SSS has at least 75% positive endorsement from the principal/teachers for: • Promote student ownership of learning goals • Believe student engagement is key to learning and • Use student feedback to improve practice.
Key Improvement Strategy 3.a Empowering students and building school pride	Develop a whole school understanding of student agency so that students become more active learners. (ESBSP, IESA)
Key Improvement Strategy 3.b Building practice excellence	Implement, refine and embed the Mount Waverley Secondary College Learning Model. (BPE)
Key Improvement Strategy 3.c Empowering students and building school pride	Build teacher skills in co–designing learning opportunities and assessment protocols with students. (ESBSP, IESA and BPE)
Goal 4	To improve the wellbeing and resilience of all students.
Target 4.1	By 2022, the student AToSS has at least 75% positive endorsements for Year 7–12 for: • Resilience • Advocate at school

	• Respect for diversity, and • Teacher concern.
Target 4.2	By 2021, the SSS has at least 75% positive endorsement from the principal/teachers for: • Trust in students and parents, • Support growth and learning of whole student, and • Believe evaluating impact improves practice.
Target 4.3	By 2021, the POS has at least 75% positive endorsement for: • Confidence and resiliency, • Promoting positive behaviour, and • Respect for diversity.
Key Improvement Strategy 4.a Health and wellbeing	Develop and implement a whole school approach to student wellbeing (H&W).
Key Improvement Strategy 4.b Health and wellbeing	Audit the 7–10 curriculum against the personal and social capability and identify gaps and then embed these aspects (H&W).
Key Improvement Strategy 4.c Vision, values and culture	Review and refine the ILEARN values and embed them across the whole school (VVC).
Key Improvement Strategy 4.d Health and wellbeing	Implement, evaluate and refine a Mentor program for Year 10–12 students (H&W, VVC).

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.
**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.	Yes	Support for the 2022 Priorities	By 2022, the three–year mean of the VCE All Study score is at least 31.0. By 2022, the student AToSS has at least 75% positive endorsements for Year 7-12 for: Differentiated learning challenge Effective teaching Stimulated learning and Learning Confidence. By 2022, the SSS has at least 75% positive endorsement from the principal/teachers for: Teacher collaboration Plan differentiated learning activities, and Understand formative assessment. By 2022, the student AToSS has at least 75% positive endorsements for Year 7–12 for: Resilience Advocate at school Respect for diversity, and Teacher concern. By 2022, the SSS has at least 75%

			positive endorsement from the principal/teachers for: Trust in students and parents, Support growth and learning of whole student, and Believe evaluating impact improves practice. By 2022, the POS has at least 75% positive endorsement for: Confidence and resiliency, Promoting positive behaviour, and Respect for diversity.
To maximise the learning growth of every student.	No	By 2021, the three–year mean of the VCE All Study score is at least 31.0.	
		By 2022, the student AToSS has at least 75% positive endorsements for Year 7-12 for: • Differentiated learning challenge • Effective teaching • Stimulated learning and • Learning Confidence.	
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		• Understand formative assessment.	
To promote student agency in the classroom creating more empowered learners.	No	By 2022, the student AToSS has at least 75% positive endorsements for Year 7–12 for: • Self–regulation and goal setting, • High expectations for success, and • Student voice and agency.	
		By 2021, the POS reaches at least the seventy–fifth percentile for the following factors: • Student agency and voice • Student motivation and support, and • High expectations for success.	
		By 2021, the SSS has at least 75% positive endorsement from the principal/teachers for: • Promote student ownership of learning goals • Believe student engagement is key to learning and • Use student feedback to improve practice.	
To improve the wellbeing and resilience of all students.	No	By 2022, the student AToSS has at least 75% positive endorsements for Year 7–12 for:	

		- Resilience - Advocate at school - Respect for diversity, and - Teacher concern.	
		By 2021, the SSS has at least 75% positive endorsement from the principal/teachers for: - Trust in students and parents, - Support growth and learning of whole student, and - Believe evaluating impact improves practice.	
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12 Month Target 1.1	By 2022, the three–year mean of the VCE All Study score is at least 31.0.
	By 2022, the student AToSS has at least 75% positive endorsements for Year 7-12 for: Differentiated learning challenge Effective teaching Stimulated learning and Learning Confidence.
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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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Priority 2022 Dimension		
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

Goal 1	**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.
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	Promoting positive behaviour, and Respect for diversity.
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	Whole School Level Continue to develop a school-wide numeracy strategy Continue to implement the school-wide Literacy Approach which was introduced in 2021 Staff are using data to inform understanding of student needs and identify students requiring additional support Further develop PLCs and team structures to support teacher collaboration and reflection Maintain and further improve tiered systems of support to respond to students' individual learning needs o Strengthen the school-wide approach to communication Continue to implement the TLI and MYLNS Scope and sequence documentation is audited, developed and refined Targeted professional learning is provided around the Hybrid devices Classroom Level Staff implement MathsOnline numeracy tasks which target numeracy progression points and numeracy skills Staff receive PL around teaching subject related numeracy skills Staff are explicitly teaching tier 3 vocab and subject specific writing and reading skills Embed process and protocols around students who are on modified curriculum Embed consistent approaches to formative assessment Teams work collaboratively to plan units of work with a focus on differentiation Build students' self-awareness and metacognitive skills (re-introduce use of SLM) Further develop communication channels to engage with parents around learning Teachers are working with Tutors and MYLNS teachers All year 7,8 and 9 core teachers, are using the Hybrid devices in their classroom Individual and Small Group Level Prioritise time for teachers to work on scope and sequence documentation Engage in professional learning around teaching subject literacy and numeracy skills Build staff capacity to understand and implement ILPs, and share planning around students on modified curriculum Tutors to implement additional targeted support for English and Maths Teachers demonstrate that they are using data to identify the point of need and then adjust their teaching/assessment practices

Outcomes	Whole School Level The current work on the school-wide numeracy strategy is presented to staff, numeracy skills are documented in curriculum and students are aware of numeracy skills required for different subjects Literacy Approach - focus on the explicit teaching of subject specific vocab and writing skills Staff are using data to inform understanding of student needs and identify students requiring additional support PLCs and team structures have been reviewed and are embedded School-wide approach to communicate parents/carers TLI and MYLNS teachers are working collaboratively with teachers to support learners. Scope and sequence is mapped and documented Teachers (7-9) are using the Hybrid device in the classroom to support learning Classroom Level Students are completing MathsOnline numeracy tasks which target numeracy progression points and numeracy skills Staff are teaching subject related numeracy skills Staff are teaching tier 3 vocab and subject specific writing and reading skills Staff are completing continuous reports for students who are on modified curriculum Formative assessment is included in curriculum documentation Units of work include differentiation SLM is embedded and being used by staff and students Teachers are communicating home about learning Teachers are working with Tutors and MYLNS teachers Year 9 core teachers, and all teacher across year 7 and 8 are using the Hybrid devices Individual and Small Group Level Scope and sequence is documented and discussed in teaching and learning meetings. Scope and sequence is accessible. Literacy and numeracy skills are documented in unit plans. Staff receive PL on goal setting for students on a modified curriculum. Staff are supported with setting goals for students on a modified curriculum. Tutors know which students they are supporting and are working with teachers and students in the classroom. Teachers are adjusting their practice in response to data Students are demonstrating growth
Success Indicators	Whole School Level Early indicators

Teachers are using the vocab magnets
SLM and EIM are displayed in every classroom
Teachers' formative assessment data and summative judgements against the curriculum
Teacher records and observations of student progress
PLC and faculty work is integrated, and staff are using their PLC work in their teams.
All parents/students are informed of what their child is learning
MYLNS and TLI students are identified and are aware they are receiving support
Scope and sequence can be located.
Staff have received PL opportunities for the Hybrid
Late indicators:
NAPLAN results e.g. Numeracy benchmark growth
VCE and VCAL outcomes
Students, staff and parent perception survey results

Classroom Level
Early indicators
7-9 are completing MathsOnline tasks
Documentation and data from formative assessments
All modified reports are being completed
A documented assessment schedule
Evidence of teachers inputting data and moderating assessments
Learning walks show that SLM is being used.
Learning walks show that Hybrid devices are being utilised and OneNote curriculum makes use of the stylus
Differentiated curriculum documents and evidence of student learning at different levels for Literacy and Numeracy.
Tutors and MYLNS teachers are documenting student progress.
PAT data
Late indicators
Semester 2 teacher judgements
Post-test results from assessments from sources such as PAT and On Demand

Individual and Small Group Level
Early indicators
Progress against ILPs for modified students
Differentiated resources used in tailored supports
MYLNs teachers are surveying students
Scope and sequence is being used
Students are completing MathsOnline tasks

	Students are using subject specific vocab Students on modified curriculum know their learning goals Identified students are receiving MYLNS and tutoring support Late indicators Students, staff and parent perception survey results End-of-year surveys and focus groups Post-test results

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Whole School Literacy Plan continues to be implemented. Continue to develop the school wide Numeracy Plan.	☑ Learning Specialist(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
Using data to identify students point of need and monitor learning growth.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$115,199.00 ☑ 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
Continue to develop a documented scope and sequence across the college.	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ KLA Leader	☑ 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 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	- Continue to implement the Student Wellbeing Model - Prioritising relationship building in order to promote social connectedness and belonging
Outcomes	Whole school level: - Parent, staff and students are aware of, and understand, the Wellbeing Model. - Staff have received professional learning in all four areas of the Wellbeing Model. - Students (7-12) have focused on the Wellbeing Model in Home Group/Mentoring. - SIT and Wellbeing teams to support teacher learning for building positive relationships. - Teachers are equipped with the skills to confidently develop student relationships - Students understand their role in developing and maintaining a positive relationship with their teachers and peers.

	Classroom Level: - Continue to refine a wellbeing program implemented in Home Group and Mentoring - Teachers continue to develop their capacity in building and fostering positive relationships in the classroom and with families Individual and small group: - Build relationships and engage with families of at-risk students. - Improve communication to teachers regarding specific needs of at-risk students. - More consistently conduct SSG meetings and complete individual Education Plans.
Success Indicators	Whole School Level: - Parent webinar(s) have occurred - Engagement with Parents at Mount - Observations of changes to classroom practices (eg. Learning Walks) - Professional learning is documented - Staff have engaged in professional learning - Students participated in structured opportunities in Mentoring and Homegroup - 2022 Year 7s have been introduced to the model - Guest speakers and presenters link to the model - Mentoring guest presenter sessions were followed up with a lesson plan focusing on student voice and agency and the particular topic that was covered. - Parent communication regarding overview of workshops. Classroom Level: - Wellbeing Model informs Home Group/Mentoring program. - Teachers can articulate the strategies used to build and foster positive relationships. - Teacher communications to families. Individual and Small Group Level - SSG meetings template and central spreadsheet - Targeted counselling for students with acute needs

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Professional Learning for staff	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 2	$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
Parent webinar/s	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 2	$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
Guest speaker program linked to Wellbeing Model	☑ Sub School Leader/s ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$64,013.00 ☐ 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
Parents at Mount focus group	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Wellbeing Team	☐ 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
Classroom observations with a positive relationships focus.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ 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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$115,199.00	$115,199.00	$0.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$115,199.00**	**$115,199.00**	**$0.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Using data to identify students point of need and monitor learning growth.	$115,199.00
Totals	**$115,199.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Using data to identify students point of need and monitor learning growth.	from: Term 1 to: Term 4	$115,199.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT

			☑ Assets
Totals		$115,199.00	

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
Totals		$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Whole School Literacy Plan continues to be implemented. Continue to develop the school wide Numeracy Plan.	☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Numeracy leader	☑ On-site
Using data to identify students point of need and monitor learning growth.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team	☑ Whole School Pupil Free Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Continue to develop a documented scope and sequence across the college.	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ KLA Leader	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Professional Learning for staff	☑ Assistant Principal	from: Term 1	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

	☑ Leading Teacher(s) ☑ Wellbeing Team	to: Term 2	☑ Peer observation including feedback and reflection ☑ Individualised Reflection			