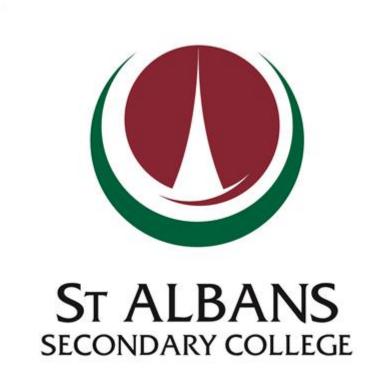# Annual Implementation Plan - 2023
Define actions, outcomes, success indicators and activities

St Albans Secondary College (8330)

Submitted for review by Kerrie Dowsley (School Principal) on 06 December, 2022 at 11:46 AM
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Endorsed by Tracy Nero (School Council President) on 13 December, 2022 at 06:30 PM

Department
of Education

Define actions, outcomes, success indicators 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	To increase the percentage of students making at or above expected growth to be at least 70% as measured by PAT R and PAT M for Year 7, 8 and 9.
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	Action 1 Ensure each student in Years 7 to 12 has access to appropriate support and extension programs in literacy, numeracy and VCE. Action 2 Mathematics Teaching (MT) - Further improve the way Mathematics is taught and assessed
Outcomes	Action 1 Support and extension programs in literacy and numeracy Students will: - be able to apply mathematical and literacy skills to unfamiliar problems and texts - be better prepared to apply new learning in VCE studies Tutors will: - regularly assess students to determine point of need and growth - front load new learning in VCE classes across a range of identified subjects Action 2 Mathematics Teaching (MT) - Further improve the way Mathematics is taught and assessed Students will:

LATAR	- have time to apply and review their learning in relation to the learning intention through the implementation of LATAR - be able to articulate their learning in terms of mathematical language - be able to demonstrate and be assessed on their knowledge, skills and understanding in a range of ways and at their point of need Maths teachers will: - implement LATAR so that students have time to apply and review their learning - embed differentiated curriculum and assessment - redesign the curriculum, in particular sequence and emphasis, to better meet the learning needs and readiness of students
Success Indicators	Action 1 Support and extension programs in literacy Students: - high attendance rates in tutoring classes - improved responses in tutor program student survey - increased learning growth in literacy and numeracy Tutors: - development of Individual Education Plans - communicate with classroom teachers about curriculum and assessment and learning progress for each student - pre- and post- testing and formative assessment data Action 2 Mathematics Teaching (MT) - Further improve the way Mathematics is taught and assessed Students: - increased learning confidence in Year 10 Maths. - receive feedback on their learning through application and review each lesson Maths teachers: - allow adequate time for students to apply and review their learning - develop differentiated question lists and resources.

	- use data to target teaching and assessment to each student's point of need				
Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Develop timetables for students in TLI, ensuring students are grouped together from the same English or Maths classes as much as possible	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Develop support and extension timetables for VCE students in selected subjects	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Facilitate meetings of students selected for the tutor program to outline expectations, and introduce tutors	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Monitor student learning data to continuously plan for and evaluate all intervention/support programs (Literate Practices, LEP, GRIN, MYLNS)	☑ Assistant principal ☑ Literacy leader ☑ Numeracy leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Review curriculum timelines especially for statistics and probability for Year 7 - 9 maths classes.	☑ All staff ☑ KLA leader	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Use whole school literacy strategies to enrich the teaching of probability and statistics	☑ All staff ☑ KLA leader	☑ PLP Priority	from: Term 1	$0.00

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
	☑ Literacy leader ☑ Numeracy leader		to: Term 4	
Collect microdata in observations about lesson timing, feedback, review and differentiation	☑ All staff ☑ KLA leader ☑ Learning specialist(s) ☑ Numeracy leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Compile differentiated question lists for Year 7 - 10 maths	☑ KLA leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Provide professional learning on the use of pre-tests and differentiation.	☑ KLA leader ☑ Learning specialist(s) ☑ Numeracy leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	See Goal 4
Outcomes	See Goal 4
Success Indicators	See Goal 4

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

See Goal 4 for Activities		☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Goal 2	To improve student achievement in all areas of learning at all year levels				
12-month target 2.1	By 2023, to increase the percentage of students in the top two bands in Year 9 NAPLAN for: - reading from 22% to 25% - writing from 14% to 25% - numeracy from 25% to 27%				
12-month target 2.2	By 2023, to increase the percentage of students with medium and high relative growth in NAPLAN for: - reading from 82% to 85% - writing from 81% to 85% - numeracy from 65% to 85%				
12-month target 2.3	By 2023, to increase the mean all study VCE score from 30.37 (2021) to 32				
12-month target 2.4	By 2023, to have all VCE subjects achieve a mean score greater than the score predicted by the GAT.				
KIS 2.a Curriculum planning and assessment	Develop and implement a whole–school plan for literacy and numeracy				
Actions	Action 1 Build the capacity of all staff to explicitly teach literacy at the word, sentence and text level at each student's point of need Action 2 Further improve the efficacy of and cohesion across the literacy programs.				

	Action 3 Implement the whole school Numeracy Plan
Outcomes	Action 1 Build the capacity of all staff to explicitly teach literacy at the word, sentence and text level at each student's point of need Students will: - read and write effectively at the word, sentence and text levels Teachers will: - analyse a range of literacy data to determine the specific literacy needs of their students to inform the required interventions - plan and teach subject specific writing at the word, sentence and text levels in each unit - explicitly teach and model reading strategies in their subject area Action 2 Further improve the efficacy of and cohesion across the literacy programs Students will: - engage with a consistent and explicit language and approach in their learning about reading and writing - be able to demonstrate improved learning growth in reading and writing Teachers will: - deliver a consistent approach to teaching and assessment of reading and writing across the literacy programs - use literacy data effectively to plan to interventions - be able to explicitly identify for students the connections between literacy skills taught and the subject specific curriculum Action 3 Students will: - be able to identify and apply numeracy skills and knowledge in subjects other than mathematics

	Teachers will: - use a shared numeracy vocabulary - have subject-specific numeracy demands reflected in the relevant KUDs and assessments - explicitly teach and assess the numeracy skills and knowledge essential for their subject
Success Indicators	Action 1: Students: - understand and use Tier 2 and Tier 3 vocabulary in written responses - understand and be able to use a variety of sentence structures in written responses - understand subject specific text structures and be able to produce a range of subject specific texts Teachers: - use literacy data to determine the specific needs of students - produce, use and share subject specific literacy resources - document the word, sentence and text levels clearly and comprehensively in curriculum planners for literacy programs Action 2: Students: - demonstrate improved reading and writing growth and achievement in NAPLAN (Top 2 bands benchmark growth) and PAT-R. - use explicitly taught literacy skills in the wider curriculum Teachers: - articulate the connections between programs and intended impact on student learning - document curriculum planners of all literacy programs in a manner consistent with the school's curriculum policies. - implement a consistent approach to the teaching of reading and writing by embedding the word, sentence and text level in the curriculum planners of the literacy programs. Action 3: Students: - demonstrate increased identification of numeracy in other subjects - show an improved understanding of numeracy skills in all subjects

	Teachers: - use language from the numeracy vocabulary where appropriate - produce Curriculum Planners containing relevant explicit numeracy skills informed by the whole school numeracy glossary/matrix - use resources developed to teach numeracy skills - assess numeracy skills where appropriate				
Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**	
Action 3 Create a numeracy matrix which identifies numeracy concepts across all KLA areas	☑ Numeracy leader	☐ PLP Priority	from: Term 1 to: Term 2	$0.00	
Action 3 Provide Professional Learning on the numeracy matrix and glossary list to each KLA	☑ Learning specialist(s) ☑ Numeracy leader	☑ PLP Priority	from: Term 2 to: Term 4	$0.00	
Action 3 Identify opportunities to create exemplar resources and assessments of numeracy skills and model these for staff	☑ KLA leader ☑ Numeracy leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00	
Action 1 Provide professional learning to analyse and act on literacy data, including the mastersheets.	☑ Data leader ☑ Literacy leader	☑ PLP Priority	from: Term 1 to: Term 2	$5,000.00 ☑ Equity funding will be used	
Action 1 Provide professional learning on explicity teaching reading	☑ Learning specialist(s) ☑ Literacy leader	☑ PLP Priority	from: Term 1	$5,000.00	

and writing in the subject areas			to: Term 4	☑ Equity funding will be used
Action 2 Ensure reading periods for Yr 7 and 8 English classes take place in the library and follow the guaranteed and viable curriculum	☑ KLA leader ☑ Literacy leader	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Action 2 Implement a roster of teaching and learning leaders to visit literacy teams to support the moderation of red books and plan for intervention	☑ KLA leader ☑ Literacy leader	☐ PLP Priority	from: Term 1 to: Term 3	$0.00
Action 2 Provide professional learning to the Literacy program teachers on how to use data to differentiate in their classroom at the word, sentence and text level	☑ Literacy leader	☐ PLP Priority	from: Term 1 to: Term 1	$30,000.00 ☑ Equity funding will be used
Action 2 Update curriculum planners for Year 7 Literate Practices, Years 8 and 9 LEP, and Years 7 to 8 English/EAL to ensure a consistent and explicit approach to teaching and assessing reading and writing.	☑ Curriculum co-ordinator (s) ☑ Literacy leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Action 1 Provide support for KLAs to document curriculum and to teach and assess at the word, sentence and text levels	☑ Literacy leader	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used

Action 2 Provide professional learning to the Literacy program teachers on how to use data to differentiate in their classroom at the word, sentence and text level	☑ Data leader ☑ KLA leader ☑ Literacy leader	☑ PLP Priority	from: Term 1 to: Term 2	$5,000.00 ☑ Equity funding will be used
Action 2 Embed the explicit teaching and use of reading strategies into the Year 9 and 10 English/EAL curriculum	☑ KLA leader ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 2.b Building practice excellence	Develop and integrate a whole–school approach to differentiation within the context of the college's instructional model.
Actions	Action 1: Support the development of curriculum and assessment that enables differentiation. Action 2: Build staff capacity to embed differentiation into their teaching practice.
Outcomes	Action 1: Support the development of curriculum and assessment that enables differentiation. Students will: - engage with assessment rubrics and KUDs to guide their own learning Teachers will: - explicitly plan for differentiation at curriculum and assessment design level Action 2: Build staff capacity to embed differentiation into their teaching practice. Students will: - experience and be able to recognise differentiation in the classroom - report feeling engaged, included, and challenged in their classes Teachers will: - embed and refine a growing range of strategies to challenge every student at their point of need - reflect on and evaluate their own progress in relation to differentiation of practice

Success Indicators	Action 1: Support the development of curriculum and assessment that enables differentiation. Teachers: - have refined differentiated KUDs and rubrics for all topics and relevant assessments Action 2: Build staff capacity to embed differentiation into their teaching practice. Students: - can articulate what differentiation looks like in the classroom - have records of work in which differentiation is visible. - report feeling engaged, included, and challenged in their learning Teachers: - have set goals to improve teaching practice in the area of differentiation - will have participated in an observation - participate in peer coaching teams and professional learning to support the work of differentiation - have participated in instructional coaching (identified staff)

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Action 1: Provide targeted support to KLAs to review and refine KUDs and task-based assessment rubrics	☑ Curriculum co-ordinator (s) ☑ KLA leader ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Action 2: Provide differentiated professional learning to continue embedding the differentiation framework in classroom practice	☑ Leading teacher(s) ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 2	$5,000.00 ☑ Equity funding will be used

Action 2: Facilitate peer coaching cycles to support professional learning	☑ Leading teacher(s) ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 2	$0.00
Action 2: Promote and facilitate classroom observations for all staff	☑ KLA leader ☑ Leadership team ☑ Leading teacher(s) ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$500.00
Action 2: Provide targeted support to KLAs in relation to differentiation practice	☑ KLA leader ☑ Learning specialist(s)	☑ PLP Priority	from: Term 3 to: Term 4	$0.00

Goal 3	To develop the capacity of students to be active learners and citizens
12-month target 3.1	By 2023, to increase the percentile results on the AToSS for: - Motivation and interest from 73.4% to 75% - Self-regulation and goal setting from 82.4% to 85% - Student voice and agency from 80.3% to 85%
12-month target 3.2	By 2023, to reduce the difference between the percentile ranks for males and females on the AToSS to less than 10 percent for: -Effort (2022 difference 11.1%) - High expectations for success (2022 difference 6.7%) - Teacher concern (2022 difference 13.7%)
12-month target 3.3	By 2023 to increase VCE completion rates from 97.1% to 98%
12-month target 3.4	By 2023 to reduce student absence from 16.5 days to 10.5 days

KIS 3.a Building practice excellence	Develop staff capacity to activate student voice and agency in every classroom
Actions	Action 1: Increase opportunities for student agency in teaching and learning. Action 2: Increase the impact of the effort goal setting process
Outcomes	Action 1: Students will: - understand the connection between student agency, and how they learn - be able to articulate what they are learning and why - seek and act on feedback, including from task-based assessment rubrics - actively participate in all stages of the LATAR cycle - produce a comprehensive record of work in each subject Teachers will: - understand the connection between student agency, and what we teach and how we teach it - use formative assessment and provide feedback, including from task-based assessment rubrics, to increase student agency - deliver lessons that promote agency through the LATAR cycle - support students to produce a comprehensive and agreed record of work Action 2: Students will: - set effective SMART effort goals, and monitor their progress towards the goal using habit trackers (Years 7 to 9) - articulate the impact of effort goals on their learning Teachers will: - explicitly teach students to write effective SMART goals to improve effort (Learning Managers)

	- interact with students' effort goals and support them to make sustained change in behaviours
Success Indicators	Action 1: - KLA developed expectations of records of student work - documentation in student records of work that demonstrates engagement with and reflection on learning - improvement in the extent to which students feel they have agency in their learning Action 2: - students set effective SMART goals - presentations to all students on Effort Goals - increase in the number of students and staff participating in the effort goal setting process - completion of habit trackers to monitor effort goal progress - effort goals are reported on the year 7-9 semester report

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop KLA specific expectations of student records of work (including digital)	☑ Curriculum co-ordinator (s) ☑ KLA leader ☑ Teaching and learning coordinator	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Provide professional learning on the connection between student agency and the Teaching and Learning Framework.	☑ Staff development coordinator ☑ Teaching and learning coordinator	☑ PLP Priority	from: Term 1 to: Term 2	$5,000.00 ☑ Equity funding will be used

Provide professional learning on the connection between student agency and preparedness for learning, records of work, note-making and summarising, and LATAR	☑ Learning specialist(s) ☑ Staff development coordinator ☑ Teaching and learning coordinator	☑ PLP Priority	from: Term 1 to: Term 1	$0.00
Teaching and Learning Team members visit every class to articulate to students connection between agency and learning	☑ Learning specialist(s) ☑ Teaching and learning coordinator	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Conduct a preparedness for learning blitz once per term	☑ Curriculum co-ordinator (s) ☑ Learning specialist(s) ☑ Teaching and learning coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Develop and implement a problem-solving/thinking skills program to replace activities week	☑ Curriculum co-ordinator (s) ☑ Teaching and learning coordinator	☐ PLP Priority	from: Term 3 to: Term 4	$0.00
Facilitate an updated Effort Goal cycle process for 2023, including increasing teacher interaction with students' effort goals	☑ Teaching and learning coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Support Learning Managers to teach students how to set better SMART goals	☑ Teaching and learning coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

Support Learning Managers to teach students to use habit trackers	☑ Teaching and learning coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Include effort goals on Years 7 - 9 semester reports	☑ Curriculum co-ordinator (s) ☑ Teaching and learning coordinator	☐ PLP Priority	from: Term 2 to: Term 4	$0.00

Goal 4	To enhance the extent to which all students feel connected, protected and respected within and beyond the college
12-month target 4.1	By 2023, to increase the percentile results on the AToSS for: - Resilience from 83% to 85% - School connectedness from 68% to 70% - Advocate at school from 68% to 70% - Respect for diversity from 82% to 83%
12-month target 4.2	By 2023, to reduce the difference between the percentile ranks for males and females on the AToSS to less than 10 percent for: - Sense of confidence (2022 difference 10.7%) - Sense of connectedness (2022 difference 18.8%) - Advocate at school (2022 difference 16.7 %)
12-month target 4.3	By 2023, to increase the percentage positive response on the Parent participation and support scale of the POS from 73 percent (2022) to 75 percent.
KIS 4.b Empowering students and building school pride	Build the resilience of all students

Actions	Action 1: Further embed the language and strategies of resilient mindsets (CPR) into teaching and learning and more broadly across the school community. Action 2: Implement strategies that target gender diversity in relation to learning, wellbeing and engagement.
Outcomes	Action 1: CPR Students will: - be prepared for learning and demonstrate safe and orderly behaviour at the College - use the language and strategies of resilient mindsets (CPR) and the values matrix - identify higher levels of teacher concern, advocacy, and resilience Teachers will: -ensure they develop orderly, safe, and inclusive classroom environments. - deepen their knowledge in relation to the language and strategies of resilient mindsets (CPR) and wellbeing and how to integrate into teaching and learning. - articulate and utilise the language and strategies of resilient mindsets (CPR) in classrooms - prioritise the wellbeing needs of students. Action 2: Gender diversity awareness Students will: - report a reduction in disrespectful behaviours used by other students - be more confident to call out disrespectful behavior of their peers. Teachers will: - develop a deeper understanding of how to minimise gender bias, promote gender diversity and awareness in the classroom and call out discrimination
Success Indicators	Action 1 - student Forums - staff participation in professional conversations and PL - improved ATOSS results - increased use of CPR in curriculum documents

	Action 2 - student Forums - reduction in gender gaps on SAToSS - staff participation in professional learning and PL				
Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**	

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Action 1 Continue to develop term-by-term foci and strategies that provide practical suggestions for teachers and staff to implement CPR. This should be focused on improvement areas identified in AToSS, RY survey and relevant Sub School forum data.	☑ Assistant principal ☑ School improvement team ☑ Teacher(s) ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Action 1 Provide professional learning for identified staff with a focus on behaviour management and creating safe and orderly classrooms.	☑ Assistant principal ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 2	$16,500.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Action 1 Provide professional learning on the first day of term for all staff on supporting students to be prepared for learning and the connection between student safety, wellbeing and the classroom environment.	☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 1	$0.00
Action 1 Present the theme of "prepared for learning" to students at assemblies and class visits (in partnership with the teaching	☑ Leadership team ☑ Sub school leader/s ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00

and learning team) with clear links to school policies and the values matrix.	☑ Wellbeing team			
Action 2 Develop and implement the diversity champions program. Identified staff and students will be trained in calling out discriminatory behaviour and leading change.	☑ Assistant principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Action 2 Develop student programs and provide guidance, advice, and targeted professional learning for teachers on how to best support gender diversity.	☑ Assistant principal ☑ Sub school leader/s ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00