

Annual Implementation Plan - 2021

Define Actions, Outcomes and Activities

Greater Shepparton Secondary College (7876)



Submitted for review by Barbara OBrien (School Principal) on 29 March, 2021 at 11:04 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	Learning Catchup and extension priority
12 Month Target 1.1	2021
KIS 1 Building practice excellence	Learning, catch-up and extension priority
Actions	<p>Leaders will:</p> <ul style="list-style-type: none"> - Recruit and develop an intervention team incorporating the Tutor Learning Program, MYLNS and High Ability Practice program - Identify suitable students for the program based on the PAT-R, PAT-M and VIC Curric data. - Develop a Tutoring/MYLNS/HAP timetable for identified students. - Provide professional learning for all intervention staff <p>Teachers will:</p> <ul style="list-style-type: none"> - Develop an Educational Learning Plan (IEP) for each student on the programs and review on a fortnightly basis. - Provide differentiated and targeted interventions for students - Monitor and track student growth - Reinforce classroom instruction <p>Students will:</p> <ul style="list-style-type: none"> - Engage in the provided support - Receive targeted feedback on their progress and have a clearer understanding of where they sit in terms of the Victorian Curriculum Standards or Study Design. - Undertake learning activities and assessments based on agreed goals from their IEPs and reflect on their growth
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Develop an Intervention Program framework which outlines; the selection of students, the learning program delivered, a progress monitoring process and an evaluation strategy - Use SIT meetings to continually monitor and review the effectiveness of the Intervention programs <p>Teachers will:</p> <ul style="list-style-type: none"> - Use available data to identify individual student growth and their next point of learning need - Collaborate in teams to moderate student assessment data and plan the next level of work.

	<p>Students will:</p> <ul style="list-style-type: none"> - Undertake PAT-M and PAT-R testing. - Be supported and challenged to reach their learning potential. - Have a differentiated tutoring program based on their IEP. - Be assessed on their learning and understand how they can improve in their learning - Have a clearer understanding of where they sit in terms of the Victorian Curriculum Standards or Study Design. 			
Success Indicators	<p>Leaders are:</p> <ul style="list-style-type: none"> - Collecting and using a range of data to identify whole school improvement - Monitoring student data regularly <p>Teachers are:</p> <ul style="list-style-type: none"> - Monitoring, reviewing and making adjustments to each students' IEP - Using learning profiles and ongoing student assessment data to inform their teaching <p>Students are:</p> <ul style="list-style-type: none"> - Showing evidence of increased learning growth throughout the year and demonstrating more confidence as learners. - Achieving their IEP goals - Improving in PAT-M and PAT-R data, VIC Curriculum, Teacher judgements across the College 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Recruit and develop an intervention team incorporating the Tutor Learning Program, MYLNS and High Ability Practice program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,498,236.00 <input type="checkbox"/> Equity funding will be used
- Identify suitable students for the program based on the PAT-R, PAT-M and VIC Curric data. Develop a timetable for identified students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)			<input type="checkbox"/> Equity funding will be used
Provide Professional Learning for all Intervention staff	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,300.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop an Educational Learning Plan (IEP) for each student requiring support and review on a fortnightly basis. Provide differentiated and targeted interventions for students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$564,635.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Empowering students and building school pride	Happy, active and healthy kids priority			
Actions	LM Curriculum Leaders will: - Oversee and design the learning mentor curriculum - Liaise with positions of responsibility on each campus to oversee their roles - Monitor implementation of LM curriculum Teachers will: - Deliver the learning mentor curriculum - Attend professional learning related to LM Curriculum and provide feedback Students will: - Attend and actively participate in the learning mentor sessions Acknowledgment of Expected Behaviour Leaders will:			

	<ul style="list-style-type: none"> - Commit to the SWPBS system and process - Communicate to school community the need for positive acknowledgement system <p>Teachers will:</p> <ul style="list-style-type: none"> - Use the positive acknowledgment system with encouraging expected behaviour <p>Students will:</p> <ul style="list-style-type: none"> - display behaviour consistent with with school values and behaviour matrix <p>Student Engagement/wellbeing programs</p> <p>Leaders will:</p> <ul style="list-style-type: none"> - Facilitate, resource and promote the breakfast and lunch programs. - Design and resource a structure for a lunch time activities (including building community connections) - Resource development of a wellbeing team with one staff member per neighbourhood - Build system for multicultural support <p>Staff will:</p> <ul style="list-style-type: none"> - Promote and encourage students to access these programs - Promote and participate in lunch time activities - Work in Multitiered system utilizing high impact wellbeing areas - MEA and KE positions <p>Students will:</p> <ul style="list-style-type: none"> - Attend the programs at the appropriate times - Follow the expectations and procedures for these settings/programs - Access Specialist teams <p>Attendance Strategy</p> <p>Leaders will:</p> <ul style="list-style-type: none"> - Lead the development of a whole school attendance strategy - Provide accountability to ensure that the strategy is implemented <p>Teachers will:</p> <ul style="list-style-type: none"> - Implement the attendance strategy completing set tasks that are outlined in their roles - Analyse data with other responsible staff <p>Students will:</p> <ul style="list-style-type: none"> - Attend school - Engage with supports both internally and externally to address barriers that might be stopping them from attending school
Outcomes	<p>Implement the Learning Mentor Social Emotional Curriculum</p> <p>Leaders will:</p> <ul style="list-style-type: none"> - completion of a LM curriculum across all year levels.

	<p>Teachers will: - Implement LM curriculum in allocated classes</p> <p>Students will: - Develop key social and emotional skills to assist them to cope and thrive at school</p> <p>Acknowledgment of Expected Behaviour</p> <p>Leaders will: - SWPBS system is set up including a positive acknowledgment system</p> <p>Teachers will: - All staff are able to use the positive acknowledgment system to reinforce expected behaviours that reflect the school values</p> <p>Students will: - Know and display the key expected behaviours that make up the matrix</p> <p>Student engagement/wellbeing programs</p> <p>Leaders will: - Development of a multitiered system that provides layers of supports for different student populations in the school</p> <p>Teachers will: - Improve understanding of student needs and be able to identify and encourage students in need to access this programs</p> <p>Students will: - Have access to healthy foods at breakfast and lunch time to ensure that hunger is not a barrier or distraction to learning - Participate in lunch time activities to build their connection to school, peers and community</p> <p>Attendance Strategy</p> <p>Leaders will: - Development of a working group/PLC structure to design and implement a whole school response - Development of system to track student attendance successfully</p> <p>Teachers will: - Implement response to non-attendance in structured and coordinated way - Development of attendance support plans for tier three students with poor attendance - Participate in whole school activities to promote school attendance for all students (e.g. phone calls to family)</p> <p>Students will: - Commit to improving school attendance - Work with key internal and external supports to address barriers to their attendance</p>
Success Indicators	<p>Implement the Learning Mentor Social Emotional Curriculum</p> <ul style="list-style-type: none"> - Improvements in student opinion survey and attitudes to school survey - Improvements in SEA reports

	<ul style="list-style-type: none"> - Decrease in referrals to wellbeing team for specialized support <p>Acknowledgment of Expected Behaviour</p> <ul style="list-style-type: none"> - Gather and analyze data regarding our acknowledgements to track adherence to school values - Track students and reward behaviour of students displaying high frequency adherence to expected behaviours - All staff using acknowledgement system and giving positive praise to students - All students will have received acknowledgements for displaying expected behaviours - Receive rewards and recognition for displaying expected behaviours (e.g. AIRR market, assembly, certificates) <p>Student engagement/wellbeing programs</p> <ul style="list-style-type: none"> - Identify the needs of students and ensure that a holistic lens is provided to assist this to engage at school and in their learning - Referrals to wellbeing team to assist students - Working collaboratively with MEAs and KEs to engage community and support students and families - Improve in attendance - Engagement and attendance at class - Decrease in major and minor behaviours - Implement in ATOSS data - specifically student safety <p>Attendance Strategy</p> <ul style="list-style-type: none"> - Acknowledgment and reinforce attendance at school (evidence on Compass) - Engage with families and celebrate attendance (evidence on Compass) - Improvement in the number of students that present as chronically absent (> 40) - Improvement in individual student attendance rates 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implement the Learning Mentor Social Emotional Curriculum	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Year Level Co-ordinator(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,108,177.00 <input checked="" type="checkbox"/> Equity funding will be used
Resource wellbeing team to work in the neighbourhood model with neighbourhood leaders and house leaders	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$932,006.00

	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team		to: Term 1	<input checked="" type="checkbox"/> Equity funding will be used
Development of inclusive practices through the employment of identified multicultural (MEAs) and Koorie Workforce	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$205,307.00 <input checked="" type="checkbox"/> Equity funding will be used
Hands On Learning Program to help engage students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$55,103.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	<p>Leaders will:</p> <ul style="list-style-type: none"> - Further develop partnerships with local industries to broaden students awareness of pathway options - Strengthen and expand our relationships with the Indigenous community, the Ethnic Council, City of Greater Shepparton, Lighthouse and other agencies. - Increase the number of staff participating in SPIKE training. - Implement a Cultural School Advisory Committee - Establish authentic opportunities for members of different cultural groups to engage regularly with staff and students - Recruit cultural support staff from the African, Pasifika and Arabic communities to help support cultural inclusion within the school - Create a primary to secondary Transition Team <p>Teachers will:</p>			

	<ul style="list-style-type: none"> - Provide opportunities for students to hear from/visit/ participate in work experience with local industries - Participate in Cultural Awareness programs including Indigenous awareness - CUST Training - Implement the Kaeila Dhungala Curriculum - Incorporate cultural intelligence activities and tasks into the curriculum - Share PAT data between primary to secondary transition team - Participate in transition visits and educational activities between primary and secondary <p>Students will;</p> <ul style="list-style-type: none"> - Develop a greater awareness of the pathways available to them in local industries - Develop an acceptance, understanding and appreciation of other cultures and people - Participate in cultural awareness activities - Have a strong transition program that will support their first year at the college.
<p>Outcomes</p>	<p>Leaders are:</p> <ul style="list-style-type: none"> - Providing opportunities for local industries to broaden students' knowledge about their operations - Arranging opportunities for students to participate in work experience with local industries - Creating a culturally safe school community by broadening the staff profile to represent the main cultural groups which include African, Pasifika, Arabic and Koorie communities - Ensuring all staff are trained in cultural awareness - Communicating with primary school leaders to improve Year 6 to 7 Transition processes <p>Teachers are:</p> <ul style="list-style-type: none"> - Incorporating an awareness of local industries through incursions and excursions - Encouraging students to undertake work experience with a wide range of local industries - Demonstrating cultural awareness of the different cultures represented in the school - Supporting students to understand and appreciate the richness of different cultures - Through the House System provide authentic opportunities for student voice to improve cultural awareness - Using the House System to further promote and instil cultural awareness and acceptance - Using data from Primary Schools to assist the transition for Year 7 students <p>Students are:</p> <ul style="list-style-type: none"> - Aware of the broad range of pathways available to them through local industries - Demonstrating cultural awareness of the different cultures represented in the school. - Participating in round table discussions and cultural awareness activities. - Providing feed back to leaders and teachers about the tone and culture of the school - Leading change in attitudes and knowledge about different cultures

	<ul style="list-style-type: none"> - Participating in all House activities - Better prepared when entering Year 7 			
Success Indicators	<p>Local Industry Partnerships:</p> <ul style="list-style-type: none"> - School has developed strong partnerships with local industries - Increased knowledge by students about local pathways - Provide a variety of pathways for students - School has greater connections with local community <p>Cultural Inclusion:</p> <ul style="list-style-type: none"> - Greater knowledge and awareness by staff and students of other cultures - The school is becoming a cultural safe environment evidenced by less cultural tension between students - Evidence of greater cultural intelligence by staff - Cultural groups regularly visit the school and participate in school events <p>Year 6 to 7 Transition:</p> <ul style="list-style-type: none"> - Improved communication between the primary schools and the secondary school - More accurate data sets for students commencing secondary school - Primary students feeling a greater connectedness to the secondary school - Greater enrolments at Year 7 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Further develop partnerships with local industries to broaden students awareness of pathway options	<input checked="" type="checkbox"/> Managed Individual Pathways Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$121,193.00 <input checked="" type="checkbox"/> Equity funding will be used
Strengthen and expand our relationships with the Indigenous community, the Ethnic Council, City of Greater Shepparton, Lighthouse and other agencies.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Year Level Co-ordinator(s)			
Increase the number of staff participating in SPIKE training.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Create a primary to secondary Transition Team	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide opportunities for students to hear from/visit/ participate in work experience with local industries	<input checked="" type="checkbox"/> Managed Individual Pathways Coordinator <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
Participate in Cultural Awareness programs including Indigenous awareness - CUST Training	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement the Kaeila Dhungala Curriculum	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>Through the House System provide authentic opportunities for student voice to improve cultural awareness</p> <p>Using the House System to further promote and instil cultural awareness and acceptance</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$598,420.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
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