

Annual Implementation Plan - 2022

Define Actions, Outcomes and Activities

Trafalgar High School (8395)



Submitted for review by Jane Mersey (School Principal) on 09 May, 2022 at 03:20 PM

Endorsed by Tamina Taylor (Senior Education Improvement Leader) on 09 May, 2022 at 03:24 PM

Awaiting endorsement by School Council President

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.
12 Month Target 1.1	To increase the proportion of positive responses in goal setting from years 7 -12 to 60% To increase the proportion of positive responses in sense of confidence to 60% To improve NAPLAN numeracy % above benchmark growth to 22% for year 9
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	Leaders will: <ul style="list-style-type: none"> - identify students for Tutor Learning Initiative - lead the development of ILPs for literacy and numeracy - track and monitor student growth with data tracking tools - support the MYLNS teachers and TLI tutors in accessing professional learning MYLNS Teachers will: <ul style="list-style-type: none"> - undertake professional learning to develop skills and knowledge - develop student ILPs - undertake the program as per the Trafalgar High Intervention Plan - record observation and data of students in MS Teams channel - assess and report outcomes for students, reflecting on the progress as per students' ILPs - assist in capability building of teachers i.e. in PLCs, team teaching Tutors will: <ul style="list-style-type: none"> - undertake professional learning to develop skills and knowledge - develop student ILPs

	<ul style="list-style-type: none"> - undertake the program as per the Trafalgar High Intervention Plan - record observation and data of students in MS Teams channel <p>Students will:</p> <ul style="list-style-type: none"> - participate in the program - provide feedback on the engagement and effectiveness of both programs - develop their learning goals
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - have identified students for Tutor Learning Initiative - have led the development of ILPs for literacy and numeracy - have tracked and monitored student growth with data tracking tools - have supported the MYLNS teachers and TLI tutors in accessing professional learning <p>MYLNS Teachers will:</p> <ul style="list-style-type: none"> - have undertaken professional learning to develop skills and knowledge - have developed student ILPs - have implemented the program as per the Trafalgar High Intervention Plan - have recorded observation and data of students in MS Teams channel - have assessed and reported outcomes for students, reflecting on the progress as per students' ILPs - have assisted in capability building of teachers i.e. in PLCs, team teaching <p>Tutors will:</p> <ul style="list-style-type: none"> - have undertaken professional learning to develop skills and knowledge - have developed student ILPs - have undertaken the program as per the Trafalgar High Intervention Plan - have recorded observation and data of students in MS Teams channel <p>Students will:</p> <ul style="list-style-type: none"> - have participated in the program - have provided feedback on the engagement and effectiveness of both programs - have developed their learning goals
Success Indicators	<p>MYLNs PD completed ILPs uploaded to MS Teams for all students</p>

	Parents have agreed to students undertaking program Students have met goals as per ILP Feedback surveys completed with 80% positive endorsement of MYLN and TLI			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<ul style="list-style-type: none"> - identify students for Tutor Learning Initiative - lead the development of ILPs for literacy and numeracy - track and monitor student growth with data tracking tools - support the MYLNS teachers and TLI tutors in accessing professional learning -employ tutors for VCE program 	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<ul style="list-style-type: none"> - undertake professional learning to develop skills and knowledge - develop student ILPs - undertake the program as per the Trafalgar High Intervention Plan - record observation and data of students in MS Teams channel - assess and report outcomes for students, reflecting on the progress as per students' ILPs - assist in capability building of teachers i.e. in PLCs, team teaching 	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
<ul style="list-style-type: none"> - undertake professional learning to develop skills and knowledge - develop student ILPs - undertake the program as per the Trafalgar High Intervention Plan - record observation and data of students in MS Teams channel 	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> 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	<p>Leaders will:</p> <ul style="list-style-type: none"> * Facilitate the development of G4L timelines and lessons to ensure they are inclusive of RRRR content and curriculum, and ensure a consistent approach to goal-setting across the school * Audit the current G4L resources to ensure the lessons are developed and accessible for all year levels * Develop the capacity of staff to act as "Learning Coaches" to support students to have agency and set appropriate learning goals * Facilitate the Live 4 Life program ensuring all sessions are delivered at Year 8 and 10 in 2022. Oversee the Rubicon program at Year 9 * Ensure all staff will complete the Berry Street Education Model (beginning in Term 3 2022) and implement the practices within their classrooms *Ensure all vulnerable students will have ILP's and support plans <p>Teachers will:</p> <ul style="list-style-type: none"> *Work collaboratively to refine and deliver to the G4L program and resources, embedding the RRRR curriculum and utilise agreed goal setting framework *Conduct regular conferences with every student in their G4L class, to assist with the development of and the reflection on learning 			

	<p>goals. Learning coaches will refer any concerns to sub-school teams</p> <ul style="list-style-type: none"> * Trial strategies they learn through the Berry Street Education Model to support all students within the classroom * Be involved in the further development of the Learning Coach role description * Teachers will access, read and target students ILP's and support plans <p>Students will:</p> <ul style="list-style-type: none"> *Participate in the G4L program by setting SMART Learning Goals and reflect upon their goals * Engage in the Live 4 Life program at Year 8 and 10 and Rubicon at Year 9 * Participate in regular conferences with their Learning Coaches *Contribute to the development of their ILP's and support plans
<p>Outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> * Audit the G4L materials and ensure they are all available in the G4L team *Check that every student has a goal completed *Schedule Berry Street P.D. for staff *Publish ILP's/plans on Compass <p>Teachers will:</p> <ul style="list-style-type: none"> *Staff will feel supported in their role as Learning Coaches *Conduct 1:1 conferences with students in G4L time *Complete Day 1 & 2 of the BSEM in 2022 <p>Students will:</p> <ul style="list-style-type: none"> *Complete learning goals *Achieve their Teen Mental Health First Aid through Live 4 Life (Year 8 and 10)
<p>Success Indicators</p>	<ul style="list-style-type: none"> *All students have goals that will appear on reports by the end of 2022 *All Year 8 and 10 students will complete Live 4 Life in 2022 *All Year 9 students (excluding the TPP students) will participate in Rubicon *Improved positive responses to goal setting (60%) and sense of confidence (60%) *In learning walks and observations, evidence of staff modelling and trialing strategies from the BSEM will be observed *All G4L resources and timelines will be available and complete for all year levels

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
BSEM Professional development for staff	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$12,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
STYMI	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Project Rockit - Cyber Safety	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 2	\$5,000.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Live4Life - program and resources	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
YMH worker employed for additional .2 position	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	Improve student learning outcomes with a focus on Years 9 and 10.			
12 Month Target 2.1	Year 9 Number to increase from 13% (2019) to 16% (2022) Year 9 Reading to increase from 13% (2019) to 18% (2022) Year 9 Writing to increase from 11% (2019) to 16% (2022) Year 10 Number to increase from 11% (2019) to 16% (2022) Year 10 Reading to increase from 5% (2019) to 12% (2022) Year 10 Writing to increase from 3% (2019) to 9% (2022)			
12 Month Target 2.2	Year 9 Number decrease from 46% (2019) to 34% (2022) Year 9 Reading decrease from 41% (2019) to 33% (2022) Year 9 Writing decrease from 51% (2019) to 39% (2022) Year 10 Number decrease from 42% (2019) to 36% (2022) Year 10 Reading decrease from 35% (2019) to 33% (2022) Year 10 Writing decrease from 43% (2019) to 34% (2022)			
12 Month Target 2.3	PAT Reading – in Year 10 from 58% (2019) to 45% (2022) PAT Maths – in Year 10 from 62% to 46% (2022)			
12 Month Target 2.4	Reading - from 22% above benchmark (2019) to 25% (2022) Writing – from 22% (2019) to 25% (2022) Numeracy – from 22% above benchmark to 25% (2022)			
KIS 1 Building practice excellence	Strengthen and embed PLC processes to ensure that teaching reflects school-wide approaches to pedagogy, curriculum and assessment.			
Actions	Leaders will: -Prioritise meeting time for PLCs. -Develop the skills necessary to support the PLC teams through the Clarity Learning Suite. -Support PLC teams to rigorously implement the THS PLC Model.			

	<p>Teachers will:</p> <ul style="list-style-type: none"> -Actively participate in PLC meetings and complete the work involved in the PLC model. -Ensure GRR elements are embedded in their lessons. -Backward map the skills necessary to successfully complete Year 10 in each subject from Year 7. Skills necessary for VCE should also be considered. <p>Students will:</p> <ul style="list-style-type: none"> -Know and follow the THS non-negotiables. -Focus on acquiring and practicing skills not just task completion. -Use assessment criteria where applicable to reflect on learning. -Set future learning goals based on success and areas of weakness.
<p>Outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> -Schedule PLC meeting times. -Complete the clarity learning suite modules. -Ensure full inquiry cycles are completed within PLCs. <p>Teachers will:</p> <ul style="list-style-type: none"> -Collectively develop appropriate curriculum and plan their delivery and assessment based on student learning needs -Structure their lessons using the GRR Instructional Model. Include Learning Intentions and Success Criteria for each lesson. =Consider the skills necessary to successfully complete Year 10 when prioritising the curriculum. <p>Students will:</p> <ul style="list-style-type: none"> -Demonstrate 'ready to learn' behaviours. -Demonstrate agency in their learning by reflecting on their learning. -Demonstrate agency in their learning by setting future learning goals.
<p>Success Indicators</p>	<ul style="list-style-type: none"> -Completion of Clarity Learning Suite modules by KLD leaders and Learning Specialists. -Impact and effectiveness of practice has been measured. (Data – PAT, Post/Pre-Test) -Successful practices are embedded into the curriculum for future use (Curriculum Maps) -Skills necessary to successfully complete Year 10 have been prioritised (Curriculum Maps) -Evidence of GRR Instructional model in lessons (Learning Walks) -Students setting learning goals and visible on Compass. -Improved student outcomes (targets met)

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>-Actively participate in PLC meetings and complete the work involved in the PLC model.</p> <p>-Ensure GRR elements are embedded in their lessons.</p> <p>-Backward map the skills necessary to successfully complete Year 10 in each subject from Year 7. Skills necessary for VCE should also be considered.</p>	<p><input checked="" type="checkbox"/> PLC Leaders</p> <p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
Goal 3	Improve Victorian Certificate of Education (VCE) outcomes for all students.			
12 Month Target 3.1	Improve the All Study median score to 27			
12 Month Target 3.2	For the percentage of students under 25 to 33 %			
12 Month Target 3.3	For the percentage of all VCE study scores to 7%			
KIS 1 Building practice excellence	Implement processes to support teachers to plan collaboratively across all studies in VCE units 1-4			
Actions	<p>Leaders will:</p> <ul style="list-style-type: none"> - prioritise and quarantine time in the meeting schedule for unit 1-4 planning time to explore data sets and plan consistent curriculum and assessment. - provide data sets and offer support and professional learning to interpret data sets and plan from these results. - introduce the VCE certificate and support students and staff with the transition - revisit and clearly communicate VCE rules and procedures with students, families and staff to ensure transparency and consistent high expectations 			

	<p>Teachers will:</p> <ul style="list-style-type: none"> - participate in the VCE planning and collaboration sessions (this is inclusive of all teachers) - review and analyse data sets to inform practice in the classroom - plan consistent and cohesive curriculum and assessment across units 1 - 4 <p>Students will:</p> <ul style="list-style-type: none"> - meet the requirements as outlined in the VCE rules and procedures - access support of teachers, sub-school leaders and participate in additional supports and activities i.e. VCE Expo, revision lectures, after school tutoring and study groups
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - prioritised and quarantined time in the meeting schedule for unit 1-4 planning time to explore data sets and plan consistent curriculum and assessment. - provided data sets and offered support and professional learning to interpret data sets and plan from these results. - introduced the VCE certificate and supported students and staff with the transition - revisited and clearly communicated VCE rules and procedures with students, families and staff to ensure transparency and consistent high expectations <p>Teachers will have:</p> <ul style="list-style-type: none"> - have participated in the VCE planning and collaboration sessions (this is inclusive of all teachers) - reviewed and analysed data sets to inform practice in the classroom - planned consistent and cohesive curriculum and assessment across units 1 - 4 - participated in subject specific PD where available to support their knowledge, skills and planning - undertaken networking opportunities i.e. SEVR CoP for English teachers <p>Students will have:</p> <ul style="list-style-type: none"> - met the requirements as outlined in the VCE rules and procedures - accessed support of teachers, sub-school leaders and participate in additional supports and activities i.e. VCE Expo, revision lectures, after school tutoring and study groups - participated in VCE information sessions, 1:1 interviews with senior team, 1:1 conferences with G4L Coach.
Success Indicators	<ul style="list-style-type: none"> - Documented curriculum for all studies across units 1 - 4 completed and uploaded to MS KLD Teams - VCE documented timelines for all studies completed with evidence provided in PDP plans and meetings. Documents to be uploaded to MS Teams KLD channels. - data targets met in improving student outcomes - aggregate learning behaviour data is maintained to a high level throughout the year

	<ul style="list-style-type: none"> - the year 12 AtoSS data for 'effective teaching practice for cognitive engagement' and 'high expectations for success' to maintain at or above 80% positive endorsement - at year 12 VCE AtoSS effective teaching time to increase from 30.9 to 36 % and stimulated learning and stimulated learning from 15.1 to 20% 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<ul style="list-style-type: none"> - prioritise and quarantine time in the meeting schedule for unit 1-4 planning time to explore data sets and plan consistent curriculum and assessment. - provide data sets and offer support and professional learning to interpret data sets and plan from these results. - introduce the VCE certificate and support students and staff with the transition - revisit and clearly communicate VCE rules and procedures with students, families and staff to ensure transparency and consistent high expectations 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<ul style="list-style-type: none"> - have participated in the VCE planning and collaboration sessions (this is inclusive of all teachers) - reviewed and analysed data sets to inform practice in the classroom - planned consistent and cohesive curriculum and assessment across units 1 - 4 - participated in subject specific PD where available to support their knowledge, skills and planning - undertaken networking opportunities i.e. SEVR CoP for English teachers 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
--	--	--	--	---