

2022 Annual Implementation Plan

for improving student outcomes

Parkdale Secondary College (8225)



Submitted for review by David Russell (School Principal) on 09 December, 2021 at 10:40 AM
Endorsed by Leanne Marshall (Senior Education Improvement Leader) on 28 January, 2022 at 02:38 PM
Endorsed by Steve Galjar (School Council President) on 13 April, 2022 at 09:44 AM

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	Evolving
	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	Evolving
	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	2021 has followed 2020 in terms of meeting targets of the School Strategic Plan and AIP. The three mandated DET priorities were the focus but again COVID-19 and the restrictions that were in place rendered many of our plans obsolete. Priority One - The agreed teaching and learning cycle was developed in 2019 and from this the development of the Instructional Model. This was launched in 2020 but the important 'bedding in' process did not happen given the remote learning phases. The relaunch took place in term one 2021. A standard curriculum mapping template was developed and completed by all learning areas. The observation of peer teachers in the use of the model was scheduled for semester 2 but did not happen due to remote learning. The tutor learning initiative was successfully implemented. This did continue
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	<p>through the remote learning period.</p> <p>Priority Two - We commenced reviewing our wellbeing structures and procedures. We initiated and continued relationships with external support agencies and students received support on a one to one basis with a well being team member. There were professional development opportunities for school leaders and this meant there was a reduction in the tier 1 and tier 2 students being referred directly to well being.</p> <p>Priority Three - The communication with parents using different media to maintain this contact continued through 2021.</p>
<p>Considerations for 2022</p>	<p>The 2022 priorities as directed by the DET will be the focus in 2022 being:</p> <p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p> <p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.</p> <p>We have paused our own SSP goals and targets to concentrate on these DET priorities. Given we are in a year of review in 2022 it was agreed that this was the best decision. When we write the new SSP we will hopefully be able to again work towards the school driven priorities</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
</p> <p>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.</p>
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 improve student achievement in all learning areas at all year levels.
Target 2.1	The percentage of students in the top two bands in NAPLAN to be, at least, 30 per cent in Reading, 20 per cent in Writing and 32 per cent in Numeracy by 2022.
Target 2.2	The percentage of medium and high growth in NAPLAN to be, at least, 78% in Reading, 78% in Writing and 80% in Numeracy by 2022.
Target 2.3	The mean VCE All Studies Score to be at least 30.5 by 2022.

Key Improvement Strategy 2.a Vision, values and culture	To develop and communicate the vision and values for the college
Key Improvement Strategy 2.b Building practice excellence	To build the capacity of teachers to improve the quality of teaching and learning in the classroom
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Action Plan to accelerate improvement
Goal 3	To improve student engagement in learning.
Target 3.1	By 2022, the AToSS results are: <ul style="list-style-type: none"> • Differentiated Learning Challenge to have at least 60 per cent positive response • High Expectations for Success to have at least 75 per cent positive response • Stimulated Learning to have at least 55 per cent positive response • Student Voice and Agency to have at least 50 per cent positive response
Target 3.2	By 2022, the SOS to have at least 48 per cent positive response for Instructional Leadership.
Key Improvement Strategy 3.a Empowering students and building school pride	To implement a student voice and agency strategy across the College (ESBSP).
Key Improvement Strategy 3.b Vision, values and culture	To develop a culture of high expectations and consistency of practice across the College (VVC).

Goal 4	To improve student wellbeing.
Target 4.1	<p>By 2022, the AToSS results are:</p> <ul style="list-style-type: none"> • Advocate at School to have at least 70 per cent positive response; • Motivation and Interest to have at least 65 per cent positive response; • Sense of Confidence to have at least 68 per cent positive response.
Target 4.2	<p>By 2022, the SOS results are:</p> <ul style="list-style-type: none"> • Collective Responsibility to have at least 65 per cent positive response; • Teacher Collaboration to have at least 48 per cent positive response.
Key Improvement Strategy 4.a Health and wellbeing	To develop a college-wide approach to wellbeing (HW).

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>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.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>NAPLAN Benchmark Growth (Yr9) 16% to 18% PAT - M</p> <p>Sense of Connectedness (AToSS) 42% to 48% Emotional Awareness and Regulation 62% to 65%</p>
To improve student achievement in all learning areas at all year levels.	No	The percentage of students in the top two bands in NAPLAN to be, at least, 30 per cent in Reading, 20 per cent in Writing and 32 per cent in Numeracy by 2022.	
		The percentage of medium and high growth in NAPLAN to be, at least, 78% in Reading, 78% in Writing and 80% in Numeracy by 2022.	

		The mean VCE All Studies Score to be at least 30.5 by 2022.	
To improve student engagement in learning.	No	By 2022, the AToSS results are: <ul style="list-style-type: none"> • Differentiated Learning Challenge to have at least 60 per cent positive response • High Expectations for Success to have at least 75 per cent positive response • Stimulated Learning to have at least 55 per cent positive response • Student Voice and Agency to have at least 50 per cent positive response 	
		By 2022, the SOS to have at least 48 per cent positive response for Instructional Leadership.	
To improve student wellbeing.	No	By 2022, the AToSS results are: <ul style="list-style-type: none"> • Advocate at School to have at least 70 per cent positive response; • Motivation and Interest to have at least 65 per cent positive response; • Sense of Confidence to have at least 68 per cent positive response. 	

		<p>By 2022, the SOS results are:</p> <ul style="list-style-type: none"> • Collective Responsibility to have at least 65 per cent positive response; • Teacher Collaboration to have at least 48 per cent positive response. 	
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Goal 1	<p>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.</p>	
12 Month Target 1.1	<p>NAPLAN Benchmark Growth (Yr9) 16% to 18% PAT - M</p> <p>Sense of Connectedness (AToSS) 42% to 48% Emotional Awareness and Regulation 62% to 65%</p>	
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 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 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.
12 Month Target 1.1	NAPLAN Benchmark Growth (Yr9) 16% to 18% PAT - M Sense of Connectedness (AToSS) 42% to 48% Emotional Awareness and Regulation 62% to 65%
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	Continue to implement a multi tiered response to meet individual learning needs - All levels of learning including identified High Abilities students (TLI, MYLNS, TNT Numeracy, PSC Numeracy support program, differentiation in the classroom)
Outcomes	Students identified based on diagnostic assessment data Appropriate differentiation of work Appropriate students identified and placed in the most suitable program Teachers and tutors plan for differentiation based on the student learning data
Success Indicators	Curriculum documentation shows planning for differentiation TLI Meeting notes show plans to support individual learning needs NAPLAN results Post testing shows student improvement (catch up) - PAT data Progress against IEPs

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Recruitment of Tutors	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$408,000.00 <input 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
Recruitment of Quicksmart (Numeracy) Instructors	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$120,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
Recruitment of Special Education teacher	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$70,000.00

	<input checked="" type="checkbox"/> Principal		to: Term 1	<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
Identification of students through testing	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$8,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
Documentation showing differentiation in classroom	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input 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
Review and update IEPs for selected students	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input 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
PLT training (PLC)	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Staff Development Coordinator	<input checked="" 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	Plan how whole school professional learning on chosen areas will be implemented and revisited throughout the year Establish student focus groups to promote student voice and seek feedback on the promotion of wellbeing and positive mental health Implement the Resilience, Rights and Respectful Relationships curriculum			
Outcomes	Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer students' mental health needs Teachers will implement and model consistent routines Wellbeing team will directly support students' mental health and/or provide referrals At-risk students will be identified and receive targeted support in a timely manner Students will have strong relationships with peers/staff Families of at-risk students will receive regular communication and support from the school			
Success Indicators	Policies and programs will show documentation of multi-tiered response model Curriculum documentation will show plans for social and emotional learning Notes from learning walks and peer observation will show how staff are embedding social and emotional learning Student support resources displayed around the school will show how students can seek support AToSS: sense of connectedness, emotional awareness and regulation			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Audit and develop curriculum resources to reflect wellbeing and social-emotional learning focus	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input 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
Review processes for documenting engagements with parents/carers/kin to ensure appropriate follow up when difficult situations arise	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input 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
Identify and schedule appropriate professional learning for teachers implementing wellbeing programs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(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 checked="" 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
Partner with non-for profit groups and external support agencies to provide targeted student support	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
Engage with speech pathologist to support groups of students with disabilities and additional needs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
Additional assistance in wellbeing team	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$70,000.00

			to: Term 4	<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
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$70,000.00	\$0.00	\$70,000.00
Disability Inclusion Tier 2 Funding	\$299,744.00	\$228,000.00	\$71,744.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$369,744.00	\$228,000.00	\$141,744.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Recruitment of Quicksmart (Numeracy) Instructors	\$120,000.00
Recruitment of Special Education teacher	\$70,000.00
Identification of students through testing	\$8,000.00
PLT training (PLC)	\$10,000.00
Identify and schedule appropriate professional learning for teachers implementing wellbeing programs	\$15,000.00
Partner with non-for profit groups and external support agencies to provide targeted student support	\$5,000.00
Engage with speech pathologist to support groups of students with disabilities and additional needs	\$80,000.00
Additional assistance in wellbeing team	\$70,000.00

Totals	\$378,000.00
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Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Recruitment of Special Education teacher	from: Term 1 to: Term 1		
PLT training (PLC)	from: Term 1 to: Term 4		
Additional assistance in wellbeing team	from: Term 1 to: Term 4	\$70,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals			

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Recruitment of Quicksmart (Numeracy) Instructors	from: Term 1 to: Term 1	\$120,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education Support Staff

Identification of students through testing	from: Term 1 to: Term 1	\$8,000.00	
Identify and schedule appropriate professional learning for teachers implementing wellbeing programs	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Whole school
Partner with non-for profit groups and external support agencies to provide targeted student support	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • Professional services (inclusive education related services)
Engage with speech pathologist to support groups of students with disabilities and additional needs	from: Term 1 to: Term 4	\$80,000.00	
Totals		\$228,000.00	

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
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Totals	\$0.00
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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
PLT training (PLC)	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Staff Development Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Identify and schedule appropriate professional learning for teachers implementing wellbeing programs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site