**2023 Annual Implementation Plan**

Submitted for review by Peter Langham (School Principal) on 14 January, 2023 at 03:41 PM  
Endorsed by Michael Devine (Senior Education Improvement Leader) on 07 February, 2023 at 02:15 PM  
Endorsed by Emma Boag (School Council President) on 07 February, 2023 at 08:03 PM

**for improving student outcomes**

Monterey Secondary College (8809)



**Self-evaluation summary - 2023**

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|  | FISO 2.0 dimensions | Self-evaluation level |
| **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 | Evolving |
| Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core |

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| **Teaching and learning** | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Evolving |
| 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 |

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| **Assessment** | Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. | Evolving |
| Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities |

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| **Engagement** | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students’ participation and engagement in school | Evolving |
| Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school |

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| **Support and resources** | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Evolving |
| Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students |

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| **Enter your reflective comments** | 2023 was a year for consolidation after rapid transformation.   We had our positive and insightful School Review experience in term 1. Quickly followed by ongoing staff absence increases, as well as some unexpected staffing changes. The absence issue became more difficult to manage through Term 2 and Term 3 when there were no CRTs available.  Overall, the school has become stable and cohesive despite the ongoing challenges. |
| **Considerations for 2023** | We inducted just 5 new staff for 2023, despite enrolment growth. A great outcome, highlighting the stability that we're seeing despite the complex workforce shortages being experienced globally. |
| **Documents that support this plan** |  |

**Select annual goals and KIS**

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| Four-year strategic goals | Is this selected for focus this year? | **Four-year strategic targets** | 12-month targetThe 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
| **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. | Yes | Support for the 2023 Priorities | LEARNING1a: Support both students who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy-Increase % Top 2 bands NAPLAN Year 9 in Reading (>5%), Writing (>5%), Numeracy (>5%)-Increase % Med to High Learning Growth Year 9 Reading (>22% High Growth), Writing (>15% Growth), Numeracy (>22% High Growth)-66% of students at Year 7, Year 8, Year 9 and Year 10 demonstrate at least 12 months growth in Teacher Judgement for Number and Algebra-AtoSS – Stimulated Learning > 60% Positive Endorsement -SSS – Guaranteed and Viable Curriculum > 60% Positive Endorsement-VCE Value Add > 0-VCE Median Study Score > 26-VET Competencies Completion > 80%-VCE VM Completion Rate > 90%WELLBEING1b: Effectively mobilise available resources to support students wellbeing and mental health, especially the most vulnerable.- <45% of students absent for >20 days and <30% of students absent for >30 days- Meet or exceed similar schools AtoSS - Student voice and agency and sense of connectedness measures to be above similar schools in each ATOSS |
| Improve learning achievement and growth for all students in literacy and numeracy. | No | NAPLAN benchmark growth years 7-9   * By 2025, increase the percentage of students meeting or above benchmark growth in reading from 68% (Av. 2018- 2021) to 75% or more (including above benchmark growth from 21% (Av. 2018 - 2021) to 25% or more each year) * By 2025, increase the percentage of students meeting or above benchmark growth in writing from 64% (Av. 2018-2021) to 75% or more (including above benchmark growth from 15% (Av. 2018-2021) to 25% or more each year) * By 2025, increase the percentage of students meeting or above benchmark growth in numeracy from 78% (2021) to 80% or more (including above benchmark growth from 23% (2021) to 25% or more each year) |  |
| NAPLAN – Middle 2 bands and top 2 bands (combined) - Year 9  1.2.1 By 2025, increase the percentage of students achieving in the middle two and top two NAPLAN bands (combined) in reading from 57% (Av. 2018-2021) to 65% or above (including from 4% to 10% in the top two bands)  1.2.2 By 2025, increase the percentage of students achieving in the middle two and top two NAPLAN bands (combined) in writing from 39% (Av. 2018-2021) to 65% or above (including from 2% to 10% in the top two bands)  1.2.3 By 2025, increase the percentage of students achieving in the middle two and top two NAPLAN bands (combined) in numeracy from 69% (Av. 2018- 2021) to 75% or above (including from 5% to 10% in the top two bands) |  |
| Teacher judgement growth  By 2025, increase the percentage of students in each Year level (7-10) above expected growth in reading from Av. 2018-2021 data each year to the following:   * Year 7: From 25% to 55% * Year 8: From 38% to 55% * Year 9: From 21% to 55% * Year 10: From 33% to 55%   By 2025, increase the percentage of students in each Year level (7-10) above expected growth in writing from Av. 2018-2021 data each year to the following:   * Year 7: From 43% to 60% * Year 8: From 30% to 55% * Year 9: From 21% to 55% * Year 10: From 33% to 55%   1.3.3 By 2025, increase the percentage of students in each Year level (7-10) above expected growth in number from Av. 2018-2021 data and algebra each year to the following:   * Year 7: From 46% to 60% * Year 8: From 50% to 60% * Year 9: From 33% to 55% * Year 10: From 22% to 55% |  |
| From 2022 to 2025 increase the percentage of students completing the VCE from 94% (Av. 2018-2021) to 95% or more. |  |
| VCAL / VCE Vocational major completion rates  From 2022 to 2025 increase the percentage of students completing the VCAL / VCE Vocational major from 80% (Av. 2018-2021) to 85% or more. |  |
| VET completion rates  From 2022 to 2025 increase the percentage of students completing VET from 73% (Av. 2018-2021) to 80% or more. |  |
| Build student engagement and ownership of their learning. | No | Attitudes to School Survey (AToSS)  Increase the percentage of positive responses (Year 7-12) to the following by 2025:   * Stimulated learning from 56% (Av. 2018- 2021) to 70% or more * Student voice and agency from 46% (Av. 2018- 2021) to 65% or more * Self-regulation and goal setting from 59% (Av. 2018- 2021) to 70% or more * Sense of confidence from 59% (Av. 2018- 2021) to 70% or more * Managing bullying from 54% (Av. 2018- 2021) to 65% or more |  |
| School Staff Survey (SSS)  Increase the percentage positive endorsement each year to 2025 of the following factors:  School climate module:   * Collective efficacy from 36% (Av. 2018- 2021) to 65% or more * Academic emphasis from 32% (Av. 2018- 2021) to 60% or more   School leadership module:   * Instructional leadership from 69% (Av. 2018- 2021) to 75% or more   Teaching and learning module factors:   * Professional learning through peer observation from 47% (Av. 2018- 2021) to 75% or more * Use student feedback to improve practice from 59% (Av. 2018- 2021) to 70% or more * Understand how to analyse data from 48% (Av. 2018- 2021) to 70% or more * Promote student ownership of learning from 65% (Av. 2018- 2021) to 80% or more |  |
| Student absence:  Reduce the number of students absent for 20 days or more each year (2022-2025) from 46% (average 2018-2021) to less than 30% by 2025. |  |
| Strengthen student wellbeing and community engagement. | No | AToSS Survey  Increase the percentage of positive responses (Year 7-12) each year from Av 2018-2021 data to 2025 to the following:   * Sense of connectedness from 53% to 65% (Social engagement) * Emotional awareness and regulation from 73% (2021) to 75% (Emotional & relational engagement) * Teacher concern from 50% to 70% (Teacher /student relations) |  |
| School Staff Survey (SSS)  Increase the percentage positive endorsement each year from Av 2018-2021 data to 2025 of the following factors:   * Trust in students and parents from 29% to 60% or more * Parent and community engagement from 54% to 70% or more * Teacher collaboration from 50% to 75% or more |  |
| Parent Opinion Survey:  Increase the percentage of positive responses to Parent Community engagement (3 factors combined) from 60% from Av 2018-2021 data to 70% by 2025. |  |

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| **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-month target | LEARNING 1a: Support both students who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy  -Increase % Top 2 bands NAPLAN Year 9 in Reading (>5%), Writing (>5%), Numeracy (>5%) -Increase % Med to High Learning Growth Year 9 Reading (>22% High Growth), Writing (>15% Growth), Numeracy (>22% High Growth) -66% of students at Year 7, Year 8, Year 9 and Year 10 demonstrate at least 12 months growth in Teacher Judgement for Number and Algebra -AtoSS – Stimulated Learning > 60% Positive Endorsement  -SSS – Guaranteed and Viable Curriculum > 60% Positive Endorsement -VCE Value Add > 0 -VCE Median Study Score > 26 -VET Competencies Completion > 80% -VCE VM Completion Rate > 90%   WELLBEING 1b: Effectively mobilise available resources to support students wellbeing and mental health, especially the most vulnerable.  - <45% of students absent for >20 days and <30% of students absent for >30 days - Meet or exceed similar schools AtoSS  - Student voice and agency and sense of connectedness measures to be above similar schools in each ATOSS | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1.a** | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | Yes |
| **KIS 1.b** | 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 2023. | |

**Define actions, outcomes, success indicators and activities**

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| **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 target | LEARNING 1a: Support both students who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy  -Increase % Top 2 bands NAPLAN Year 9 in Reading (>5%), Writing (>5%), Numeracy (>5%) -Increase % Med to High Learning Growth Year 9 Reading (>22% High Growth), Writing (>15% Growth), Numeracy (>22% High Growth) -66% of students at Year 7, Year 8, Year 9 and Year 10 demonstrate at least 12 months growth in Teacher Judgement for Number and Algebra -AtoSS – Stimulated Learning > 60% Positive Endorsement  -SSS – Guaranteed and Viable Curriculum > 60% Positive Endorsement -VCE Value Add > 0 -VCE Median Study Score > 26 -VET Competencies Completion > 80% -VCE VM Completion Rate > 90%   WELLBEING 1b: Effectively mobilise available resources to support students wellbeing and mental health, especially the most vulnerable.  - <45% of students absent for >20 days and <30% of students absent for >30 days - Meet or exceed similar schools AtoSS  - Student voice and agency and sense of connectedness measures to be above similar schools in each ATOSS | | | | |
| 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** | Develop and embed FNEP Numeracy Plan to build staff capacity in Numeracy in order to identify and meet students’ individual learning needs | | | | |
| **Outcomes** | -Students in need of targeted Numeracy academic support or intervention will be identified and supported -Students will display an increased use of Numeracy-specific vocabulary  -Teachers will plan for differentiation based on student learning Numeracy data | | | | |
| **Success Indicators** | -Embed FNEP middle years PLCs (Years 5 to 8), and joint Primary PLCs -Student IEP’s will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.  -The percentage of students in the top two NAPLAN bands for Numeracy will increase (FGG Target) -75% Medium / High Benchmark Growth in Year 5 and Year 9 Reading, Writing, and Numeracy (FGG Target) -SSS factors: instructional leadership, collective efficacy -AtoSS factors: stimulated learning, advocate at school -AtoSS Stimulated Learning > 60% Positive Endorsement (FGG Target) -SSS Guaranteed and Viable Curriculum > 60% Positive Endorsement (FGG Target) -An FNEP assessment schedule will be maintained, including F&P to Year 8 | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Meeting Schedule enables Joint FNEP PLC Meetings (6 per year) | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Timetable enables PLC meetings | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Meeting schedule enables PLC meetings | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Planning documents are developed and implemented consistently across PLCs | | 🗹 PLT leaders | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Develop an FNEP Numeracy strategy that supports staff to identify and meet students individual numeracy learning needs | | 🗹 Assistant principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $150,000.00  🗹 Equity funding will be used |
| Review the assessment schedule and embed time for moderation of Numeracy assessment | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 3  to: Term 4 | $0.00 |
| Organise FNEP Learning Walks to observe staff practice and collect data on student experiences of Numeracy assessment and differentiation | | 🗹 Assistant principal | 🗹 PLP Priority | from: Term 3  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** | Strengthen the whole school approach towards social and emotional learning, and trauma-informed, positive education  Embed Disability Inclusion Profiling practices to maximise support for the most vulnerable students | | | | |
| **Outcomes** | Establish Trauma-Informed, Positive Education FNEP Working Group  Students will be able to explain what positive mental health means and where they can seek support at school | | | | |
| **Success Indicators** | -Establish FNEP TIPE (Trauma Informed Positive Education) coaching and feedback model, including 2022 FNEP Learning Walk Checklist development -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 ? -Meet or exceed similar schools AtoSS Emotional Factors: Sense of Connectedness, Psychological distress, Resilience and Emotional Awareness and Regulation -Meet or exceed similar schools SSS Factors Instructional Leadership, Collective Efficacy and Trust in Colleagues - Reduction in chronic absences | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Schedule regular learning walks and peer observation that focus on the social emotional elements of the Personal and Social General Capability | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $150,000.00  🗹 Equity funding will be used |
| Refine FNEP TIPE Learning Walks Checklist | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $150,000.00  🗹 Equity funding will be used |
| Collection and collation of TIPE Learning Walk data | | 🗹 Assistant principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Within the FNEP TIPE team (Trauma-Informed, Positive Education) investigate professional learning opportunities, including subsequent sessions to determine impact and review actions | | 🗹 Assistant principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Maintain clear referral processes, linked to the disability and inclusion model | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $150,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Embed the scope and sequence for the teaching of the Personal and Social General Capability (Respectful Relationships and Strengths based practice) | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Support student leaders to run student focus groups to seek feedback on the schools’ approach to supporting student mental health. | | 🗹 Wellbeing team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Mobilise human resources through equity and Tier 3 funding to support the most vulnerable | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $300,000.00  🗹 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used |
| -RAP Routinely monition Early School Leavers Plan with JSPM | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| -RAP Engage with regional supports to reduce number of Early School Leavers | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| -RAP Continue to build staff capacity to use and share data from Students At Risk database | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |

**Funding planner**

Summary of budget and allocated funding

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| **Summary of budget** | **School’s total funding ($)** | **Funding allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $929,966.30 | $600,000.00 | $329,966.30 |
| Disability Inclusion Tier 2 Funding | $186,436.46 | $300,000.00 | -$113,563.54 |
| Schools Mental Health Fund and Menu | $0.00 | $0.00 | $0.00 |
| **Total** | $1,116,402.76 | $900,000.00 | $216,402.76 |

Activities and milestones – Total Budget

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| --- | --- |
| **Activities and milestones** | **Budget** |
| Develop an FNEP Numeracy strategy that supports staff to identify and meet students individual numeracy learning needs | $150,000.00 |
| Schedule regular learning walks and peer observation that focus on the social emotional elements of the Personal and Social General Capability | $150,000.00 |
| Refine FNEP TIPE Learning Walks Checklist | $150,000.00 |
| Maintain clear referral processes, linked to the disability and inclusion model | $150,000.00 |
| Mobilise human resources through equity and Tier 3 funding to support the most vulnerable | $300,000.00 |
| **Totals** | $900,000.00 |

Activities and milestones - Equity Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Develop an FNEP Numeracy strategy that supports staff to identify and meet students individual numeracy learning needs | from: Term 1  to: Term 4 | $150,000.00 | 🗹 School-based staffing |
| Schedule regular learning walks and peer observation that focus on the social emotional elements of the Personal and Social General Capability | from: Term 1  to: Term 4 | $150,000.00 | 🗹 School-based staffing |
| Refine FNEP TIPE Learning Walks Checklist | from: Term 1  to: Term 4 | $150,000.00 | 🗹 School-based staffing |
| Mobilise human resources through equity and Tier 3 funding to support the most vulnerable | from: Term 1  to: Term 4 | $150,000.00 | 🗹 School-based staffing |
| **Totals** |  | $600,000.00 |  |

Activities and milestones - Disability Inclusion Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Maintain clear referral processes, linked to the disability and inclusion model | from: Term 1  to: Term 4 | $150,000.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| Mobilise human resources through equity and Tier 3 funding to support the most vulnerable | from: Term 1  to: Term 4 | $150,000.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| **Totals** |  | $300,000.00 |  |

Activities and milestones - Schools Mental Health Fund and Menu

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

Additional funding planner – Total Budget

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| **Activities and milestones** | **Budget** |
| **Totals** | $0.00 |

Additional funding planner – Equity Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

Additional funding planner – Disability Inclusion Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

Additional funding planner – Schools Mental Health Fund and Menu

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

**Professional learning plan**

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| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
| Develop an FNEP Numeracy strategy that supports staff to identify and meet students individual numeracy learning needs | 🗹 Assistant principal | from: Term 1  to: Term 4 | 🗹 Preparation  🗹 Formalised PLC/PLTs | 🗹 Network professional learning | 🗹 Internal staff  🗹 Learning specialist  🗹 Maths/Sci specialist | 🗹 On-site |
| Organise FNEP Learning Walks to observe staff practice and collect data on student experiences of Numeracy assessment and differentiation | 🗹 Assistant principal | from: Term 3  to: Term 4 | 🗹 Preparation  🗹 Peer observation including feedback and reflection  🗹 Individualised reflection | 🗹 PLC/PLT meeting | 🗹 Internal staff  🗹 Learning specialist  🗹 Maths/Sci specialist | 🗹 On-site |
| Collection and collation of TIPE Learning Walk data | 🗹 Assistant principal | from: Term 1  to: Term 4 | 🗹 Collaborative inquiry/action research team  🗹 Peer observation including feedback and reflection | 🗹 PLC/PLT meeting | 🗹 Internal staff | 🗹 On-site |
| Within the FNEP TIPE team (Trauma-Informed, Positive Education) investigate professional learning opportunities, including subsequent sessions to determine impact and review actions | 🗹 Assistant principal | from: Term 1  to: Term 4 | 🗹 Preparation | 🗹 Communities of practice | 🗹 Internal staff | 🗹 On-site |
| Mobilise human resources through equity and Tier 3 funding to support the most vulnerable | 🗹 Principal | from: Term 1  to: Term 4 | 🗹 Preparation | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff  🗹 External consultants  Willum Warrain Aboriginal Association | 🗹 Off-site  Willum Warrain Aboriginal Association |