

2023 Annual Implementation Plan

for improving student outcomes

Mount Clear College (7267)



Submitted for review by Lynita Taylor (School Principal) on 30 January, 2023 at 03:52 PM
Endorsed by Karen Biggelaar (Senior Education Improvement Leader) on 21 February, 2023 at 09:51 AM
Endorsed by Joanne Hocking (School Council President) on 08 May, 2023 at 01:29 PM

Self-evaluation Summary - 2023

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

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	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, 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	<p>2022 was a year of re-settling our students who came back from Remote Learning with significantly concerning behaviours both within and outside of the classroom. There was a need to carry out intensive work to rebuild our college culture and to re-teach a high number of socially acceptable behaviour norms including online behaviours.</p> <p>This has also been a year of rebuilding students' learning confidence and learning stamina.</p>
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Considerations for 2023	Developing safe learning communities across years 7 to 10 will be an important piece of our work in term 1 of 2023. PLC reflections at the end of this year, highlighted the impact of this work on students' engagement with learning. It was recognised by one KLA, that while they had spent considerable time ensuring strong curriculum to engage students it was not having the desired effect, while supporting students to build connections with each other did have a positive impact on this.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>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.</p>
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 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
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To maximise student learning growth
Target 2.1	<p>By 2025, increase the percentage of Year 9 students achieving high benchmark NAPLAN growth:</p> <ul style="list-style-type: none"> • Reading to 75% or above (from 62.8% in 2021) • Writing to 75% or above (from 63.3% in 2021) • Numeracy to 75% or above (from 57.6% in 2021).
Target 2.2	<p>By 2025, increase the percentage of Year 9 students who achieve in the top two bands of NAPLAN:</p> <ul style="list-style-type: none"> • Reading to 65% or above (from 54% in 2021) • Writing to 35% or above (from 24% in 2021) • Numeracy to 55% or above (from 46% in 2021).

Target 2.3	<p>VCE:</p> <ul style="list-style-type: none"> • By 2025, decrease the percentage of students with a VCE mean English study score of less than 25 to 5% or less (from 15% in 2021) • By 2025, increase the VCE mean all study score to 29 or more (from 26.2 in 2021) • By 2025, increase the percentage of students achieving a VCE study score of 37 or more to 12% (from 6.25 in 2021).
Key Improvement Strategy 2.a Building practice excellence	Build the instructional practice of every teacher
Key Improvement Strategy 2.b Evaluating impact on learning	Strengthen the data literacy and formative assessment skills of all teachers
Key Improvement Strategy 2.c Building practice excellence	Implement and embed an effective PLC
Goal 3	To improve student engagement and learner agency
Target 3.1	<p>By 2025, the overall per cent positive responses score on the ATSS for Years 7–12 will be:</p> <ul style="list-style-type: none"> • Student voice and agency—35% or above (from 27% in 2021) • Self-Regulation and goal setting— 55% or above (from 46% in 2021) • Differentiated learning challenge— 56% or above (from 47% in 2020) • Effective teaching time—60% or above (from 49% in 2021).

Target 3.2	By 2025, the percentage of students with 20 or more days of absence will decrease from 40 per cent (2021) to 30 per cent (2025).
Target 3.3	By 2025, the Earth Education Centre will increase the percentage of schools accessing the centre programs that are identified as disadvantaged, including rural and regional, to 60% or above (from 51% in 2021).
Target 3.4	By 2025, the per cent positive endorsement on the POS will be: <ul style="list-style-type: none"> • Parent participation and involvement—60% or above (from 46% in 2021) • Student cognitive engagement—70% or above (from 63% in 2021).
Key Improvement Strategy 3.a Building practice excellence	Build teacher capacity to enable the consistent use of cognitive engagement strategies in all classrooms
Key Improvement Strategy 3.b Empowering students and building school pride	Build collective practice excellence to empower students to have agency and influence in their learning
Key Improvement Strategy 3.c Parents and carers as partners	Further develop purposeful partnerships with parents and carers to promote student engagement and ownership of learning
Goal 4	To improve the resilience and social and emotional wellbeing of all students
Target 4.1	By 2025, the overall per cent of positive responses score on the ATSS for Years 7–12 will be:

	<ul style="list-style-type: none"> • Managing bullying—85% or above (from 79% in 2021) • Teacher concern—40% or above (from 32% in 2021).
Target 4.2	<p>By 2025, the per cent positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> • Parent and community involvement—60% or above (from 51% in 2021) • Trust in students and parents—60% or above (from 45% in 2021).
Key Improvement Strategy 4.a Health and wellbeing	Embed social and emotional learning into the school curriculum
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Build the capacity of all teachers, students and parents to adopt positive social behaviours across the school community
Key Improvement Strategy 4.c Health and wellbeing	Embed multi-tiered systems of support that enhance student wellbeing, learning and engagement

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>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.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Decrease the % of Year 9 students below benchmark growth for Reading to 27% in 2023 and Numeracy to 32% in 2023</p>
To maximise student learning growth	Yes	<p>By 2025, increase the percentage of Year 9 students achieving high benchmark NAPLAN growth:</p> <ul style="list-style-type: none"> • Reading to 75% or above (from 62.8% in 2021) • Writing to 75% or above (from 63.3% in 2021) • Numeracy to 75% or above (from 57.6% in 2021). 	<p>Percentage of Year 9 students achieving high benchmark NAPLAN growth: Reading (from 62.8% in 2021) to 72% or above Writing (from 73.3% in 2021) to 80% or above Numeracy (from 57.6 in 2021) to 67% or above</p>
		<p>By 2025, increase the percentage of Year 9 students who achieve in the top two bands of NAPLAN:</p> <ul style="list-style-type: none"> • Reading to 65% or above (from 54% in 2021) • Writing to 35% or above (from 24% in 2021) • Numeracy to 55% or above (from 46% in 2021). 	<p>Percentage of Year 9 students who achieve in the top two bands of NAPLAN: Reading (from 21% in 2022) to 26% or above Writing (from 13% in 2022) to 20% or above Numeracy (from in 15% 2022) to 20% or above</p>
		<p>VCE:</p> <ul style="list-style-type: none"> • By 2025, decrease the percentage of students with a VCE mean English study score of less than 25 to 5% or less (from 15% in 2021) 	<p>Students with a VCE mean English study score of less than 25 to 10% or less Increase the VCE mean all study score to 28 or more Increase the VCE median all study score to 30 or more Increase the percentage of students</p>

		<ul style="list-style-type: none"> • By 2025, increase the VCE mean all study score to 29 or more (from 26.2 in 2021) • By 2025, increase the percentage of students achieving a VCE study score of 37 or more to 12% (from 6.25 in 2021). 	achieving a VCE study score of 37 or more to 10%
To improve student engagement and learner agency	Yes	<p>By 2025, the overall per cent positive responses score on the ATSS for Years 7–12 will be:</p> <ul style="list-style-type: none"> • Student voice and agency—35% or above (from 27% in 2021) • Self-Regulation and goal setting— 55% or above (from 46% in 2021) • Differentiated learning challenge— 56% or above (from 47% in 2020) • Effective teaching time—60% or above (from 49% in 2021). 	Positive responses score on the ATSS for Years 7–12 will be: Student voice and agency - 33% or above (from 31% in 2022) Self-Regulation and goal setting - 50% or above (from 46% in 2022) Differentiated learning challenge - 53% or above (from 48% in 2022) Effective teaching time - 55% or above (from 50% in 2022)
		By 2025, the percentage of students with 20 or more days of absence will decrease from 40 per cent (2021) to 30 per cent (2025).	Percentage of students with 20 or more days of absence will decrease to 33%
		By 2025, the Earth Education Centre will increase the percentage of schools accessing the centre programs that are identified as disadvantaged, including rural and regional, to 60% or above (from 51% in 2021).	Earth Education Centre will increase % of students from disadvantaged, rural, regional and metropolitan disadvantaged schools accessing programs to 65% or above.
		<p>By 2025, the per cent positive endorsement on the POS will be:</p> <ul style="list-style-type: none"> • Parent participation and involvement—60% or above (from 46% in 2021) • Student cognitive engagement—70% or above (from 63% in 2021). 	Positive endorsement on the POS will be: Parent participation and involvement - 50% or above Student cognitive engagement - 65% or above
To improve the resilience and social and emotional wellbeing of all students	Yes	<p>By 2025, the overall per cent of positive responses score on the ATSS for Years 7–12 will be:</p> <ul style="list-style-type: none"> • Managing bullying—85% or above (from 79% in 2021) 	Positive responses score on the ATSS for Years 7–12 will be: Managing bullying - 80% or above Teacher concern - 35% or above

		<ul style="list-style-type: none"> Teacher concern—40% or above (from 32% in 2021). 	
		<p>By 2025, the per cent positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> Parent and community involvement—60% or above (from 51% in 2021) Trust in students and parents—60% or above (from 45% in 2021). 	<p>Positive endorsement on the SSS will be: Parent and community involvement - 50% or above & reduce neutral responses from 51% Trust in students and parents - 55% or above & reduce neutral responses from 62%</p>

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	Decrease the % of Year 9 students below benchmark growth for Reading to 27% in 2023 and Numeracy to 32% in 2023	
Key Improvement Strategies		Is this KIS selected for focus this year?
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	Yes
KIS 1.b Priority 2023 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 2023.	

Goal 2	To maximise student learning growth	
12 Month Target 2.1	Percentage of Year 9 students achieving high benchmark NAPLAN growth: Reading (from 62.8% in 2021) to 72% or above Writing (from 73.3% in 2021) to 80% or above Numeracy (from 57.6 in 2021) to 67% or above	
12 Month Target 2.2	Percentage of Year 9 students who achieve in the top two bands of NAPLAN: Reading (from 21% in 2022) to 26% or above Writing (from 13% in 2022) to 20% or above Numeracy (from in 15% 2022) to 20% or above	
12 Month Target 2.3	Students with a VCE mean English study score of less than 25 to 10% or less Increase the VCE mean all study score to 28 or more Increase the VCE median all study score to 30 or more Increase the percentage of students achieving a VCE study score of 37 or more to 10%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Building practice excellence	Build the instructional practice of every teacher	Yes
KIS 2.b Evaluating impact on learning	Strengthen the data literacy and formative assessment skills of all teachers	Yes
KIS 2.c Building practice excellence	Implement and embed an effective PLC	Yes

<p>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.</p>	<p>This KIS must remain as a focus given the dip we have seen in outcomes, impacted by the COVID pandemic, for our students over recent years. Staff workforce stability has also faced disruption, with high staff turn over we need to re-establish our strong teaching and learning professional learning and induction programs.</p>	
<p>Goal 3</p>	<p>To improve student engagement and learner agency</p>	
<p>12 Month Target 3.1</p>	<p>Positive responses score on the ATSS for Years 7–12 will be:</p> <p>Student voice and agency - 33% or above (from 31% in 2022) Self-Regulation and goal setting - 50% or above (from 46% in 2022) Differentiated learning challenge - 53% or above (from 48% in 2022) Effective teaching time - 55% or above (from 50% in 2022)</p>	
<p>12 Month Target 3.2</p>	<p>Percentage of students with 20 or more days of absence will decrease to 33%</p>	
<p>12 Month Target 3.3</p>	<p>Earth Education Centre will increase % of students from disadvantaged, rural, regional and metropolitan disadvantaged schools accessing programs to 65% or above.</p>	
<p>12 Month Target 3.4</p>	<p>Positive endorsement on the POS will be:</p> <p>Parent participation and involvement - 50% or above Student cognitive engagement - 65% or above</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 3.a Building practice excellence</p>	<p>Build teacher capacity to enable the consistent use of cognitive engagement strategies in all classrooms</p>	<p>Yes</p>
<p>KIS 3.b Empowering students and building school pride</p>	<p>Build collective practice excellence to empower students to have agency and influence in their learning</p>	<p>Yes</p>

KIS 3.c Parents and carers as partners	Further develop purposeful partnerships with parents and carers to promote student engagement and ownership of learning	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.	Ground work has been set in 2022 to support KIS 3, however the full impact of remote learning on students who returned to full onsite learning this year is now well understood. So there is a clear need to continue to focus on this work in 2023 and build upon the progress made in 2022.	
Goal 4	To improve the resilience and social and emotional wellbeing of all students	
12 Month Target 4.1	Positive responses score on the ATSS for Years 7–12 will be: Managing bullying - 80% or above Teacher concern - 35% or above	
12 Month Target 4.2	Positive endorsement on the SSS will be: Parent and community involvement - 50% or above & reduce neutral responses from 51% Trust in students and parents - 55% or above & reduce neutral responses from 62%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Health and wellbeing	Embed social and emotional learning into the school curriculum	Yes
KIS 4.b Setting expectations and promoting inclusion	Build the capacity of all teachers, students and parents to adopt positive social behaviours across the school community	Yes
KIS 4.c Health and wellbeing	Embed multi-tiered systems of support that enhance student wellbeing, learning and engagement	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.

While we are starting to see the positive outcomes of the work carried out this year on KIS 4, continuing this focus in 2023 is crucial to reinforce the student growth and understanding achieved in 2022.