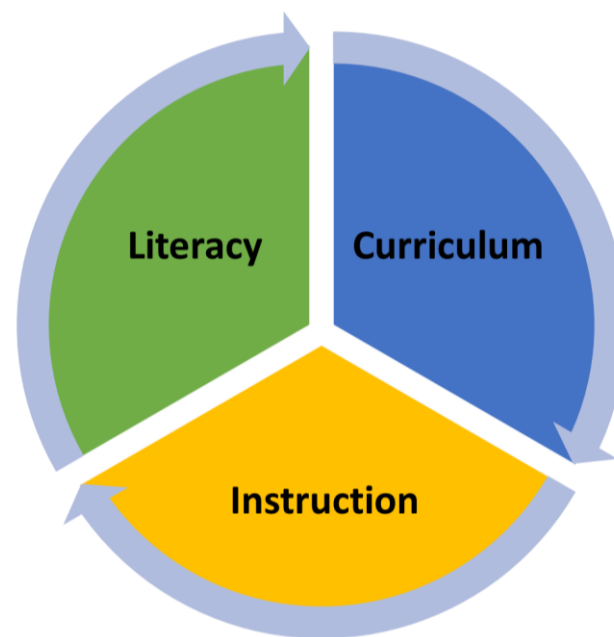


Annual Implementation Plan - 2021

Define Actions, Outcomes and Activities

John Fawkner Secondary College (8894)



Submitted for review by Mark Natoli (School Principal) on 16 December, 2020 at 10:43 AM
Endorsed by Vivienne Tellefson (Senior Education Improvement Leader) on 16 February, 2021 at 02:51 PM
Endorsed by Natalie Abboud (School Council President) on 16 February, 2021 at 02:59 PM

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal		
12 Month Target 1.1	<p>SO Survey (Professional Learning) [Positive Endorsement] - Active Participation - 70% - Feedback - 80%</p> <p>SO Survey (School Climate) [Positive Endorsement] - Collective efficacy - 40% - Academic Emphasis - 25% - Collective focus on student learning - 70% - Guaranteed and viable curriculum - 65%</p> <p>SO Survey (Leadership) [Positive Endorsement] - Instructional Leadership - 65%</p> <p>SO Survey (Teaching and Learning) [Positive Endorsement] - Use data for curriculum planning - 50% - Plan differentiated learning activities- 55% - Use high impact teaching strategies - 65% - Moderate assessment tasks together - 55% - Use student feedback to improve practice - 70% - Understand how to analyse data – 50%</p>	<p>NAPLAN (% of students in 7-9 with medium and high growth) Reading - 70% Writing - 70% Spelling - 80% G&P - 80% Numeracy - 70%</p> <p>NAPLAN (% of yr9 students in top bands) Reading - 10% Writing - 5% Numeracy 10%</p> <p>NAPLAN (% of students in bottom 2 bands) Reading - 35% Writing - 40% Spelling - 25% G&P - 30% Numeracy - 30%</p> <p>VCE English Mean Study Score - 25 VCE GAT - 25 VCE Median All Study Score – 25</p> <p>VCAL Completion Rates Intermediate - 80% Senior - 92% Intermediate R&W - 80% Senior R&W - 75%</p>	<p>ATOSS (Student Opinion Survey) [Positive Endorsement] - Effective Teaching Time - 60% - Motivation and Interest - 60% - Differentiated Learning - 60% - High Expectations for Success - 68% - Stimulated Learning - 55% - Managing Bullying - 57% - Attitudes to Attendance - 75% - Student Voice and Agency - 60% - Resilience - 70% - Self Regulation and Goal Setting - 65%</p> <p>Student Absence Rates (FTE/year) Yr 7 - 23 Yr 8 - 21 Yr 9 - 23 Yr 10 - 27 Yr 11 - 20 Yr 12 - 22 Yr 7-12 - 22.66</p> <p>PO Survey (Parent Opinion Survey) [Positive Endorsement] - High expectations for success - 80% - Stimulated learning environment - 80% - Effective teaching - 80% - Promoting positive behavior - 70% - Managing bullying - 80% - General satisfaction - 80% - School improvement - 80% PO Survey Return Rate - 35%</p>
KIS 1 Building practice excellence	Learning, catch-up and extension priority		
Actions	<p>Embedding college wide literacy strategies within our existing Instructional Model and Curriculum Framework using 5 week PLC improvement cycles.</p> <ol style="list-style-type: none"> 1. Develop teacher capacity to implement the College IM with a rigorous peer observation program 2. Build the capacity of staff to evaluate the impact of their teaching and improve practice based on data and evidence 3. Develop a shared understanding of the way language is used to make meaning within different learning areas and studies across years 7-12. 4. Implement a Whole School Literacy and Numeracy Support program including Tutor Learning Initiative, MYLNS and QuickSmart 5. Design and implement an agreed 7-12 Guaranteed and Viable Curriculum 		
Outcomes	<p>STUDENTS WILL:</p> <ul style="list-style-type: none"> • students will know where they are at and what they need to do to improve by receiving and understanding specific learning feedback • demonstrate measurable growth using PAT R and NAPLAN • feel more confident and successful in their learning as articulated in Pivot and ATOSS • experience calmer classrooms as teaching and learning across all KLA's are consistent to IM • in each year level will have a consistent experience and expectation with CATs/Units of Work/ IM • use appropriate language for context 		

	<p>TEACHERS/ES WILL:</p> <ul style="list-style-type: none"> • be able to utilise college wide consistent literacy strategies in the classes regardless of the subject they teach • develop resources that support the explicit teaching of literacy within each subject area • regularly provide feedback to students about their progress using data and rubrics • have a consistent and regular approach to providing feedback to students • develop a greater understanding of differentiation through the use of data and feedback • within PLCs, implement the College IM using peer observation, coaching and data to inform practice • be able to demonstrate student learning growth for the classes they teach • have a documented and viable curriculum by end of 2021 <p>LEADERS WILL:</p> <ul style="list-style-type: none"> • provide professional learning for staff at their point of need • lead and model best practice in curriculum design, literacy strategies and IM • coach to support classroom practice • DSSI – support leaders to meet AIP objectives around data and literacy • ensure that time and meeting schedules prioritise collaboration for improvement across all teams • understand how each of their portfolios/roles influence one and another • support domains to produce exemplar models/units of work • engage in developmental evaluation (surveys, focus groups, observation with staff, students and parents) and report to Leadership Governance Meetings 			
<p>Success Indicators</p>	<ul style="list-style-type: none"> • MYLNS, VHAP, Tutor Program staffing and action plan completed with data on student progress • Quicksmart literacy data - Numeracy set up • Reflective Practice Coaching Sessions and feedback from staff • Evidence of feedback to students based on revised policy and PL • Evidence of assessment (formative/summative) • Data Walls • Evidence of implementation of college wide literacy approaches • Whole school documented curriculum 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Consolidate and implement MYLNS action plan	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$113,000.00 <input type="checkbox"/> Equity funding will be used
Continue to run QuickSmart Literacy for year 7 and 8 students and plan for Quicksmart Numeracy in 2022	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$65,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement the Tutor Learning Initiative (in class support) for 2021	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$144,000.00 <input type="checkbox"/> Equity funding will be used
Enrol students in the Victorian high ability program and enrichment series and engage interested teachers in associated PL	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00 <input type="checkbox"/> Equity funding will be used
Implement whole school coaching approach using leadership team as coaches supported by GCI	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used

*Design and develop a whole school approach to assessment (formative and summative) and feedback including providing PL to staff	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Implement schedule for data collection including PAT R/M including the use of Data Walls	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
*Deliver PL, create resources and provide ongoing coaching to implement agreed whole school literacy strategies (register continuum and reading comprehension) across all learning areas	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
*Consolidate and support Curriculum Teams, to document a Guaranteed and Viable Curriculum (UBD stages 1-3) for 7-12 by end 2021. Including the development of scope and sequence/assessment plans across year levels mapped	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
*Implement and support PLCs - Instruction, to implement College wide IM and peer observation program. This includes a common lesson design/structure.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide LFL training for new staff and or refresher as needed	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue to implement college wide start and end of lesson routines as per PLF.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00 <input type="checkbox"/> Equity funding will be used
Conduct whole school meetings on whole school data sets as they become available (ATOSS/NAPLAN/STAFF OPINION/PIVOT ETC)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Review use of Pivot surveys to improve consistency and validity of data	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Work with DSSI Leadership partners to : • support the development and implementation of quality reading strategies within a whole school literacy focus. • develop the skills and abilities of teaching staff to analyse data, develop high	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

quality curriculum and teach to the point of need of all students				
Implement Unit Accreditation process to develop/endorse exemplar units of work	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Provide increased and focused support to staff, students and families 1. Provide increased resourcing for wellbeing including leadership and role clarity 2. Updating the College Pastoral Care program to support student learning 3. Close gap between wellbeing - coordinators - teachers - with new structures and roles as well as increased communication and support for teachers to implement IEPs and manage behaviours within the classroom			
Outcomes	<p>STUDENTS WILL:</p> <ul style="list-style-type: none"> • experience increased connection and school pride • engage deeply in the Connect program • feel better supported with additional wellbeing team staff and support structures <p>TEACHERS/ES WILL:</p> <ul style="list-style-type: none"> • be aware of their responsibilities relating the the organisation restructure • understand the roles of each member of the sub school and wellbeing team • implement Connect with greater fidelity including reports and curriculum • share an understanding of student circumstances impacting learning and how to offer appropriate supports <p>LEADERS WILL:</p> <ul style="list-style-type: none"> • re-align structures and roles to meet the needs and priorities of the school • create and publish revised leadership and management handbook including role descriptions • support teachers to increase the fidelity of Connect • implement revised wellbeing structures and staff to ensure teachers and students are supported • engage in developmental evaluation (surveys, focus groups, observation with staff, students and parents) and report to Leadership Governance Meetings 			
Success Indicators	<ul style="list-style-type: none"> • Organisational Structure and Leadership/Management Handbook • Connect - scope and sequence, UBD, reports • Wellbeing hub restructure • Meeting structures • Evidence of IEPs being translated into classroom practice • Evidence of SWBPS matrix being used in classes • Positive rewards system outcomes and certificates • SRC minutes, structure • Evidence or RR role out 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Complete organisational structure and role descriptions to support the implementation of the future whole school plans	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Design and development of Connect curriculum including assessment and reporting documentation	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Complete recruitment and implementation of new Wellbeing Team roles and responsibilities	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$50,000.00 <input type="checkbox"/> Equity funding will be used
Implement term student focus group meetings (all staff) and regular wellbeing/coordinator team communications to teachers (fortnightly). This includes the communication of outcomes from parent meetings and SSGs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Support the implementation of existing or new IEPs into classroom practice through the student services team	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue to implement RR/SWPBS/PLF as well as the refreshed SWBPS Matrix, positive rewards program and SRC	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue to improve student monitoring of student attendance data with revised student services team and the implementation of roll rack, catch up classes, and uniform support	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Plan and prepare for 3 way conferences to promote growth mindset and school pride (in 2021)	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

KIS 3 Building communities	Connected schools priority
Actions	Extend and further develop school community connections with primary schools, parents and community organisations.
Outcomes	<p>STUDENTS WILL:</p> <ul style="list-style-type: none"> • have more regular and actionable feedback from their teachers about learning • be supported in learning by families, the school and the community <p>TEACHERS/ES WILL:</p> <ul style="list-style-type: none"> • communicate feedback to students more regularly • communicate feedback to families more regularly • utilise the wellbeing team and student services to support stronger partnerships between parents/carers, students and the College <p>LEADERS WILL:</p> <ul style="list-style-type: none"> • provide support and PL for staff to communicate with families more regularly • re-establish the College Parent and Community Engagement Policy • organise the College calendar and events to support families to complete the PO survey • design and implement a School-Community-Action-Team • re-establish the College Primary School Transition Programs • provide resource to translate school communications • engage in developmental evaluation (surveys, focus groups, observation with staff, students and parents) and report to Leadership Governance Meetings

Success Indicators	<ul style="list-style-type: none"> • Increased completion rate of parent survey • Higher positive endorsement in parent survey in Parent Community Engagement and Student Cognitive Engagement domains • College calendar • Translated school communications • SCAT action plan • Primary transition program • Evidence of increased communication from staff to families 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Increase completion rate of PO Survey by aligning College events and timing to coincide with survey windows and provide interpreters as required	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Translate written communications from the College and investigate opportunity to support families to engage with written communications including the use of a Multicultural Education Aide	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement School Community Action Team	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Re-establish Primary School Transition program	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
Support and provide PL for teachers to increase communication with families as per College Parent/Community Engagement Policy	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used