2023 Annual Implementation Plan

for improving student outcomes

Murrayville Community College (5433)

Submitted for review by Natasha Mudie (School Principal) on 23 January, 2023 at 03:40 PM
Endorsed by Andrew Ough (Senior Education Improvement Leader) on 20 March, 2023 at 11:03 AM
Awaiting endorsement by School Council President

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	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	

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	

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	

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	

Support	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	

Enter your reflective comments	2022 was a difficult year for our school due to the ongoing disruptions related to Covid infections. It was difficult to make the progress that we had initially hoped for and meet the targets we had set for our students. Our student engagement fell, especially in secondary levels despite teacher's and leader's best efforts. Raising expectations and getting students back into routines was difficult and Covid disruptions and uncertainty exacerbated this. Our attendance levels were low across the school and staff attendance was also low. This meant that we will need to reset in many areas in 2023.

Considerations for 2023	Raising expectations will need to continue to be a focus in 2023. Many students will need continued interventions and catch-up and some will require extension to keep them engaged.
Documents that support this plan	

SSP Goals Targets and KIS

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.
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	Improve student achievement and growth in literacy
Target 2.1	**Reading** Increase the percentage of students with high or medium growth in reading from 72% @ Yr 5, 63% @ Yr 7 and 91% @ Yr 9 in 2019 to 80% consistently in 2023 Increase the percentage of students performing at or above expected age level in reading from 94% in 2019 @ P-6 to 95% in 2023 Increase the percentage of students performing at or above expected age level in reading from 85% in 2019 @ 7-10 to 90% in 2023 100% of students (without diagnosed special needs and attendance of 80% or higher) achieve green in culumative Initial Lit testing by the end of Prep

Target 2.2	**Writing** Maintain the percentage of students with high or medium growth in writing from 84% @ Yr 5, 100% @ Yr 7 and 100% @ Yr 9 to 90% consistently in 2023 Increase the percentage of students performing at or above expected age level in writing from 89% in 2019 @ P-6 to 95% in 2023 Increase the percentage of students performing at or above expected age level in writing from 83% in 2019 @ P-6 to 90%
Target 2.3	**VCE** VCE mean study score to increase from 31 in 2018 to 32 by 2023 VCE mean study score for English to increase from 27 in 2018 to 30 by 2023
Key Improvement Strategy 2.a Building practice excellence	Embed an agreed instructional model and a whole school approach to teaching literacy that is consistently implemented by all staff.
Key Improvement Strategy 2.b Evaluating impact on learning	Build teacher data literacy to inform teaching and learning of reading and writing.
Key Improvement Strategy 2.c Curriculum planning and assessment	Further develop and embed whole school consistency of curriculum planning, delivery and assessment practices of reading and writing
Goal 3	Improve the learning growth of every student in numeracy

Target 3.1	Increase the percentage of students with high or medium growth in numeracy from 43% @ Yr 5, 75% @ Yr 7 and 82% @ Yr 9 in 2019 to 80% consistently in 2023.
	Increase the percentage of students performing above expected age level in numeracy from 10% in 2019 @ P-6 to 15% in 2023.
	Increase the percentage of students performing at or above expected age level in numeracy from 75% in 2019 @ 7-10 to 85% in 2023.
Target 3.2	By 2023, the percentage of students responding positively to the Motivation and Interest factor (AtoSS) will be at or above 80%.
Key Improvement Strategy 3.a Building practice excellence	Develop a whole school approach to teaching numeracy that is consistently implemented by all staff.
Key Improvement Strategy 3.b Evaluating impact on learning	Build mathematics teachers' data literacy to inform teaching and learning of numeracy.
Key Improvement Strategy 3.c Curriculum planning and assessment	Develop and embed whole school consistency of curriculum planning, delivery and assessment practices of numeracy.
Goal 4	Improve student engagement and confidence in learning
Target 4.1	**Attitudes to School Survey**
	Increase the factor percentiles for Stimulated learning from 62% in 2019 for P-6 to at least 70% by 2023
	Increase the factor percentiles for Stimulated learning from 90% in 2019 for 7-12 to at least 93% by 2023

	Increase the factor percentiles for Student Voice and Agency from 13% in 2019 for P-6 to at least 70% by 2023
	Increase the factor percentiles for Student Voice and Agency from 90% in 2019 for 7-12 to at least 93% by 2023
	Increase the factor percentiles for High Expectations for Success from 3% in 2019 for P-6 to at least 70% by 2023
	Increase the factor percentiles for High Expectations for Succes from 92% in 2019 for 7-12 to at least 95% by 2023
	Increase the factor percentiles for Sense of Confidence from 3% in 2019 for P-6 to at least 70% by 2023
	Increase the factor percentiles for Sense of Confidence from 93% in 2019 for 7-12 to at least 95% by 2023
Target 4.2	**Parent Opinion Survey**
	Increase the factor percentiles for Stimulating Learning Environment from 66% in 2019 to at least 80% by 2023
	Increase the factor percentiles for Student Voice and Agency from 98% in 2019 for P-6 to at least 99% by 2023
	Increase the factor percentiles for High Expectations for Succes from 81% in 2019 to at least 95% by 2023
	Increase the factor percentiles for Confidence and Resiliency skills from 80% in 2019 for P-6 to at least 85% by 2023
Target 4.3	By 2023, the percentage of teachers responding positively to Teacher Collaboration will be 75% or above

Key Improvement Strategy 4.a Empowering students and building school pride	Build a common understanding of Student Voice and ways to empower students in their learning.
Key Improvement Strategy 4.b Networks with schools, services and agencies	Continue to embed the school's active participation in the Mallee Education Cluster and local networks
Key Improvement Strategy 4.c Parents and carers as partners	Develop and implement strategies to involve parents and carers as partners in learning

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 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	In 2023 we aim to continue to improve learning growth in both literacy and numeracy as measured by PAT, STAR and other testing and teacher judgements with all students with attendance above 80% achieving a year's growth. In 2023 we aim to see improved student engagement and wellbeing from 2022 as measured by school's internal SWPBS data and Attitudes to School Survey,
Improve student achievement and growth in literacy	No	**Reading** Increase the percentage of students with high or medium growth in reading from 72% @ Yr 5, 63% @ Yr 7 and 91% @ Yr 9 in 2019 to 80% consistently in 2023 Increase the percentage of students performing at or above expected age level in reading from 94% in 2019 @ P-6 to 95% in 2023 Increase the percentage of students performing at or above expected age level in reading from 85% in 2019 @ 7-10 to 90% in 2023 100% of students (without diagnosed special needs and attendance of 80% or higher) achieve green in culumative Initial Lit testing by the end of Prep	
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		VCE VCE mean study score to increase from 31 in 2018 to 32 by 2023 VCE mean study score for English to increase from 27 in 2018 to 30 by 2023	
Improve the learning growth of every student in numeracy	No	Increase the percentage of students with high or medium growth in numeracy from 43% @ Yr 5, 75% @ Yr 7 and 82% @ Yr 9 in 2019 to 80% consistently in 2023. Increase the percentage of students performing above expected age level in numeracy from 10% in 2019 @ P-6 to 15% in 2023. Increase the percentage of students performing at or above expected age level in numeracy from 75% in 2019 @ 7-10 to 85% in 2023.	
		By 2023, the percentage of students responding positively to the Motivation and Interest factor (AtoSS) will be at or above 80%.	
Improve student engagement and confidence in learning	No	**Attitudes to School Survey** Increase the factor percentiles for Stimulated learning from 62% in 2019 for P-6 to at least 70% by 2023 Increase the factor percentiles for Stimulated learning from 90% in 2019 for 7-12 to at least 93% by 2023 Increase the factor percentiles for Student Voice and Agency from 13% in 2019 for P-6 to at least 70% by 2023 Increase the factor percentiles for Student Voice and Agency from 90% in 2019 for 7-12 to at least 93% by 2023	

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		By 2023, the percentage of teachers responding positively to Teacher Collaboration will be 75% or above	

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	In 2023 we aim to continue to improve learning growth in both literacy and numeracy as measured by PAT, STAR and other testing and teacher judgements with all students with attendance above 80% achieving a year's growth. In 2023 we aim to see improved student engagement and wellbeing from 2022 as measured by school's internal SWPBS data and Attitudes to School Survey,

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.	

Define Actions, Outcomes and Activities

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.
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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	* Continue to develop the data literacy of teachers and education support staff to use data walls to inform a clear understanding of student needs and progress. Identify students requiring additional support and what specific support they require. Share data on the students' data walls with students through individual student conferences. * Embed Professional Learning Communities to monitor student performance and ensure that there is teacher collaboration and reflection to effectively differentiate the learning to provide catch-up and extension to all students in the areas of numeracy and literacy across subject areas.
Outcomes	* Teachers will confidently and accurately identify the individual learning needs of their students and will group students with similar needs so that they can access appropriate catch-up or extension. * Professional Learning Communities will meet regularly to engage in reflective practice, evaluate and plan coordinated curriculum, assessments, lessons and activities across subjects and year levels.
Success Indicators	* Documentation and data from formative and summative assessments, teacher judgements, Math Pathways, PAT, STAR and other relevant data * A documented assessment schedule and evidence of teachers inputting data and moderating assessments. * Data walls clearly indicating student progress

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Student Free Day - Professional Learning Communities meet and discuss use of assessment schedules, data walls and interventions to set the year up positively. Fortnightly PLC meetings - review student learning needs and the teaching and learning program regularly to ensure that all students are getting their needs learning needs met and that an engaging program is being provided to all students. Collaboratively prepare assessments and review student work.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Provide learning support to English and Maths	☑ Education Support	☐ PLP Priority	from: Term 1 to: Term 4	$32,034.95 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Actions	Work strategically with the new Mental Health Practitioner to set up proactive programs to improve engagement and wellbeing across the school. All staff to assist to identify individuals that are most vulnerable and refer to wellbeing team, so that supports and interventions can be put in place.
Outcomes	All staff feel responsible for student engagement and wellbeing. Staff build confidence in identifying individual students who are struggling. Staff provide support to MHP when delivering proactive programs around the school.
Success Indicators	Individual Social and Emotional Wellbeing - AtoSS. Managing Bullying - AtoSS. Internal SWPBS data

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Mental Health Practitioner engaged for additional time. Term by Term Schedule of proactive programs and interventions shared with staff.	☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$30,647.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$32,034.95	$32,034.95	$0.00
Disability Inclusion Tier 2 Funding	$58,539.13	$0.00	$58,539.13
Schools Mental Health Fund and Menu	$30,647.38	$30,647.38	$0.00
Total	**$121,221.46**	**$62,682.33**	**$58,539.13**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Provide learning support to English and Maths	$32,034.95
Mental Health Practitioner engaged for additional time. Term by Term Schedule of proactive programs and interventions shared with staff.	$30,647.00
Totals	**$62,681.95**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Provide learning support to English and Maths	from: Term 1	$32,034.95	☑ School-based staffing

	to: Term 4		
Totals		$32,034.95	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Mental Health Practitioner engaged for additional time. Term by Term Schedule of proactive programs and interventions shared with staff.	from: Term 1 to: Term 4	$30,647.38	☑ Employ Mental Health Staff to provide Tier 3 support for students
Totals		$30,647.38	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	$0.00

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
Student Free Day - Professional Learning Communities meet and discuss use of assessment schedules, data walls and interventions to set the year up positively. Fortnightly PLC meetings - review student learning needs and the teaching and learning program regularly to ensure that all students are getting their needs learning needs met and that an engaging program is being provided to all students. Collaboratively prepare assessments and review student work.	☑ All Staff	from: Term 1 to: Term 1	☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ PLC/PLT Meeting	☑ Primary Mathematics and Science specialists ☑ Literacy expertise ☑ Learning Specialist	☑ On-site