

Annual Implementation Plan - 2024

Define actions, outcomes, success indicators and activities

Essendon Keilor College (8806)



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Submitted for review by Adam Potter (School Principal) on 06 March, 2024 at 04:11 PM

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Define actions, outcomes, success indicators and activities

Goal 2	To improve student achievement in all subjects at all year levels.
12-month target 2.1 target	<p>To improve teacher judgements in reading with students attaining above expected level from 11% 2023 to 14% in 2024.</p> <p>To improve teacher judgements in number and algebra with students attaining above expected level from 5% 2023 to 11% in 2024.</p> <p>To improve teacher judgements in reading by reducing the percentage of students below the expected level from 26% in 2023 to 23% in 2024.</p> <p>To improve teacher judgements in number and algebra by reducing the percentage of students below the expected level from 29% in 2023 to 25% in 2024.</p>
12-month target 2.2 target	<p>(a) By 2025, the percentage of students in the top 2 bands of Year 9 NAPLAN will increase from 12% in Reading, 4% in Writing and 11% in Numeracy (2021), to at least 20% in each (2025). Reading: Strong & Exceeding – 61% - to 65% 2023: 61% which is 62 students 2024: 65% which is 78 students (based on 118 students) Numeracy: Strong & Exceeding – 61% to 65% 2023: 61% which is 60 students 2024: 65% which is 78 students (based on 118 students)</p> <p>(b) By 2025, the percentage of students in the bottom 2 bands of Year 9 NAPLAN will decrease from 33% in Reading, 45% in Writing and 28% in Numeracy (2021) to 25% or less in each (2025). Reading: 39%-35% 2023: 39% which is 39 students 2024: 35% which is 42 students (based on 118 students) Numeracy: 39%-35% 2023: 39% which is 38 students 2024: 35% which is 42 students (based on 118 students)</p>
12-month target 2.3 target	In 2024 the percentage of students who achieve medium or high relative growth in reading Year 7 to 9 will be maintained 88%

	In 2024 the percentage of students who achieve medium or high relative growth in numeracy Year 7 to 9 will be maintained at 81%.
12-month target 2.4 target	in 2024, the mean study score will increase from 25 to 27
12-month target 2.5 target	In 2024, the percentage of positive response will increase from 41% to 50% for academic emphasis and from 57% to 65% for collective efficacy.
KIS 2.a Building practice excellence	Build a culture of consistency of practice.
Actions	<ol style="list-style-type: none"> 1. Conduct an audit and review of the current formative assessment tools/strategies and unit planners in order to improve college wide understanding of formative assessment practices. 2. Build staff understanding of formative assessment through professional learning 3. Implement a consistent 7-9 approach to student support
Outcomes	<p>1. LEADERS</p> <ul style="list-style-type: none"> - Leaders will work with KLAs and PLCs to improve understanding of effective formative assessment - Leaders will build the capacity of KLA leaders to be able to lead their teams to refine and improve formative assessment - Leaders will create a bank of exemplar formative assessment resources from each KLA for staff reference - Leaders will develop a learning walk protocol and documentation <p>STAFF</p> <ul style="list-style-type: none"> - Staff are consistently using formative assessment tools and strategies - Staff are developing consistent unit planners for all subjects and units <p>STUDENTS</p> <ul style="list-style-type: none"> - Students will be able to articulate what formative assessment is and how it is useful to them <p>2. LEADERS</p> <ul style="list-style-type: none"> - Leaders will support staff to create effective formative assessment tasks that meets the needs of individual learners. - Leaders will model exemplars of effective use of formative assessment - Leaders will develop a toolkit of formative assessment strategies for staff reference <p>STAFF</p> <ul style="list-style-type: none"> - Staff will demonstrate increased understanding of the needs of individual students and a differentiated approach to formative

	<p>assessment</p> <ul style="list-style-type: none"> - Staff will engage in a whole school PL day with Bronwyn Ryrrie-Jones focused on responsive teaching/formative assessment <p>STUDENTS</p> <ul style="list-style-type: none"> - Students will achieve improved learning outcomes on summative tasks as a result of formative assessment - Students will demonstrate increased learner confidence <p>3. LEADERS</p> <ul style="list-style-type: none"> - Leaders will build staff capacity to use the Education Support Tool and the Student Data Tool on a regular basis to differentiate teaching and learning <p>STAFF</p> <ul style="list-style-type: none"> - Staff will regularly use both the data tool and education support tool to differentiate their teaching <p>STUDENTS</p> <ul style="list-style-type: none"> - All students will receive support at their point of need
<p>Success Indicators</p>	<p>1. Early Indicators:</p> <ul style="list-style-type: none"> - Peer observations will continue through PLC's, utilising current documentation to track and record - Learning walks will be trialled as a vehicle to assess the implementation of formative assessment - PLC documentation will reflect formative assessment and show evidence that teams are implementing new formative assessment strategies - KLA unit planners beginning to show evidence of GANAG structure and embedded formative assessment - Collection of formative assessment tasks from all KLA areas (toolkit) <p>Late Indicators:</p> <ul style="list-style-type: none"> - Staff will use resource library / toolkit of formative assessment - Leadership will track progress of unit planners that include GANAG structure and formative assessment <p>2. Early Indicators:</p> <ul style="list-style-type: none"> - 7-9 students will utilise a digital student portfolio to track their learning data and set goals from this - Targeted students will engage in data conversations - Peer observation records that are focused on formative assessment - Staff will participate in professional learning week sessions focused on formative assessment - Staff will engage with professional readings through PLC's - PLC celebration/reflection survey results show an increase in staff understanding of formative assessment

Late Indicators:

- Anecdotal and peer observation/PLC reflections will demonstrate increased student confidence
- Staff will participate in professional learning with Bronwyn Ryrie-Jones and leadership will collect feedback from that learning
- Students will show improved learning outcomes including teacher judgement targets

3. Early Indicators:

Students:

- Identified students are aware of their individualised literacy/numeracy goals and are engaged in the intervention-based programs

Teachers:

- Improvement teachers (tutors/intervention aides) provide individualised literacy/numeracy goals to identified students, and are trained in student selection/exit protocols. They also participate in regular team meetings.
- All teachers have undertaken PL on how to access and interpret the data tool and education support tool

Leaders:

- Students are identified using the data tool and education support tool
- Delivered PL to staff formally and informally on how to access the data tool and education support tool
- Plan for and facilitate regular team meetings with tutors/intervention support staff
- Leaders to be trained in all relevant intervention-based assessments

Late Indicators:

Students:

- Students are provided targeted intervention based on their literacy/numeracy goal; and will have shown growth in various assessments associated with intervention practices

Teachers:

- Improvement teachers will have expertise in how to administer specific intervention-based assessments
- Improvement teachers will demonstrate growth in analysing intervention-based assessments and creating appropriate literacy/numeracy goals
- Classroom teachers will have an awareness of student literacy/numeracy goals and make some adjustments in their teaching preparation

Leaders:

- Provided training for improvement teachers in administering intervention-based assessments and analysing the results

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
As we are in our second year of a formative assessment focus we have engaged Bronwyn Rylie-Jones to run a professional development day linked to responsive teaching strategies. .	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$7,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue to develop and refine Peer Observation Model and where appropriate run professional learning to increase engagement in the model.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop a college wide toolkit of Formative Assessment samples and resources for use amongst staff in all KLAs and provide ongoing PL to leaders and staff around the development and implementation of effective Formative Assessment.	<input checked="" type="checkbox"/> Learning specialist(s) <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
Leaders, teachers and ES intervention staff ensure data tools are used in determining students' point of need for the purposes of curriculum modification and differentiation as well as targeted intervention models.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Continued professional development for staff where appropriate linked to interpreting student learning data and differentiation to ensure our staff are catering for the individual needs of students to increase student achievement.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00
Goal 3	To improve student engagement in learning.			
12-month target 3.1 target	In 2024 the percentage of positive response on the ATOSS will increase from 46% to 51% in stimulated learning, from 56% to 61% in sense of confidence and from 47% to 56% in managing bullying.			

12-month target 3.2 target	In 2024 the percentage of positive response on the POS will increase from 78% to 85% for student agency and voice
12-month target 3.3 target	In 2024 the percentage of positive response on the SSS will increase from from 50% to 60% for seeking feedback to improve performance and from 46% 60% for professional learning through peer observation.
KIS 3.b Empowering students and building school pride	To develop the capacity of staff to create and implement an engaging learning environment in collaboration with students.
Actions	<p>1. Work towards Tier 2 implementation of SWPBS with a particular focus on developing and maintaining positive relationships with students, and a sense of pride in the school. This will link with the ISP.</p> <p>2. Work towards increased attendance rates across 7-12, with particular focus on decreasing the number of students with more than 10 days absence.</p>
Outcomes	<p>1. LEADERS: - Leaders will build the capacity of staff to implement consistent practices and build positive learning environments</p> <p>STAFF: - Staff will receive PL around implementation of SWPBS/Tier 2 students. - Staff will implement consistent strategies and use SWPBS language when managing minor behaviours.</p> <p>STUDENTS: - Students will be aware of consistent classroom practices and use SWPBS matrix to model their own behaviour.</p> <p>2. LEADERS: - Leaders will build staff capacity to collect and interpret their own classroom attendance data and provide PL in this space. - Leaders will PL staff in implementing consistent strategies to improve student attendance within their classroom. - Leaders will create attendance flow chart of processes. - Leaders will place students deemed At Risk on attendance plan and monitor for improvement.</p> <p>STAFF: - Staff will collect their own classroom attendance data via Compass chronicle. - Staff will identify students at risk of low attendance in their classroom and apply agreed strategies to improve attendance. - Staff will be aware of attendance processess.</p> <p>STUDENTS:</p>

	<p>- Students will be aware of the college attendance policy and students at risk will be made aware of their attendance rate and will be given strategies to improve.</p>			
<p>Success Indicators</p>	<p>1. EARLY INDICATORS: Track data improvement in: Real rewards Positive acknowledgements GPA Compass data on major & minor behaviours</p> <p>LATE INDICATORS: ISP: Improvement in: Attendance Data AToSS data - Sense of connectedness, Resilience, Respect for diversity POS data - Confidence and resiliency skills. Tier 2 implementation achieved</p> <p>2. EARLY INDICATORS: - Staff will be aware of at risk students within their classroom and will implement consistent strategies. - Students will be aware that they are at risk and will know the strategies given to them to help improve. - Parents will be made aware of attendance issues of their child and the strategies to support their child.</p> <p>LATE INDICATORS: - Attendance data via Compass - Staff survey feedback - Student engagement improvement (peer observations, summative assessment improvement data, behaviour chronicle reports via Compass)</p>			
<p>Activities</p>	<p>People responsible</p>	<p>Is this a PL priority</p>	<p>When</p>	<p>Activity cost and funding streams</p>

Professional Learning for staff via whole school PD day linked with utilising the SWPBS matrix and framework to build positive relationships with students	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Sub school leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue to engage with SWPBS coach and RR coach to support working towards achieving success indicators	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Sub school leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Pre-survey for students to complete early in the year, prior to AToSS	<input checked="" type="checkbox"/> Sub school leader/s	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Having student focus groups to gain their insights into what the AToSS data from 2024 told us and their suggestions for improvements	<input checked="" type="checkbox"/> Sub school leader/s	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Review and relaunch EKC Attendance Policy - consistent practices and tracking	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Goal 4	To improve student wellbeing to support learning.			
12-month target 4.1 target	In 2024 the attendance rate will be 88.1% for each student on average.			
12-month target 4.2 target	In 2024 the percentage positive response on the ATOSS will increase from: 39% to 45% for respect to diversity			

	42% to 50% for sense of connectedness 69% to 75% for resilience
12-month target 4.3 target	in 2024, the percentage positive response on the POS will increase from 80% to 83%
KIS 4.a Health and wellbeing	To embed and consistently implement a whole school approach to student wellbeing to support learning growth.
Actions	<ol style="list-style-type: none"> 1. To ensure the requirements of the Disability Inclusion, Mental Health Reform are met and those that require support receive available supports. 2. To review and implement the EKC wellbeing and engagement overview to ensure we have consistent practices across the school in the wellbeing space. 3. PL for staff and students related to the consistent implementation of 4Rs curriculum and EKC approach to 4Rs
Outcomes	<ol style="list-style-type: none"> 1. LEADERS: <ul style="list-style-type: none"> - Leaders will continue to undertake and provide PL related to the new measures being rolled out. - Leaders will Identify students who fit into the relevant categories. STAFF: <ul style="list-style-type: none"> - Staff will understand the new DI and MHRs and understand their role in supporting required documentation and processes. - Staff will understand and implement the record keeping of adjustments for evidence for DIPs STUDENTS: <ul style="list-style-type: none"> - Students who require DIPs to be completed will be provided with support (adjustments) and information via Student Support Group Meetings - Students who require Mental Health and Wellbeing support will receive access to programs. 2. LEADERS: <ul style="list-style-type: none"> - Leaders will PL college staff on multi tiered systems in student wellbeing and will create a collegewide EKC Wellbeing Document outlining the consistent strategies and language to be used in classroom student management practices across the college STAFF: <ul style="list-style-type: none"> - Staff will undertake PL on multi tiered wellbeing system and the implementation of consistent language and strategies in managing tier 1 & 2 students. This includes precorrective and corrective language using our SWPBS matrix values and behaviours. - Staff will workshop these strategies and language to ensure consistency across the college classroom teachers. STUDENTS: <ul style="list-style-type: none"> - Students will have an awareness and understanding of classroom management strategies and the SWPBS values and behaviours before and after the PL. - Students will be able to describe SWPBS values and expected behaviours to staff when asked.

	<p>3. LEADERS:</p> <ul style="list-style-type: none"> - Leaders will develop and implement a 12 month action plan in PL for staff and students with Paul Zappa (RR regional coach). - Leaders will develop and implement a 2024 scope and sequence in mapping out the RR 7 - 12 across the college. - Leaders will also collect evidence to link into scope and sequence, and use the scope and sequence as a tool for reflection and to embed the consistency of RR within the school community. <p>STAFF:</p> <ul style="list-style-type: none"> - Staff will undertake PL on RR and what it looks like in our classrooms. - Staff will embed consistency in implementing the 4 R's across the college. <p>STUDENTS:</p> <ul style="list-style-type: none"> - A group of 10 - 12 student leaders will receive PL on RR and what it looks like in our school community. - These students will then visit the junior campuses to assist in implementing RR across the student body. 			
<p>Success Indicators</p>	<p>2. EARLY: College staff PL on multi tiered system and strategies College documentation outlining strategies, using the SWPBS matrix language, for teachers to use when managing students within their classrooms</p> <p>LATE: Student and staff survey feedback An improvement in instances of minor and repeated minor behaviours (tier 1 & 2) as evidenced via Compass AtoSS</p> <p>3. EARLY: Completion of Scope and Sequence document. Gather data from student survey related to current understanding of 4Rs.</p> <p>LATE: Feedback from junior students relating to student leader RR sessions. AtoSS data (emotional and relational engagement)</p>			
<p>Activities</p>	<p>People responsible</p>	<p>Is this a PL priority</p>	<p>When</p>	<p>Activity cost and funding streams</p>
<p>Complete 4Rs & SWPBS Scope and Sequence to be inclusive of health and focus group program curriculum.</p>	<p><input checked="" type="checkbox"/> Sub school leader/s</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1</p>	<p>\$0.00</p>

			to: Term 2	
Develop and implement Focus Group curriculum sessions to ensure there is a focus on 4Rs	<input checked="" type="checkbox"/> Sub school leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Staff Professional Learning about 4Rs and implementation of scope and sequence. This will include working with DET 4Rs team on our professional learning focus and our approach to wellbeing at EKC. We will also include student disclosure, staff disclosure and other important aspects of the 4Rs initiative.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Increase staff professional understanding about DIPs process and MH reform measures. This will include staff involvement in the DIP process as well as the effective writing of IEPs across the school	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used