

# Annual Implementation Plan - 2023

## Define Actions, Outcomes and Activities

South Oakleigh Secondary College (8801)

**SOUTH OAKLEIGH**  
COLLEGE



Submitted for review by Helen Koziaris (School Principal) on 22 February, 2023 at 08:06 AM

Endorsed by Eva McMaster (Senior Education Improvement Leader) on 22 February, 2023 at 08:36 AM

Endorsed by Mitzi Sneesby (School Council President) on 26 February, 2023 at 02:42 PM

## Define Actions, Outcomes and Activities

<p><b>Goal 1</b></p>	<p><b>2023 Priorities Goal</b>            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>
<p><b>12 Month Target 1.1</b></p>	<p>Learning</p> <p>To increase NAPLAN above Benchmark Growth:</p> <ul style="list-style-type: none"> <li>- reading from 20% in 2019 and 23% in 2022 to 28% in 2025 with a target of 25% in 2023</li> <li>- writing from 25% in 2021 and 20% in 2022 to 27% 2025 with a target of 23% in 2023</li> <li>- numeracy from 14% in 2021 and 25% in 2022 to 28% in 2025 with a target of 26% in 2023</li> </ul> <p>To increase the percentage of the students in the top 2 NAPLAN bands at Year 9 who were in the top 2 bands at Year 7:</p> <ul style="list-style-type: none"> <li>- In reading from 24% (2021) and 18% in 2022 to 30% (2025) with a target of 28% in 2023</li> <li>- In writing from 32% (2021) and 33% in 2022 to 40% (2025) with a target of 36 % in 2023</li> <li>- In numeracy from 44% (2021) and 45 % in 2022 to 50% (2025) with a target of 47 % in 2023</li> </ul> <p>To increase the percentage positive response on the AtoSS factors:</p> <ul style="list-style-type: none"> <li>- Differentiated learning challenge from 60% (2021), and 61% (2022) to 70% (2025) with a target of 63% in 2023</li> <li>- Stimulated learning from 59% (2021), and 56% (2022) to 70% (2025) with a target of 63% in 2023</li> </ul> <p>To increase VCE results:</p> <ul style="list-style-type: none"> <li>- maintain or exceed a Median Study Score of 30 in 2023</li> <li>- Percentage of students with Study scores above 40 from 2.7% in 2020 and 4.8% in 2022 to 6.5% (2025) with a target of 5% in 2023</li> </ul>

	<p>Wellbeing To increase the percentage positive response on the AtoSS factors:</p> <ul style="list-style-type: none"> <li>- School connectedness from 50% (2021), and 46% (2022) to 60% (2025) with a target of 52% in 2023</li> <li>- Student voice and agency from 46% (2021), and 41% (2022) to 55% (2025) with a target of 51 % in 2023</li> <li>- High expectations for success from 73% (2021), and 72% (2022) to 80% (2025) with a target of 75 % in 2023</li> </ul> <p>To increase the percentage positive response on the Staff Opinion Survey components:</p> <ul style="list-style-type: none"> <li>- Differentiated learning activities from 43% (2021), and 65% (2022) to 55% (2025) with a target of improving on 65% in 2023</li> <li>-Teacher collaboration from 40% (2021), and 40% (2022) to 60% (2025) with a target of 47% in 2023</li> </ul> <p>To increase the percentage positive response on the Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> <li>- Stimulating learning environment from 71% (2019), and 60% (2022) to 80% (2025) with a target of 72% in 2023</li> <li>- Student motivation &amp; support from 62% (2019), and 59% (2022) to 70% (2025) with a target of 65% in 2023</li> <li>- Student voice and agency from 77% (2019), and 70% (2022) to 85% (2025) with a target of 80% in 2023</li> <li>- Promoting positive behaviour from 76% (2019), and 58% (2022) to 85% (2025) with a target of 76% in 2023</li> </ul>
<p><b>KIS 1.a</b> Priority 2023 Dimension</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>
<p><b>Actions</b></p>	<p>Build staff capacity in assessment and differentiation in Numeracy in order to identify and meet students' individual learning needs, with a focus on supporting Year 7 and 8 students</p>
<p><b>Outcomes</b></p>	<p>Students will be supported to learn at point of need</p> <p>Students will report higher levels of confidence with numeracy skills and will know what the next steps are to progress in their learning in Numeracy</p>

	<p>Teachers will confidently and accurately identify student learning needs of all their students and implement differentiated teaching and learning</p> <p>Teachers will provide targeted academic support to students through Numeracy goals in IEPs</p>			
<b>Success Indicators</b>	<p>Early:</p> <ul style="list-style-type: none"> <li>- Formative and summative Numeracy assessment rubrics will show student learning growth</li> <li>- Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning</li> <li>- Student IEP's will describe adjustments to meet their needs and implementation, monitoring and evaluation will be observed</li> <li>- Progress against IEPs</li> <li>- Differentiated resources used in tailored supports</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- AtoSS factors: stimulated learning will increase*</li> <li>- Semester 2 VC teacher judgments will show increased learning in growth in strands*</li> <li>- Diagnostic Assessments (PAT and EA) will show growth in learning</li> <li>- End of year surveys and student focus groups</li> <li>- Post-test/Assessment results</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Build a team of Year 7 and Year 8 teachers to review and strengthen current math units in Number and Algebra	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	from: Term 1 to: Term 4	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which</li> </ul>

				may include DET funded or free items
Identify gaps in learning and adjust teaching and learning program to address this and to extend others	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review the assessment schedule and embed time for moderation of Numeracy Assessment in the Professional Learning Calendar	<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"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Year 7 & 8 Teachers trial formative assessment rubrics for Number and Algebra	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 3	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review and update IEP's to include Numeracy Goals for selected students working below the expected level in Number and Algebra	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$15,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Organise end of term focus groups with a cross section of point of need students to gather feedback on Instructional model so that this can be modified for greater impact	<input checked="" type="checkbox"/> KLA Leader <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 <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide parents/carers with regular communication regarding progress in Maths	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review and update meeting protocols to prioritise time for discussion of assessment data in order to identify students requiring additional supports	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Actions</b>	<p>Whole School Level</p> <ul style="list-style-type: none"> <li>• Plan how whole school professional learning on chosen areas will be implemented and revisited throughout the year</li> <li>• Establish a whole school approach to physical/social/ emotional/cultural/civic wellbeing by establishing/embedding a tiered social regulation / engagement model such as Schoolwide Positive Behaviour Support (SWPBS) framework</li> <li>• Strengthen the school-wide approach towards communicating students wellbeing needs to parents/carers/kin</li> </ul> <p>• Establish student focus groups to promote student voice and seek feedback on the promotion of wellbeing and positive mental health</p> <ul style="list-style-type: none"> <li>• Implement bullying prevention and cyber safety programs such as the e-Smart schools framework</li> </ul> <p>Class Level</p> <ul style="list-style-type: none"> <li>- Build staff capacity to collect, analyse and respond to student wellbeing data enabling the Implement of classroom interventions in mentoring, cognitive skills, behavioural skills or exercise and relaxation</li> <li>• Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development though</li> <li>- Implementing the Resilience, Rights and Respectful Relationships curriculum via The Resilience Project, Mentor program.</li> </ul> <ul style="list-style-type: none"> <li>• Build staff capacity to collect, analyse and respond to student wellbeing data</li> <li>• Strengthen in-class relationships through peer and group learning activities</li> <li>• Conduct regular check-ins/conferencing with students in homegroup pastoral care programs</li> <li>• Implement student peer support mental health training</li> </ul> <p>Individual and Small Group Level</p> <ul style="list-style-type: none"> <li>• Students with emerging or acute wellbeing needs identified and referred appropriately, targeting counselling for individual students with acute mental health needs</li> </ul>



	<ul style="list-style-type: none"> <li>• Students with emerging or acute wellbeing needs participate in developing a range of supports and adjustments (via a Student Support Group)</li> <li>• Organise opportunities for at-risk students and parents/carers/kin to participate in a range of Tier 2 interventions and programs as appropriate, focusing on mental health, strengthening relationships and connectedness to school.</li> </ul>
<b>Outcomes</b>	<p>Whole School Level</p> <ul style="list-style-type: none"> <li>• Teachers will implement and model consistent routines</li> <li>• Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting physical, social, emotional, cultural and civic wellbeing</li> <li>• Teachers and leaders will integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs</li> </ul> <p>Classroom Level</p> <ul style="list-style-type: none"> <li>• At-risk students will be identified and receive targeted support in a timely manner</li> <li>• Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use</li> <li>• Teachers and leaders will implement The Resilience Project program in Mentor Group</li> <li>• Teachers will implement a range of interventions in their classroom to support student wellbeing</li> </ul> <p>Individual or Small Group Level</p> <ul style="list-style-type: none"> <li>• Students with emerging or acute wellbeing needs remain connected to school and peers and experience learning success</li> <li>• Students and families will be connected to allied health and mental health services</li> <li>• Families of at-risk students will receive regular communication and support from the school</li> <li>• Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers</li> <li>• Relevant teachers and leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing</li> </ul>
<b>Success Indicators</b>	<p>Whole School Level</p> <p>Early indicators</p> <ul style="list-style-type: none"> <li>• Classroom and peer observations</li> <li>• Observations of changes to classroom practices</li> <li>• Documentation of frameworks, policies or programs</li> </ul>

	<ul style="list-style-type: none"> <li>• Internal and external professional learning attendance and shared readings for staff are documented</li> <li>• Documentation of referrals/communication processes</li> </ul> <p>Late indicators</p> <ul style="list-style-type: none"> <li>• Students, staff and parent perception survey results</li> <li>• Attendance data</li> <li>• Health and wellbeing dashboards</li> </ul> <p>Classroom Level</p> <p>Early indicators</p> <ul style="list-style-type: none"> <li>• Student/staff/parent/carer/kin focus groups and interviews</li> <li>• Students engagement in wellbeing programs</li> <li>• Teacher reports of student wellbeing concerns</li> <li>• Documentation of resources for wellbeing programs</li> <li>• Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns</li> </ul> <p>Late indicators</p> <ul style="list-style-type: none"> <li>• Semester 2 judgements against the Wellbeing Capabilities Curriculum map</li> </ul> <p>Individual or Small Group Level</p> <p>Early indicators</p> <ul style="list-style-type: none"> <li>• Student pre and post support surveys</li> <li>• Student engagement and assessment data</li> <li>• Data used to identify students in need of targeted support</li> <li>• Data of counselling services accessed by students and families</li> <li>• Documentation of strategies students will use in classes and at school</li> <li>• Engagement data from learning management systems such as Compass</li> </ul> <p>Late indicators</p> <ul style="list-style-type: none"> <li>• Attendance data</li> <li>• Health and wellbeing dashboards</li> </ul>				
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>	

<p>Audit and develop curriculum resources to reflect wellbeing and social-emotional learning focus</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> <li><input checked="" type="checkbox"/> House Leaders</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> <li><input checked="" type="checkbox"/> Sub School Leader/s</li> <li><input checked="" type="checkbox"/> SWPBS Leader/Team</li> </ul>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$30,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Establish lunchtime and after-school clubs that promote healthy habits and positive relationships</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> House Leaders</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Gather data on student wellbeing needs to inform recruitment of mental health professionals</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> </ul>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Use DET tools such as the Mental Health Planning Tool to better understand student wellbeing needs	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review processes for documenting engagements with parents/carers/kin to ensure appropriate follow up when difficult situations arise	<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 2	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Identify and schedule appropriate professional learning for teachers implementing wellbeing programs	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review staff role statements to provide clarity of responsibility of teachers, education support staff and middle leaders	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Research, identify and implement wellbeing programs to create classroom environments that promote positive mental health	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

	<input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> SWPBS Leader/Team		to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Update the professional learning schedule to include a regular time for the Wellbeing Team to speak with staff and for staff to ask questions	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Nominate one teacher as a key contact and allocate time in the professional calendar for them to communicate with parents/carers/kin of at risk students	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Partner with non-for-profit groups and external support agencies to provide targeted student support	<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	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish protocols and processes to support at-risk students and organise weekly check-ins with families	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

