

Annual Implementation Plan - 2022

Define Actions, Outcomes and Activities

Pakenham Secondary College (8223)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	ODT / DAL testing shows that at least 80% of students have demonstrated 12 months of learning growth in both numeracy and literacy. Ensure that Benchmark Growth data (according to Naplan) is similar to or above like schools.
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> • Enhance teacher use of the teaching and learning cycle by focusing on the effective use of model texts and the register continuum. • Ensure all rubrics across all faculties include assessment criteria that have a literacy component. • Review and embed the use of the College's Math's Pedagogical Plan with a view to supporting the growth of all students. • Undertake an assessment audit to ensure that teachers understand the role that "pre-testing" and "mid-unit" assessments have in ensuring that their practice is "at the point of need" of the student. • Implement processes that support Year 10 operating as a stand-alone sub-school which better supports students as they transition to Year 11 and 12. • Enhance the use of student specific feedback to inform classroom practice and content covered within the curriculum. • Utilise numeracy and literacy tutors to support student learning across Year 7 to 11.
Outcomes	Leaders will: <ul style="list-style-type: none"> • Provide ongoing support and Professional Development in the use of Literacy for Learning. • Interrogate the efficacy of the Mathematics Pedagogical model and make changes where needed. • Lead an assessment audit by setting parameters and sharing outcomes. • Attend KLA based PLCs. • Align key tasks at Year 10 and 11 to support the early identification of students at risk and better prepare them for the following year.

	<p>Teachers will:</p> <ul style="list-style-type: none"> • Employ Literacy for Learning Strategies as part of their teaching and utilise model texts for all key tasks. • Review and update rubrics. <p>Students will:</p> <ul style="list-style-type: none"> • Utilise Literacy for Learning Strategies in key tasks. • Begin to have some input what they learn. 			
Success Indicators	<ul style="list-style-type: none"> • Observations of the Leadership / Principal team. • Feedback from Enhancing Teacher Practice meetings. • Teacher use of LFL and the Math's Pedagogical model. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Teaching staff begin the year focusing on enhancing their practice through a series of professional learning sessions. Provide support for teachers to better understand what skills need to be emphasised to support students to be successful in their senior years.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Assessment Audit completed	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
<p>Enhancing Teacher Practice meetings will focus on:</p> <ul style="list-style-type: none"> The use of the Instructional Model with a focus on Literacy for Learning and the Math's Pedagogical model The use of Pre and Mid cycle assessment tasks to differentiate the teaching Consistent use of Compass and Office 365 	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$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
<p>Literacy and Numeracy Tutors are activated across the school</p>	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input checked="" 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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>SWPB</p> <ul style="list-style-type: none"> • Continue to activate an executive team to support the use of SWPB across the school. • Implement an acknowledgement system that is aligned with SWPBS Behaviour Matrix and includes differentiation between sub-schools. • Develop and deliver focus lessons across semester 1; include differentiation between sub-schools. <p>Student Profiles</p> <ul style="list-style-type: none"> • Embed the use of student profiles for Tier 3 students to aide internal transitions as students move from one year level to the next. • Identify Case leads for tier 3 and designated "at risk" cohorts. <p>Compass</p> <ul style="list-style-type: none"> • Activate team to review and embed the use of Compass and Office 365 as a communication tool between teachers, students and parents. <p>Student Voice and Agency</p> <ul style="list-style-type: none"> • Implement opportunities for increased student leadership across all year levels through a review of the current Student Leadership structure. • Allow for broader student participation in decision making within the College through the implementation of a Student Leadership Advisory Team. • Develop a buddy system in the junior sub schools whereby Year 9 students support Year 7 students in transitioning to secondary school. 			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • Actively model and arrange for the teaching of expected behaviours. • Embed the use of student profiles and designate Case Leads for tier 3 students. • Develop and embed an acknowledgement system for expected behaviours. • Provide PD on the effective and consistent use of Compass and Office 365. • Embed student agency and feedback loops as part of the Instructional model. 			

	<ul style="list-style-type: none"> Review the student Leadership structure to allow for broader student participation in decision making such as the introduction of a Student Leadership Advisory team. <p>Teachers will:</p> <ul style="list-style-type: none"> Consistently apply the SWPB framework within the school setting. Seek feedback from students in relation to their teaching and allow for student input into what they learn. Share learning data, progress, and feedback with their students. Consistently use Compass and Office 365 as per the findings of the working party <p>Students will:</p> <ul style="list-style-type: none"> Be able to articulate expected behaviours. Be rewarded for showing the expected behaviours Be more active in the design of what is happening within classes and the school in general. 			
Success Indicators	<ul style="list-style-type: none"> Students in Year 7 are allocated a Year 9 Buddy. Findings of the Compass / Office 360 working party are being implemented. SWPB acknowledgement system is being implemented. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
SWPB priorities for 2022 finalised.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" 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
Enhancing Teacher Practice meetings offer focus on use of Compass and Office 365.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$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
Outcomes of Compass working party are clarified and Trial undertaken. Whole school PD to align with outcomes	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Student Leadership profile for the school is confirmed, leaders are in place and the role of the Student Leadership Advisory Team is confirmed and adopted.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Student Leadership Coordinator		to: Term 1	<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
Student Profiles are accessible on Compass.	<input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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