

# Annual Implementation Plan - 2021

## Define Actions, Outcomes and Activities

Mullauna Secondary College (8744)



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

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<ol style="list-style-type: none"> <li>1. Learning catch up</li> <li>2. Happy, active and healthy kids</li> <li>3. Connected schools</li> </ol>
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	<p>Build teacher capacity to deliver targeted student support in literacy and numeracy through the MYLNS program. (MYLNS Capability teachers)</p> <p>Work directly with MYLNS students to improve the literacy and numeracy outcomes. (MYLNS Improvement teachers)</p> <p>Provide support for students whose learning has been disrupted as a result of the coronavirus (COVID-19) pandemic. (Tutor Program teachers)</p> <p>Provide literacy and numeracy intervention for targeted students through our Bootcamp program. (Quicksmart)</p> <p>Provide EAL support for targeted junior students through a class withdrawal and in class support program.</p> <p>Review the current EXCEL program</p> <p>Provide PSD support for targeted students</p> <p>Provide support for students who have been chosen to participate in the Victorian High Ability Program</p>
<b>Outcomes</b>	<p>Students will be able to articulate personal goals and success criteria as well as discuss learning strategies identified by conferring with staff.</p> <p>Teachers will be able to identify students using data and teach students at their point of need. Teachers will implement targeted teaching strategies and confer with students to develop personal goals.</p> <p>Leaders will develop a plan to identify where students are in their learning growth, develop viable support strategies that will best meet their learning needs and plan to effectively utilise all initiative funding as part of this plan.</p> <p>Leaders will ensure PL on targeted teaching in small groups is provided to relevant staff.</p> <p>Leaders will identify success indicators related to each of the actions.</p>

<b>Success Indicators</b>	Evidence of changes in knowledge, skills or behaviours as listed above Data wall developed and shared and referenced with staff.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Develop the 'team around the learner' approach to MYLNS including team meeting schedule. Plan for sharing this work with staff at relevant meetings to keep staff informed and involved.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop the plan for the tutor program including regular meeting schedule and share this with staff. Review and modify as necessary.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Students selected for 2021 Bootcamp program and program fully resourced. (Quicksmart literacy and numeracy)	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Student selected and EAL support provided.	<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

<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	<p>Review and revamp our approach to monitoring and responding to student mental health &amp; wellbeing concerns.            PL for staff in methods of how to best support student agency with their help-seeking behaviours.            Revisit and introduce the concept of positive academic chronicles which were used during remote learning.            Plan for a vibrant and engaging camp and events program (year level camps, sporting teams, excursions and incursions)            Review and build on 2019 attendance data to maintain or improve on attendance levels            To better resource student services and well being through:</p> <ul style="list-style-type: none"> <li>- Reviewing and extending student focussed wellbeing programs to be delivered across the school. (Year 7 and 8 Challenge, Sensibility, Peer Support, Respectful Relationship, SKILLZ)</li> <li>- Appointing a Head of Junior School.</li> <li>- Appointing a mental health practitioner (0.4)</li> <li>- Strengthening relationships with regional support staff.</li> </ul>			
<b>Outcomes</b>	<p>Students will know to seek and seek support when needed and know how to support a friend</p> <p>Teachers will ensure students know where to go for help and information and know what providing effective support means</p> <p>Teachers will establish a class narrative that fosters positive mental health and normalises support seeking</p> <p>Leaders will provide structures that provide required support mechanisms and train staff in provision of support            Leaders will develop a school-wide narrative that fosters positive mental health and normalises support seeking            Leaders will ensure that our PE/ sporting program is adequately staffed</p>			
<b>Success Indicators</b>	<p>Positive trend in ATTS trend data in Resilience            Increase in help seeking behaviours (documented on Compass monitored by YLC)            Attendance levels increased - general attendance            Anecdotal evidence of happy kids.            Less academic concern chronicles</p>			

	Lots of positive behaviour and academic chronicles. Student wellbeing program has been updated and extended.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Seek an expert to deliver PL to staff in methods of how to best support student agency with their help-seeking behaviours	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Positive academic chronicles are reviewed and reinstated in 2021	<input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Plan for and provide a camp experiences for each year level in 2021	<input checked="" type="checkbox"/> Assistant Principal <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
Attendance data is closely monitored by YLC and 2019 percentage levels maintained or increased.	<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
Current school well-being programs reviewed and refreshed for delivery in 2021.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Year Level Co-ordinator(s)			
Head of Junior School appointed with new job description.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Mental health practitioner appointed	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Regional relationships and support services utilized	<input checked="" type="checkbox"/> Assistant Principal <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

<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	<p>Strengthen &amp; embed the connection with parents/carers developed during remote and flexible learning.  Review the way we communicate with families.  'Meet the YLC/teacher' zoom welcome at beginning of year to welcome families to the new school year  Review and extend the schools successful celebration evenings and community building events.</p>			
<b>Outcomes</b>	<p>Students will feel connected to their school &amp; have positive attitudes to attendance  Students will feel cared for &amp; valued by peers, staff and school leaders.</p> <p>Teachers will record positive chronicles as well as engagement concerns on Compass  YLCs will review chronicles weekly with to monitor students health &amp; well being  Teachers will implement the schools communication strategy</p> <p>Leaders will develop &amp; implement a communication strategy using Compass to comprehensively monitor student health &amp; wellbeing and accurately track academic progress.  Leaders will develop a method to monitor the impact of this strategy</p> <p>Leaders will prioritise time for staff to communicate &amp; build relationships with parents/carers.  Leaders will prioritise time for staff to complete check-ins with individual students</p> <p>Parents will feel connected to their school, attending school events.</p>			
<b>Success Indicators</b>	<p>Communication strategy developed and implemented.  ATTS trend data in attendance and school connectedness demonstrates growth  High level community attendance at all school events  Positive responses in the parent opinion survey.</p>			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review of 2020 chronicle notifications updating to ensure that the correct audience is determined and the chronicle notification has a clear purpose and goal.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Collection of attendance records of all co-curricular events.for discussion at leadership and staff meetings. Review and plan to improve the data in these areas at future events.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop and measure the impact of a community communication strategy.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Review of 2021 ATTS and 2020/2021 Parent Opinion survey data and plan for actions in 2022.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used