



# 2024 ANNUAL IMPROVEMENT PLAN (AIP)

<b>2024 PRIORITIES GOAL</b>		<i>In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2024 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 2.0.</i>		
<b>DET PRIORITY GOALS</b>	<b>GOAL 1: KIS 1A - LEARNING: Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</b>	<b>GOAL 1: KIS 1B - WELLBEING: Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</b>	<i>Note: Highlighted sections are our focus in 2024</i>	
<b>ACTION</b>	<ul style="list-style-type: none"> <li>Implement Tier 2 and Tier 3 interventions for literacy and numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>Implement Disability Inclusion Profile for selected students.</li> </ul>		
<b>WHAT WOULD THIS LOOK LIKE?</b> <i>Link to data:</i>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Participate in small group learning via the MYLNS literacy and numeracy program for Tier 3</li> <li>Participate in Short rapid support</li> <li>Set goals with their MYLNS teacher.</li> <li>Improve their reading, writing and math skills.</li> </ul> <p><b>Teachers (and tutors) will:</b></p> <ul style="list-style-type: none"> <li>Identify students for rapid support at Tier 2.</li> <li>Differentiate instruction for students based on point of need as part of Tier 1 support.</li> <li>Use PAT, DIBELS and assessment or common misunderstanding to identify students points of need</li> </ul> <p><b>Leaders will:</b></p> <ul style="list-style-type: none"> <li>Analyse data for low ability students in Reading and Maths to identify students for support.</li> <li>Support Tier 2 and Tier 3 intervention for students by setting up structure with teaching and learning resources.</li> <li>Provide teachers with professional learning and support.</li> </ul> <p><b>Community will (at tier 2):</b></p> <ul style="list-style-type: none"> <li>Support students who will require intervention.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Contribute to their IEP goals.</li> <li>Participate in SSGs</li> </ul> <p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>Understand students' IEP and inclusion needs.</li> <li>Contribute to students' IEP goals</li> <li>Make and document adjustments made for students.</li> <li>Understand the DI policy reforms</li> </ul> <p><b>Leaders will:</b></p> <ul style="list-style-type: none"> <li>Support teachers to engage with student IEP, including time and resources.</li> <li>Implement department policy on inclusion as a priority.</li> <li>Target a Curriculum Day for Inclusion</li> <li>Complete practice DIP.</li> </ul> <p><b>Community will:</b></p> <ul style="list-style-type: none"> <li>Participate in SSG meetings as required.</li> </ul>	<p><b>2024 Priorities Goal</b></p> <p><i>In 2024 we will continue to focus on student learning - with an increased focus on numeracy and student wellbeing through the 2024 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</i></p> <p><i>We will teach and support each student at their point of need and in line with FISO 2.0.</i></p> <p><b>Targets:</b></p> <p>MYLNS Numeracy student experience growth in PAT results, SWPBS Tiered Fidelity Index, Completion of practice DIP, and use of new IEP / SSG / BSP templates.</p>	
<b>WSC GOALS</b>	<b>GOAL 2: To improve the individual learning growth of all students.</b>	<b>GOAL 3: Students are engaged as learners and empowered global citizens.</b>	<b>GOAL 4: To improve student wellbeing and connectedness to the school.</b>	
<b>ACTION</b>	<ul style="list-style-type: none"> <li>KIS 2a. Implement and embed a whole school guaranteed and viable curriculum.</li> <li>KIS 2b. Improve consistent school wide effective teaching practice.</li> <li>KIS 2c. Implement a whole school approach to developmental assessment</li> </ul>	<ul style="list-style-type: none"> <li>KIS 3a. Develop and support opportunities for student voice and learner agency.</li> <li>KIS 3b. Empower students to determine their pathways.</li> <li>KIS 3c. Build positive relationships throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>KIS 4a. Implement a whole school approach to positive behaviours.</li> </ul>	
<b>OUTCOMES</b> <i>What would this look like?</i>  <i>What are the success indicators for these?</i>	<b>STUDENTS</b>	<ul style="list-style-type: none"> <li>Understand the writing criteria.</li> <li>Set goals to improve their writing on a development rubric.</li> </ul>	<ul style="list-style-type: none"> <li>Set and review learning, social and personal goals in home group.</li> <li>Identify teachers who can support them to achieve their goals.</li> <li>Follow the College's positive behaviour matrix.</li> <li>Provide feedback to teachers via the PIVOT Survey.</li> <li>Engage in First Nations perspectives in the curriculum.</li> <li>Engage in diverse and global perspectives in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Understand the behaviour matrix.</li> <li>Learn the behaviours expected by the College.</li> <li>Be involved in focus groups for feedback on implementation.</li> <li>Uphold the College's values through their behaviour.</li> </ul>
	<b>TEACHERS</b>	<ul style="list-style-type: none"> <li>Understand how to teach the traits of writing.</li> <li>Understand how to create assess using developmental rubrics for writing assessments.</li> <li>Improve outcomes in junior, middle and senior written assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Follow the home group program structure and curriculum.</li> <li>Build and maintain relationships with students and engage in restorative conversations (when necessary).</li> <li>Support student leadership initiatives.</li> <li>Act on student feedback via PIVOT survey.</li> <li>Continue to represent First Nations perspectives in the curriculum.</li> <li>Continue to foster diversity and global citizenship in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Explicitly teach the behaviours in the matrix.</li> <li>Consult on the College's acknowledgement system and consequences process.</li> <li>Provide feedback to leadership on implementation.</li> <li>Model positive behaviours in the College.</li> <li>Further develop their understanding of positive behaviour theory.</li> </ul>
	<b>LEADERS</b>	<ul style="list-style-type: none"> <li>Provide resources for professional learning in teaching and assessing writing.</li> <li>Monitor writing assessment practice across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Provide resources and support for teachers and students for homegroup.</li> <li>Integrate student voice into decision making and consultation.</li> <li>Model positive relationships for staff and students.</li> <li>Analyse data from PIVOT and set goals for their faculties.</li> <li>Develop partnerships with local and global community groups.</li> <li>Continue to embed the Marrung Education Plan.</li> </ul>	<ul style="list-style-type: none"> <li>Consult with staff and students to monitor implementation.</li> <li>Provide time to implement explicit teaching via Homegroup.</li> <li>Contribute to whole staff PD sessions.</li> <li>Model positive behaviours in the College.</li> </ul>
<b>TEAMS/ COMMITTEES</b>	PCO, ILT, CAR, LS and Faculty leaders.	Student Leadership Coordinators, Student Leaders, Student Management Teams, Careers and Pathways Team, Wellbeing Team, PCO.	Student Leadership Coordinators, Student Leaders, Student Management Teams, Wellbeing Team, PCO.	
<b>PROFESSIONAL LEARNING ACTIVITIES</b> <i>Resources/ evidences to be developed to Support these</i>	<ul style="list-style-type: none"> <li>PLC Session on Data, Coaching for Influence (LS)- Coaching Framework implementation</li> <li>PLC Link school for Western Melbourne.</li> <li>Evidence-based teaching and learning strategies PL, VCAA provided PL on Study Design, IB Workshops</li> <li>PL Calendar</li> <li>Curriculum Day on teaching and assessing writing using developmental writing</li> <li>CAR workshop on developmental rubrics</li> <li>Faculty meetings to create developmental rubrics</li> <li>Form subcommittee for developmental rubrics work</li> </ul>	<ul style="list-style-type: none"> <li>Home group Program</li> <li>Global Citizenship: Model UN Hub school, Marrung events and Initiatives, Refugee Education Support Program</li> <li>PIVOT survey</li> <li>Student Voice: Student leadership retreats, community events, Harmony Day events, Wear It Purple Day</li> <li>PLC focus for Term 2: Student Voice</li> </ul>	<ul style="list-style-type: none"> <li>SWPBS Training and Resources professional development</li> <li>Positive Rewards system</li> <li>Inclusive Community Information Sessions (WCEC, Settlement Services)</li> <li>IEP plans for Koorie students, PSD students, attendance referral.</li> <li>Harmony Week, Reconciliation Week, Marrung Framework and NAIDOC resources</li> <li>PLC Focus for Term 4: SWPBS</li> </ul>	