2024 Annual Implementation Plan

for improving student outcomes

Sunbury College (8350)

Submitted for review by Craig O'bree (School Principal) on 15 February, 2024 at 10:55 AM
Endorsed by Jason Coningsby (Senior Education Improvement Leader) on 16 February, 2024 at 12:09 PM
Endorsed by Robert Torcutti (School Council President) on 10 May, 2024 at 12:52 PM

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	No	Support for the priorities	
Empower students to be engaged partners in learning.	No	Improve the per cent of positive endorsement of students in Years 7 to 12 in the Attitudes of Students to School Survey in the following measures: • Student voice and agency from 34 per cent in 2021 to 45 percent by 2026 • School connectedness from 47 per cent in 2021 to 55 percent by 2026	
		Increase the per cent of positive endorsement of staff in the School Staff Survey in the measure of: • Trust in students and parents from 44 per cent in 2021 to 50 percent by 2026	
		Increase the per cent of positive endorsement of parents in the Parent Opinion Survey in the measure of: • Student voice and agency from 81 per cent in 2021 to 83 percent by 2026	

		Increase the per cent of students with less than 20 days absent from 59 per cent in 2021 to 65 per cent by 2026	
Optimise the learning and wellbeing outcomes of every student.	Yes	Increase the per cent of students meeting and above Year 9 NAPLAN Benchmark growth in the domains of: • Reading from 60.5 per cent in 2021 to 75 per cent by 2026 • Writing from 66.2 per cent in 2021 to 75 per cent by 2026 • Numeracy from 68.7 per cent in 2021 to 75 per cent by 2026.	Improve the proportion of students in the 'strong' and 'exceeding' proficiency levels of NAPLAN in year 9 in the domains of: Reading from 54% (2023 baseline);Writing from 53% (2023 baseline);Numeracy from 49% (2023 baseline).
		Increase the per cent of students achieving in the top two NAPLAN bands in Year 9 in the domains of: • Reading from 10 per cent in 2021 to 15 per cent by 2026 • Writing from 4 per cent in 2021 to 8 per cent by 2026 • Numeracy from 6 per cent in 2021 to 15 per cent by 2026.	Improve the proportion of students in the 'exceeding' proficiency level of NAPLAN in year 9 in the domains of: Reading from 9% (2023 baseline);Writing from 10% (2023 baseline); Numeracy from 2% (2023 baseline).
		Increase the VCE Mean score for the following studies: • All study from 26.27 in 2021 to 28.5 by 2026 • Maths Further from 25.85 in 2021 to 28.5 by 2026 • English from 25.67 in 2021 to 28.5 by 2026	Increase the VCE Mean score for the following studies: All study to 28.0 by 2024; Maths Further to 28.0 by 2024; English to 28.0 by 2024.
		Increase the per cent of positive endorsement of students in Years 7 to 12 in the Attitudes of Students to School Survey in the following measures: • Respect for diversity from 38 per cent in 2021 to 45 percent by 2026 • Emotional awareness and regulation from 63 per cent in 2021 to 65 percent by 2026 • Resilience from the 2022 benchmark of 65 percent to 70 percent by 2026 • Stimulated learning from 48 per cent in 2021 to 55 percent by 2026	Increase the per cent of positive endorsement of students in Years 7 to 12 in the Attitudes of Students to School Survey in the following measures: Respect for diversity from 32 percent in 2023 to 36 percent by 2024; Emotional awareness and regulation from 59 percent in 2023 to 61 percent by 2024; Resilience from 66 percent on 2023 to 68 percent by 2024; Stimulated learning from 45 percent in 2023 to 48 percent by 2024.

		Increase the per cent of positive endorsement of staff in the School Staff Survey in the following measures:	Increase the per cent of positive endorsement of staff in the School Staff Survey in the following measures: Collective efficacy from 42 percent in 2023 to 45 percent by 2024; Academic emphasis from 24 percent in 2023 to 30 percent by 2024; Instructional leadership from 50 percent in 2023 to 58 percent by 2024; Monitoring effectiveness using data from 64 percent in 2023 to 66 percent by 2024; Seek feedback to improve practice from 42 percent in 2023 to 49 percent by 2024.
		• Collective efficacy from 46 per cent in 2021 to 52 percent by 2026 • Academic emphasis from 37 per cent in 2021 to 42 percent by 2026 • Instructional leadership from 74 per cent in 2021 to 76 percent by 2026 • Monitoring effectiveness using data from 70 per cent in 2021 to 72 percent by 2026 • Seek feedback to improve practice from 63 per cent in 2021 to 65 percent by 2026	

Goal 3	**Optimise the learning and wellbeing outcomes of every student.**
12-month target 3.1-month target	Improve the proportion of students in the 'strong' and 'exceeding' proficiency levels of NAPLAN in year 9 in the domains of: Reading from 54% (2023 baseline); Writing from 53% (2023 baseline); Numeracy from 49% (2023 baseline).
12-month target 3.2-month target	Improve the proportion of students in the 'exceeding' proficiency level of NAPLAN in year 9 in the domains of: Reading from 9% (2023 baseline); Writing from 10% (2023 baseline); Numeracy from 2% (2023 baseline).
12-month target 3.3-month target	Increase the VCE Mean score for the following studies: All study to 28.0 by 2024; Maths Further to 28.0 by 2024; English to 28.0 by 2024.
12-month target 3.4-month target	Increase the per cent of positive endorsement of students in Years 7 to 12 in the Attitudes of Students to School Survey in the following measures: Respect for diversity from 32 percent in 2023 to 36 percent by 2024; Emotional awareness and regulation from 59 percent in 2023 to 61 percent by 2024;

	Resilience from 66 percent on 2023 to 68 percent by 2024; Stimulated learning from 45 percent in 2023 to 48 percent by 2024.	
12-month target 3.5-month target	Increase the per cent of positive endorsement of staff in the School Staff Survey in the following measures: Collective efficacy from 42 percent in 2023 to 45 percent by 2024; Academic emphasis from 24 percent in 2023 to 30 percent by 2024; Instructional leadership from 50 percent in 2023 to 58 percent by 2024; Monitoring effectiveness using data from 64 percent in 2023 to 66 percent by 2024; Seek feedback to improve practice from 42 percent in 2023 to 49 percent by 2024.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Teaching and learning	Strengthen the capability of teachers to differentiate their practice to enable all students to achieve their learning growth and wellbeing capabilities.	Yes
KIS 3.b Leadership	Deepen the capacity of leaders and teachers to provide an environment that reflects the school values and that enables effective learning and wellbeing.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	In 2024 we will focus on KIS 2a and 2b from Goal 2 of the Schools Strategic Plan (SSP), with these KIS having both a learning and wellbeing focus. The actions that will form the 2024 AIP will continue and build upon those implemented in the 2023 AIP and aim to deliver further growth on the targets related to SSP Goal 2 - Optimise the learning and wellbeing outcomes of every student. Significant resources will be focused on increasing the capacity of new and graduate teachers to implement the schools Flexible Teaching and Learning Framework, with graduate teachers making up a significantly higher proportion of the school's workforce in the coming year. KIS 2a and 2b are also seen as foundational for SSP Goal 1 and KIS 1a and 1b, so increasing the capacity of the school's leaders and staff more broadly, will allow for enhanced growth in KIS 1a and 1b when these become a focus in the second half of the SSP.	

Define actions, outcomes, success indicators and activities

Goal 3	Optimise the learning and wellbeing outcomes of every student.
12-month target 3.1 target	Improve the proportion of students in the 'strong' and 'exceeding' proficiency levels of NAPLAN in year 9 in the domains of: Reading from 54% (2023 baseline); Writing from 53% (2023 baseline); Numeracy from 49% (2023 baseline).
12-month target 3.2 target	Improve the proportion of students in the 'exceeding' proficiency level of NAPLAN in year 9 in the domains of: Reading from 9% (2023 baseline); Writing from 10% (2023 baseline); Numeracy from 2% (2023 baseline).
12-month target 3.3 target	Increase the VCE Mean score for the following studies: All study to 28.0 by 2024; Maths Further to 28.0 by 2024; English to 28.0 by 2024.
12-month target 3.4 target	Increase the per cent of positive endorsement of students in Years 7 to 12 in the Attitudes of Students to School Survey in the following measures: Respect for diversity from 32 percent in 2023 to 36 percent by 2024; Emotional awareness and regulation from 59 percent in 2023 to 61 percent by 2024; Resilience from 66 percent on 2023 to 68 percent by 2024; Stimulated learning from 45 percent in 2023 to 48 percent by 2024.
12-month target 3.5 target	Increase the per cent of positive endorsement of staff in the School Staff Survey in the following measures: Collective efficacy from 42 percent in 2023 to 45 percent by 2024; Academic emphasis from 24 percent in 2023 to 30 percent by 2024; Instructional leadership from 50 percent in 2023 to 58 percent by 2024; Monitoring effectiveness using data from 64 percent in 2023 to 66 percent by 2024; Seek feedback to improve practice from 42 percent in 2023 to 49 percent by 2024.
KIS 3.a Documented teaching and learning program based on the	Strengthen the capability of teachers to differentiate their practice to enable all students to achieve their learning growth and wellbeing capabilities.

Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Actions	Strengthen teacher capacity to teach to point of need through whole school professional learning on inclusive teaching and learning practices.
Outcomes	Students will be able to identify key characteristics of the Flexible Teaching and Learning Framework within each of their classes, including the Instructional model (GENAR). Students will be supported to learn at their point of need. Students in need of targeted academic intervention will be identified and supported. Students will be able to use Developmental Rubrics to know the next steps to progress in their learning. Students will have a greater opportunity to shape their own learning through student voice practices. Students in year 7 and 8 will use design thinking methods in an inquiry task in Science, Mathematics and/or Technology subjects and have the opportunity to participate in STEM extracurricular activities. Teachers will develop skills and strategies to excel in the implementation of the Flexible Teaching and Learning Framework. Teachers will plan for differentiation based on student learning data. Teachers will collaborate and build a shared understanding of best practice in teaching Mathematics from years 7-8. Teachers will work collaboratively to enhance their teaching practice through peer observations. Teachers will use Developmental Rubrics to meet students at their point of need. Education support staff will support teachers and students through contribution to the development of Individual Education Plans (IEP's), goal setting and adjustments. Education support staff will develop greater understanding of student wellbeing and mental health through professional learning. Leaders will provide teachers with targeted professional learning on the implementation of the Flexible Teaching and Learning Framework. Leaders will provide teachers professional learning on identifying and meeting students at their point of need. Leaders will support all teaching staff to build inclusive teaching and learning practices through consistent, clear processes and professional learning. Leaders will develop and implement an Action Plan to strengthen teaching capacity in Mathematics / Numeracy curriculum design, assessment and pedagogy. Leaders will plan and develop school-wide Disability Inclusion framework. Leaders will consult widely on whole school Literacy Policy and Action Plan. Leaders will provide staff professional learning on student wellbeing and mental health to create a shared understanding across the school.

Success Indicators	Early indicators - Professional Learning plans, agendas, and presentations. - Record of peer observations. - Meeting agendas and minutes. - Examples of Developmental Rubrics. - Examples of the implementation of student voice practices. - Differentiated curriculum documents and evidence of students learning at different levels. - Examples of student work from STEM Inquiry tasks. Late indicators - Documentation of Disability Inclusion framework. - Documentation of Mathematics / Numeracy Action Plan. - Documentation of Literacy Policy and Action Plan. - NAPLAN reading, writing and numeracy data. - VCE study score data: All study, Further Mathematics and English. - AtoSS factors: respect for diversity, emotional awareness and regulation, resilience, and stimulated learning. - SSS factors: Collective efficacy, academic emphasis, instructional leadership, monitoring effectiveness using data and seek feedback to improve practice.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement peer observations across the whole school that focuses on our Flexible Teaching and Learning Framework.	☑ Assistant principal ☑ KLA leader ☑ Leadership team ☑ Teaching and learning coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Develop staff capacity to teach to point of need through professional learning on the development of IEPs, goal setting and adjustments.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ KLA leader ☑ Year level co-ordinator(s)	☑ PLP Priority	from: Term 1 to: Term 4	$188,867.94 ☑ Disability Inclusion Tier 2 Funding will be used

Plan and develop school-wide Disability Inclusion framework.	☑ Assistant principal ☑ Disability inclusion coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Enhance staff capacity to teach to point of need through professional learning on Developmental Rubrics in order to differentiate teaching practices across the school.	☑ Assistant principal ☑ KLA leader ☑ Leadership team ☑ Teaching and learning coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$25,000.00 ☑ Equity funding will be used
Develop and implement student voice practices to build student capacity to shape their learning, including student-led focus groups which reflect whole school improvement goals.	☑ Leadership team ☑ Student leadership coordinator ☑ Sub school leader/s ☑ Teaching and learning coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$500.00 ☑ Other funding will be used
Develop, implement and monitor the year 7 and 8 Numeracy / Mathematics action plan to enhance teaching and learning practices.	☑ Assistant principal ☑ KLA leader ☑ Numeracy leader	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Other funding will be used
Develop a research-based whole school literacy policy and action plan.	☑ Literacy leader	☐ PLP Priority	from: Term 1 to: Term 4	$500.00 ☑ Other funding will be used

Develop and implement a professional learning plan on the use of data to identify and stretch VCE high achievers.	☑ Assistant principal ☑ Sub school leader/s	☐ PLP Priority	from: Term 1 to: Term 4	$500.00 ☑ Other funding will be used
Provide staff professional learning on student wellbeing and mental health (including use of HIWS) to create a shared understanding across the school.	☑ Assistant principal ☑ Leadership team ☑ Sub school leader/s ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$25,000.00 ☑ Equity funding will be used
Investigate research based approaches to student engagement in learning.	☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used
Build staff capacity to implement Inquiry-based learning through targeted staff professional learning and the development and implementation of an Inquiry task in year 7 and 8 Science, Mathematics and/or Technology subjects using Design Thinking Methods.	☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Other funding will be used

KIS 3.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Deepen the capacity of leaders and teachers to provide an environment that reflects the school values and that enables effective learning and wellbeing.
Actions	Strengthen the capacity of teaching and education support staff to provide in and out of class learning and wellbeing supports to enable students of diverse learning, wellbeing, and cultural backgrounds to grow and flourish and experience positive learning and wellbeing outcomes.

Outcomes	Students will share their insight to enhanced use of SWPBS practises within and outside their classroom.
	Students will contribute to the development of the new pastoral care framework.
	Students will have the opportunity to participate and experience events and activities aimed to increase cultural understanding.
	Student will develop strategies for self-regulation/co-regulation using 'Ready to Learn' scale.
	Teachers will undertake professional learning to develop their capacity to explicitly teach agentic values with students.
	Teachers will develop and implement the enhanced use of School Wide Positive Behavior Support (SWPBS) practices within and outside their classroom.
	Teachers will develop and implement enhanced personal and whole school classroom management practices.
	Teachers will support new staff members by mentoring placement, Permission to Teach (PTT), and graduate teachers.
	Teachers and Education support staff will increase cultural understanding and support of ATSI students by undertaking CUST training and contributing to other cultural events.
	Education support staff provide high quality support to teachers and students in and out of the classroom.
	Leaders will review and develop of new pastoral care framework for implementation in 2025.
	Leaders will implement enhanced monitoring of learning and wellbeing supports for tier 3 students.
	Leaders will renew, develop, and implement processes and professional learning for staff to embed the use of SWPBS and whole school classroom management practices.
	Leaders will increase cultural understanding across the school by facilitating CUST training and other professional learning and cultural events.
	Leaders will review, develop and implement the Graduate Teacher Development Program.
	Leaders will identify the curriculum, assessment and pedagogy priorities across the KLA teams to embed the school's Flexible Teaching and Learning Framework.
Success Indicators	Early indicators
	- Professional Learning plans, agendas, and presentations.
	- Meeting agendas and minutes.
	- Record of teacher mentors.
	- Record of participants in CUST training or other professional learning on cultural understanding.
	- Documentation of learning and wellbeing supports for tier 3 students.
	Late indicators
	- Documentation of Graduate Teacher Development Program.
	- Documentation of Pastoral Care Framework.
	- Documentation of Literacy Policy and Action Plan.
	- Updated documentation on SWPBS.
	- Documentation of 'Ready to Learn' scale.
	- Documentation of KLA curriculum, assessment, and pedagogy priorities.
	- NAPLAN reading, writing and numeracy data.

	- VCE study score data: All study, Further Maths and English. - AtoSS factors: respect for diversity, emotional awareness and regulation, resilience, and stimulated learning. - SSS factors: Collective efficacy, academic emphasis, instructional leadership, monitoring effectiveness using data and seek feedback to improve practice.				
Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**	
Review, develop and implement the Graduate Teacher Development Program to support the professional learning and wellbeing of graduate and permission to teach staff members. This includes a focus on the school's Flexible Teaching and Learning Framework and classroom management processes.	☑ Assistant principal ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Other funding will be used	
Establish a greater number of Range 2 teachers mentoring placement, PTT, and graduate teachers across the school.	☑ Assistant principal ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$1,500.00 ☑ Other funding will be used	
Provide enhanced pastoral care programs across the school, including reviewing and development of new pastoral care framework for implementation in 2025.	☑ Assistant principal ☑ Sub school leader/s ☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$171,214.15 ☑ Equity funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items	
Develop staff capacity to explicitly teach agentic values with students to build their capacity to drive their learning.	☑ Teaching and learning coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Other funding will be used	

Continue to develop and implement strategies to grow cultural understanding across the school, including the facilitation of CUST training.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$78,000.00 ☑ Equity funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Renewed focus on key elements of SWPBS, including whole school expectations, classroom management, positive reinforcement, renewal of out-of-classroom matrices, and the explicit teaching of positive behaviors using matrices.	☑ Assistant principal ☑ Sub school leader/s ☑ SWPBS leader/team ☑ Year level co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used
Develop and implement a 'Ready to Learn' scale to assist students with self-regulation/co-regulation of behaviours in the classroom.	☑ Assistant principal ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$1,500.00 ☑ Disability Inclusion Tier 2 Funding will be used
Enhanced development, monitoring and implementation of learning and wellbeing supports for tier 2 and 3 students.	☑ Disability inclusion coordinator ☑ Student wellbeing co-ordinator ☑ Sub school leader/s	☐ PLP Priority	from: Term 1 to: Term 4	$338,936.40 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Instructional KLA leaders identify the curriculum, assessment and pedagogy priorities across the KLA teams to embed the school's Flexible Teaching and Learning Framework.	☑ Assistant principal ☑ Teaching and learning coordinator ☑ Team leader(s)	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Other funding will be used