

2024 Annual Implementation Plan

for improving student outcomes

McClelland Secondary College (8835)



**MCCLELLAND
COLLEGE**

Submitted for review by Don

Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 15 February, 2024 at 05:40 PM

Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Future planning	<p>We are making steady progress against our 4 year SSP goals. Concerning. To improve Literacy and Numeracy outcomes for all students is challenging to measure at this stage, given the changes in NAPLAN that prevent us from comparing results from 2022 to 2023. Our goal for VCE at the end of the strategic plan is to achieve a mean of 31. In 2022 we achieved a mean study score of 30, placing us on track for achieving our strategic targets. Only one year into our Strategic Plan we are pleased to have increased teacher collaboration from 50% in 2021 to 56% in 23, outperforming our SSP goal of 55%. Collective efficacy goal target was an increase of 5% to 55% by the end of the strategic plan. In 2023 staff opinion survey reported 62% positive responses. Next year we will continue to focus on embedding the EIM to ensure a guaranteed and</p>
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	viable curriculum and the best learning sequences for our students. We will focus our attention more on data informed teaching and learning and use this to support teachers to differentiate their teaching accordingly.
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>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.</p>	Yes	Support for the priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By the end of 2024:- increase sense of connectedness from 35% to 45% - increase academic emphasis from 40% to 42%- Increase the proportion of students in the 'exceeding' and 'strong' proficiency levels of NAPLAN Writing from 56% to 58%</p>
To improve literacy and numeracy learning outcomes for all students.	No	<p>By 2026, increase the percentage of Year 9 students achieving above NAPLAN benchmark growth:</p> <ul style="list-style-type: none"> • Reading from 19% (2021) to 25% • Writing from 24% (2021) to 30% • Numeracy from 18% (2021) to 24% <p>By 2026, increase the percentage of Year 9 students in the top two NAPLAN bands:</p> <ul style="list-style-type: none"> • Reading from 16% (2022) to 22% • Writing from 9% (2022) to 15% • Numeracy from 12% (2022) to 18% <p>By 2026, increase the percentage of students from Year 7 to Year 9 maintained in the top two NAPLAN bands:</p> <ul style="list-style-type: none"> • Reading from 63% (2021) to 90% • Writing from 20% (2021) to 90% • Numeracy from 28% (2021) to 90% <p>By 2026, decrease the percentage of Year 9 students in the bottom two NAPLAN bands:</p> <ul style="list-style-type: none"> • Reading from 28% (2022) to 22% • Writing from 38% (2022) to 30% 	

		<ul style="list-style-type: none"> Numeracy from 22% (2022) to 14% 	
		<p>By 2026, increase the percentage of students Year 7–10 above expected level based on Semester 2 teacher judgements:</p> <ul style="list-style-type: none"> Reading and viewing from 10% (2021) to 20% Writing from 10% (2021) to 20% Number and Algebra from 15% (2021) to 25% 	
		By 2026, increase the VCE all study mean from 29.32 (2021) to 31	
		By 2026, increase the Senior VCAL completion rates from 62% (2021) to 100%.	
		<p>By 2026, increase the percentage of positive responses on AtoSS Years 7–12 for:</p> <ul style="list-style-type: none"> Stimulated learning from 57% (2022) to 62% Differentiated learning challenge from 58% (2022) to 63% 	
		<p>By 2026, increase the percentage of positive responses in SSS for:</p> <ul style="list-style-type: none"> Academic emphasis from 40% (2021) to 45% Collective efficacy from 50% (2021) to 55% Teacher collaboration from 50% (2021) to 55% Use data for curriculum planning 72% (2021) to 77% Moderation of assessment tasks from 59% (2021) to 64% 	
To improve student engagement and wellbeing for all students.	No	By 2026, decrease the percentage of students with 30 or more days absence from 41% (2021) to 24%.	
		By 2026, increase the percentage of positive responses on AtoSS Years 7–12 for:	

		<ul style="list-style-type: none"> • Student voice and agency from 38% (2022) to 43% • Motivation and interest from 59% (2022) to 64% • Goal setting and self-regulation from 60% (2022) to 65% • Sense of confidence from 56%% (2022) to 61% • Sense of connectedness from 55% (2022) to 60% • Teacher concern from 39% (2022) to 44% • Attitudes to attendance from 80% (2022) to 85% 	
		<p>By 2026, increase the percentage of positive responses in SSS for:</p> <ul style="list-style-type: none"> • Promote student ownership of learning goals from 79% (2021) to 84% • Use student feedback to improve student outcomes from 66% (2021) to 71% 	

Goal 1	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.	
12-month target 1.1-month target	By the end of 2024: - increase sense of connectedness from 35% to 45% - increase academic emphasis from 40% to 42% - Increase the proportion of students in the 'exceeding' and 'strong' proficiency levels of NAPLAN Writing from 56% to 58%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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.

Define actions, outcomes, success indicators and activities

Goal 1	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.
12-month target 1.1 target	By the end of 2024: - increase sense of connectedness from 35% to 45% - increase academic emphasis from 40% to 42% - Increase the proportion of students in the 'exceeding' and 'strong' proficiency levels of NAPLAN Writing from 56% to 58%
KIS 1.a 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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> - Embed the consistent use of the McClelland College Explicit Instructional Model. - Build teacher capacity to understand and use learning data through collaboration. - Develop and begin implementation of Numeracy Improvement Plan.
Outcomes	Leaders will: <ul style="list-style-type: none"> - Develop a series of lesson plans across at least four units using the EIM template. - Present and attend professional learning modules / sessions. - Work collaboratively on a lesson plan and assist other staff members to develop EIM lesson plans and provide feedback. - Develop 1-3 coaching notes and observation summaries including EIM-specific Learning Walks and/or Peer Observations. - Provide a student assessment or class activity that demonstrates a data-informed differentiated approach. - Create and annotate a differentiated EIM lesson to share pedagogical knowledge. - Collaborate in team-based planning of differentiated resources to build capacity of staff to adopt best practice in relation to differentiation. - Upload EIM lessons or teaching materials including CATs/assessments containing differentiated strategies. - Re-establish a Numeracy Improvement Team and devise and commence implementing a Numeracy Improvement Plan.

	<p>Teachers will:</p> <ul style="list-style-type: none"> - Develop a series of lesson plans across at least four units using the EIM template. - Work collaboratively on a lesson plan and assist another staff member to develop an EIM lesson plan. - Give feedback to graduate and proficient teachers in relation to their application of EIM in planning or teaching. - Develop 1-3 coaching notes and observation summaries including EIM-specific Learning Walks and/or Peer Observations. - Participate in EIM professional learning workshops. - Document student assessment or class activities that demonstrate a differentiated approach. - Collaborate in team-based planning of differentiated resources. - Upload EIM lessons or teaching materials including CATs/assessments containing differentiated strategies. - Numeracy teachers will consider future implications and opportunities for change in relation to the Numeracy Improvement Plan. <p>Students will:</p> <ul style="list-style-type: none"> - Engage with EIM lessons and activities across all subjects. - Be identified and supported if they are in need of targeted academic support, extension or intervention. - Know their data and take ownership of their growth. - Have input into the Numeracy Improvement Plan. 			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> - Coaching notes and observations demonstrate the application of EIM practices into teaching. - Completion of EIM template lesson plans uploaded to central location. - Identification of student groups documented on Curriculum Planners. <p>Late indicators:</p> <ul style="list-style-type: none"> - Progress towards curriculum that is documented in a consistent way - Achievement data through NAPLAN, VCE and VM results - SSS factors: instructional leadership, collective efficacy, teacher collaboration, guaranteed and viable curriculum - Development of a Numeracy Improvement Plan and monitoring notes 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop increased curriculum documentation for each Learning Area utilising the College's EIM template and Curriculum Planner.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	from: Term 2 to: Term 4	\$0.00

Implement a fortnightly 1:3 coaching program that supports the weekly professional learning sessions (including observations).	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$193,600.00 <input checked="" type="checkbox"/> Equity funding will be used
Re-form a Numeracy Improvement Team and develop and implement a Numeracy Improvement Plan.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 1.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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> - Embed a consistent approach to SWPB and agreed routines/norms. - Monitor the College Attendance Improvement Plan 			
Outcomes	Leaders will: <ul style="list-style-type: none"> - Develop an Attendance Improvement Plan. - Regularly review attendance data for each year level - Create individual student Attendance Improvement Plan for priority groups of students - Show evidence of providing feedback to teachers in relation to their implementation SWPB Language (with the incorporation of the Berry Street Model) through coaching discussion and post-observation reflection. - Provide observation opportunities for teaching staff pertaining to their SWPB practices. - Obtain pre and post Student Survey Results for at least one class to evaluate their implementation of SWPB. Teachers will: <ul style="list-style-type: none"> - Maintain accurate records of attendance and follow up with student absence concerns - Actively participate in professional learning related to SWPB. - Engage in regular 1:1 and 1:3 coaching conversations about SWPB. - Obtain pre and post Student Survey Results for at least one class to evaluate their implementation of SWPB. 			

	<p>Students will:</p> <ul style="list-style-type: none"> - Attend classes and parents/guardians will provide explanations for absences. - Utilise SWPB language in their interactions with staff and students 			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> - Increased documentation in regards to attendance follow-up. - Increased number of positive behaviour entries. - Coaching notes and observations demonstrate the application of SWPB practices and routines into teaching. <p>Late indicators:</p> <ul style="list-style-type: none"> - reduction in unexplained absences and chronic absences - SSS factors: collective responsibility, collective efficacy, collective focus on student learning - AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience, attitudes to attendance 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement 1:3 Growth Coaching model that supports the Term 1 Professional Learning sessions (including observations, reflections and feedback).	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$193,600.00 <input checked="" type="checkbox"/> Equity funding will be used
Plan and deliver Professional Learning sessions in relation to SWPB College-wide routines.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$25,500.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Attendance SIT continue to meet regularly and implement the Attendance Improvement Plan.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Sub school leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$965,432.86	\$945,300.00	\$20,132.86
Disability Inclusion Tier 2 Funding	\$427,819.92	\$417,135.00	\$10,684.92
Schools Mental Health Fund and Menu	\$115,812.27	\$115,812.27	\$0.00
Total	\$1,509,065.05	\$1,478,247.27	\$30,817.78

Activities and milestones – Total Budget

Activities and milestones	Budget
Implement a fortnightly 1:3 coaching program that supports the weekly professional learning sessions (including observations).	\$193,600.00
Implement 1:3 Growth Coaching model that supports the Term 1 Professional Learning sessions (including observations, reflections and feedback).	\$193,600.00
Plan and deliver Professional Learning sessions in relation to SWPB College-wide routines.	\$25,500.00
Totals	\$412,700.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Implement a fortnightly 1:3 coaching program that supports the weekly professional learning sessions (including observations).	from: Term 1 to: Term 4		<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Implement 1:3 Growth Coaching model that supports the Term 1 Professional Learning sessions (including observations, reflections and feedback).	from: Term 1 to: Term 1		
Plan and deliver Professional Learning sessions in relation to SWPB College-wide routines.	from: Term 1 to: Term 1	\$25,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$25,500.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Plan and deliver Professional Learning sessions in relation to SWPB College-wide routines.	from: Term 1 to: Term 1	\$0.00	

Totals		\$0.00	
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Additional funding planner – Total Budget

Activities and milestones	Budget
Disability Inclusion Programs and Assistive Technology	\$427,819.92
Positive Mental Health Promotion and Early Intervention and Cohort Specific Support & Staffing	\$115,812.27
Equity funding including: - FL@M - Outreach - HoL - Wellbeing - Elastik - 9/10 Literacy Intervention - PD - Numeracy Program - Subsidies - Learning Specialists - Engagement	\$965,432.86
Totals	\$1,509,065.05

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Disability Inclusion Programs and Assistive Technology	from: Term 1 to: Term 4		

Positive Mental Health Promotion and Early Intervention and Cohort Specific Support & Staffing	from: Term 1 to: Term 4		
Equity funding including: - FL@M - Outreach - HoL - Wellbeing - Elastik - 9/10 Literacy Intervention - PD - Numeracy Program - Subsidies - Learning Specialists - Engagement	from: Term 1 to: Term 4	\$919,800.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Other Subsidies to support low SES families
Totals		\$919,800.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Disability Inclusion Programs and Assistive Technology	from: Term 1 to: Term 4	\$417,135.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Inclusion leader • Disability inclusion coordinator • Education support staff • Special education teacher

			<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • Sensory resources • Literacy aids
Positive Mental Health Promotion and Early Intervention and Cohort Specific Support & Staffing	from: Term 1 to: Term 4		
Equity funding including: - FL@M - Outreach - HoL - Wellbeing - Elastik - 9/10 Literacy Intervention - PD - Numeracy Program - Subsidies - Learning Specialists - Engagement	from: Term 1 to: Term 4		
Totals		\$417,135.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Disability Inclusion Programs and Assistive Technology	from: Term 1		

	to: Term 4		
Positive Mental Health Promotion and Early Intervention and Cohort Specific Support & Staffing	from: Term 1 to: Term 4	\$115,812.27	<input checked="" type="checkbox"/> Blue EDGE (Blue Light Victoria) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Program delivered in school by external service provider ○ Employ CRT to release staff member
Equity funding including: - FL@M - Outreach - HoL - Wellbeing - Elastik - 9/10 Literacy Intervention - PD - Numeracy Program - Subsidies - Learning Specialists - Engagement	from: Term 1 to: Term 4		
Totals		\$115,812.27	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Develop increased curriculum documentation for each Learning Area utilising the College's EIM template and Curriculum Planner.	<ul style="list-style-type: none"> ✔ Assistant principal ✔ Learning specialist(s) 	from: Term 2 to: Term 4	<ul style="list-style-type: none"> ✔ Planning ✔ Preparation ✔ Curriculum development 	<ul style="list-style-type: none"> ✔ Formal school meeting / internal professional learning sessions ✔ Communities of practice ✔ PLC/PLT meeting 	<ul style="list-style-type: none"> ✔ Literacy expertise ✔ Teaching partners ✔ Leadership partners ✔ Internal staff ✔ High Impact Teaching Strategies (HITS) 	✔ On-site
Implement a fortnightly 1:3 coaching program that supports the weekly professional learning sessions (including observations).	<ul style="list-style-type: none"> ✔ Assistant principal ✔ Leadership team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✔ Planning ✔ Preparation ✔ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✔ Formal school meeting / internal professional learning sessions ✔ Communities of practice ✔ PLC/PLT meeting 	<ul style="list-style-type: none"> ✔ Leadership partners ✔ Learning specialist ✔ Pedagogical Model ✔ High Impact Teaching Strategies (HITS) 	✔ On-site
Implement 1:3 Growth Coaching model that supports the Term 1 Professional Learning sessions (including observations, reflections and feedback).	<ul style="list-style-type: none"> ✔ Assistant principal ✔ Leadership team ✔ Teacher(s) 	from: Term 1 to: Term 1	<ul style="list-style-type: none"> ✔ Preparation ✔ Collaborative inquiry/action research team ✔ Peer observation including feedback and reflection 	<ul style="list-style-type: none"> ✔ Formal school meeting / internal professional learning sessions ✔ Communities of practice ✔ PLC/PLT meeting 	<ul style="list-style-type: none"> ✔ Teaching partners ✔ Leadership partners ✔ Pedagogical Model ✔ High Impact Teaching Strategies (HITS) 	✔ On-site
Plan and deliver Professional Learning sessions in relation	<ul style="list-style-type: none"> ✔ Assistant principal 	from: Term 1	<ul style="list-style-type: none"> ✔ Peer observation including feedback and reflection 	<ul style="list-style-type: none"> ✔ Whole school pupil free day 	<ul style="list-style-type: none"> ✔ Teaching partners ✔ Leadership partners 	✔ On-site

to SWPB College-wide routines.	<input checked="" type="checkbox"/> SWPBS leader/team	to: Term 1	<input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> External consultants Classroom Mastery	
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