

# Annual Implementation Plan - 2022

## Define Actions, Outcomes and Activities

Frankston High School (7850)



Submitted for review by Andrew Batchelor (School Principal) on 27 February, 2022 at 01:17 PM

Endorsed by Tristan Lanarus (Senior Education Improvement Leader) on 03 March, 2022 at 11:33 AM

Endorsed by Mark Rickinson (School Council President) on 31 March, 2022 at 11:58 AM

## Define Actions, Outcomes and Activities

<p><b>Goal 1</b></p>	<p><b>2022 Priorities Goal</b> 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.</p>
<p><b>12 Month Target 1.1</b></p>	<p>Key Improvement Strategy 1:</p> <p>By the end of 2022 the difference between NAPLAN means from year 7 to 9 as a measure of growth will be: Reading- 35 points Writing- 35 points Numeracy- 50 point</p> <p>By the end of 2022 relative low growth from Year 7-9 on NAPLAN will be: Reading: 23% Numeracy: 15%</p> <p>By the end of 2022 % of students in the top two bands of NAPLAN to be: Numeracy- 40% Reading- 35% Writing- 20%</p> <p>Within each 5 week block, students in the tutoring program will demonstrate growth in their literacy/numeracy skills as identified from their ongoing assessments.</p> <p>By the end of each semester, all students in Years 7 to 10 will demonstrate growth in their PAT assessments.</p> <p>By the end of 2022 positive responses on the School Staff Survey will be as follows: Moderate assessment tasks- 76% Knowledge of HITS- 73% Skills to measure impact- 75% Collective efficacy- 77% Teacher collaboration- 47%</p>

	<p>Use student feedback - 70%</p> <p>Monitor effectiveness using data- 74%</p> <p>Understand how to analyse data- 56%</p> <p>By the end of 2022 the percentage of positive responses in the Attitudes to School Survey will be as follows:</p> <p>Student voice and agency- 55%</p> <p>Self-regulation - 74%</p> <p>Promote student ownership of learning goals- 77%</p> <p>Student focus groups to run each term to gain more frequent feedback from them.</p> <p>Key Improvement Strategy 2:</p> <p>Attendance data across all year levels to improve when compared to 2021 and the percentage of students with 20+ absent days to reduce to equivalent of similar schools.</p> <p>By the end of 2022 the percentage of positive responses in the Attitudes to School Survey will be as follows:</p> <p>Sense of connectedness - 75%</p> <p>School stage transitions (all) - 70%</p> <p>Student focus groups to run each term to gain more frequent feedback from them.</p>
<b>KIS 1</b> 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
<b>Actions</b>	Build teacher capability to use a range of evidence including student feedback to collaboratively maximise student learning outcomes by responding to points of need.
<b>Outcomes</b>	<p>Students will understand what they are learning and be empowered to reflect and provide feedback on teaching and learning.</p> <p>Teachers will use evidence to collaboratively reflect and plan for continuous improvement in teaching and learning, including curriculum documentation (UBDs) and assessment practices.</p> <p>Leaders will work together to facilitate the learning opportunities to further develop teacher collaboration, collective efficacy and high quality curriculum and assessment practices.</p>

<b>Success Indicators</b>	<p>Student feedback (through teacher surveys and focus groups)</p> <p>Attitudes to School Survey data, particularly in relation to Teaching and Learning module</p> <p>PLC team documentation demonstrating reflection, collaboration and the use of a range of evidence to plan for teaching and learning</p> <p>PLC professional learning and implementation plan, including pre and post teacher perception surveys (including teacher collaboration)</p> <p>School Staff Survey, particularly in relation to teacher collaboration</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Plan and run teacher professional learning around the use of evidence, collaborative inquiry and the purpose and process of PLCs	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	<p>\$5,000.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
Develop a whole-school approach in the collection, storage and use of evidence (e.g. Teacher judgements, classroom assessment, VCE and VCAL data, PAT, NAPLAN) to build the capability of teachers to understand and respond to this evidence.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$20,000.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> </ul>

				<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
Develop an agreed understanding of student voice and agency at FHS and create a feedback survey.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
Teachers use feedback survey to capture and explore student voice and reflect on the impact of their teaching.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$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
Continue the Tutor Learning Initiative, MYLNS and VHAP to enhance the learning growth of identified students (both catch-up and extension) across Years 7 to 12	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$90,000.00  <input checked="" 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
Continue and refine literacy and numeracy support programs (e.g. LLI, Numeracy Support) to enhance the learning growth of identified students in Years 7 and 8 (including equity funded students).	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" 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
Build capability of instructional leaders to implement a Frankston High School PLC Model.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<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
Teachers actively participate in PLC inquiry cycles to understand and respond to evidence of learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$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
Commence a review of current curriculum and assessment practices including reporting.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Strengthen current practices to support students' wellbeing and mental health, whilst reviewing and starting to develop a whole school approach to wellbeing.			
<b>Outcomes</b>	<p>Students will identify their own wellbeing needs and how to access relevant supports within the school and community.</p> <p>Staff will support students to identify their own wellbeing needs and assist them in seeking further support via Sub-School Teams and the Wellbeing Team.</p> <p>Leaders will monitor the wellbeing needs of student cohorts and the effectiveness of current practices including tiered responses. They will support teachers in meeting the wellbeing needs of their students including special programs and IEPs. Leaders will establish a framework for developing a whole school approach to wellbeing.</p> <p>Students, staff and leaders will be empowered to shape the future direction of wellbeing at Frankston High School.</p>			
<b>Success Indicators</b>	<p>Attitudes to School Survey data</p> <p>Attendance data across all year levels will be monitored and analysed</p> <p>Compass chronicle entries including wellbeing referrals</p> <p>Increased range of proactive programs</p> <p>Documentation of the wellbeing review</p> <p>Establishment of a student focus group on student wellbeing</p> <p>Further development and implementation of our whole school approach to Respectful Relationships</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>



<p>Plan and undertake a review of current wellbeing and inclusion practices.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Disability Inclusion Coordinator</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> <li><input checked="" type="checkbox"/> Year Level Co-ordinator(s)</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$80,000.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Plan for the establishment of a whole school wellbeing framework using evidence and input from students, staff and parents/carers.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Allied Health</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> <li><input checked="" type="checkbox"/> Year Level Co-ordinator(s)</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Embed our updated attendance policy and procedures to reduce student non-attendance (including chronic 20+ absent days) and disconnect from school.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Sub School Leader/s</li> <li><input checked="" type="checkbox"/> Year Level Co-ordinator(s)</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> </ul>

				<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
Review the role of Respectful Relationships and the Resilience Project across the school both in the curriculum and through year level programs.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input type="checkbox"/> Equity funding will be used <input checked="" 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
Develop staff capability to effectively respond to student learning and wellbeing needs, using inclusive practices.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00  <input type="checkbox"/> Equity funding will be used <input checked="" 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
Develop the capability of Learning Support staff supporting inclusion practices.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input type="checkbox"/> Equity funding will be used <input checked="" 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