

Annual Implementation Plan - 2023

Frankston High School (7850)



Submitted for review by Andrew Batchelor (School Principal) on 05 February, 2023 at 04:15 PM

Endorsed by Michael Devine (Senior Education Improvement Leader) on 07 February, 2023 at 02:50 PM

Endorsed by Mark Rickinson (School Council President) on 09 February, 2023 at 04:11 PM

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<p>12 Month Target 1.1</p>	<p>By the end of 2023, increase the percentage of students working above level against the Victorian Curriculum in all learning areas to 15% at Years 7 to 10.</p> <p>By the end of 2023, increase the percentage of Year 9 students maintaining top two bands in NAPLAN:</p> <ul style="list-style-type: none"> - Reading 70% - Writing 40% - Numeracy 70% <p>By the end of 2023, increase the percentage of Year 9 students making above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> - Reading 28% - Writing 25% - Numeracy 30% <p>By the end of 2023, increase the percentage of student positive endorsement on the Attitudes to School Survey data in the area of Teacher Concern to 38%.</p> <p>By the end of 2023, increase the percentage of student positive endorsement on the Attitudes to School Survey data in the area of Advocate at School to 63%.</p> <p>By the end of 2023, increase the percentage of student positive endorsement on the Attitudes to School Survey data in the area of Sense of Connectedness to 54%.</p> <p>By the end of 2023, increase the percentage of student positive endorsement on the Attitudes to School Survey data in the area of Respect for Diversity to 45%.</p> <p>By the end of 2023, increase the percentage of student participation in the Attitudes to School Survey at 7-10 to 80%.</p> <p>By the end of 2023, increase the percentage of parent positive endorsement in the area of Motivation and Support to 77%.</p>

KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy			
Actions	Build teacher capability to use a range of evidence to collaboratively maximise student learning outcomes by responding to points of need.			
Outcomes	<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 and assessment practices.</p> <p>Leaders will work together to facilitate the learning opportunities to further develop teacher collaboration, collective efficacy and high quality teaching and learning practices.</p>			
Success Indicators	<p>Student feedback (through teacher surveys and focus groups).</p> <p>Attitudes to School Survey data, in relation to Teaching and Learning module.</p> <p>PLC team documentation demonstrating reflection, collaboration and 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 surveys.</p> <p>School Staff Survey - teacher collaboration and collective efficacy.</p> <p>FISO 2.0 Self-evaluation at end of year.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Revise T&L Model and (re)establish shared understanding of each stage.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> PLC Leaders			<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 to use PLCs and introduce coaching to build teacher capacity.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<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
Ensure a guaranteed and viable curriculum through updated and shared UbDs.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <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
Review assessment practices including planning for continuous reporting. Increase understanding in using Victorian Curriculum levels and achievement standards.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader	<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
Educate and inform students, staff and parents regarding the nature and purpose of student agency to enhance learning.	<input checked="" type="checkbox"/> All Staff <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 <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 and refine literacy and numeracy support and extension programs (including TLI, MYLNS, VHAP, corrective reading,	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$367,515.00

enrichment) to enhance the learning growth of students (including equity funded) across Years 7-12.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Numeracy Support		to: Term 4	<input checked="" 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
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Ensure the wellbeing needs of all students are met by strengthening current practices and developing a whole school approach to health and wellbeing.			
Outcomes	<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 health and wellbeing and our approach to pastoral care at Frankston High School.</p>			
Success Indicators	<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>Student focus groups on health and student wellbeing</p> <p>Further development and implementation of our whole school approach to Respectful Relationships</p>			

Development of a whole school approach to pastoral care				
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop a wellbeing working party to engage all key stakeholders as to what wellbeing looks like at Frankston High School. This will include exploration of the goals of the health and wellbeing plan, possible wellbeing models, school visits, and an audit of what is already in place to support wellbeing and develop a whole school map and calendar of supports across the school.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team <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 <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide professional learning and development for all staff to support student wellbeing and inclusion, engagement, pastoral care, and student voice and agency. This will include a focus on the High Impact Wellbeing Strategies (HIWS), Respectful Relationships and inclusive education.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$97,000.00 <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

<p>Provide increased opportunities for student voice and agency to enhance student engagement and connection. This will include student surveys and focus groups on our key priority areas.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Year Level Co-ordinator(s) 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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
<p>Review current practices including Year 7 and 8 'Tutorial program', Year 9 MEGAR Week, Year 10 Challenge Accepted, Year 11 and Year 12 Student Voice and Agency and Career Education. Develop our whole school approach (scope and sequence) to pastoral care and pathways.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Year Level Co-ordinator(s) 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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
<p>Review, develop and implement a whole school approach to behaviour management including a policy to clarify roles of classroom teachers, sub-schools and Principal Class.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Year Level Co-ordinator(s) 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used

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