

Annual Implementation Plan - 2022

Select Annual Goals and KIS

Point Cook Prep - Year 9 College (4159)



Submitted for review by Matt Naudi (School Principal) on 21 March, 2022 at 03:35 PM

Endorsed by Judy Maguire (Senior Education Improvement Leader) on 29 April, 2022 at 09:32 AM

Endorsed by Monia Choudhary (School Council President) on 10 May, 2022 at 07:25 PM

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>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>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the percentage of positive endorsement for the factors:</p> <p>sense of connectedness from 69% (2019) to 70% (2022) teacher concern from 63% (2019) to 64% (2022) resilience from 69% (2019) to 70% (2022)</p> <p>Increase the percentage of students achieving at or above benchmark growth at :</p> <p>Year 5 from 22% (2019) to 24% (2022) Year 7 from 33% (2019) to 34% (2022) Year 9 from 19% (2019) to 20% (2022).</p>
Maximise the learning growth for all students across all areas of the curriculum	No	<p>Writing:</p> <p>a) Increase the percentage of students achieving at or above benchmark growth at :</p> <ul style="list-style-type: none"> • Year 5 from 21% (2019) to 26% (2025) • Year 7 from 25% (2019) to 29% (2025) 	

		<ul style="list-style-type: none"> • Year 9 from 22% (2019) to 25% (2025). <p>b) Increase the percentage of students achieving in the top 2 bands of NAPLAN at :</p> <ul style="list-style-type: none"> • Year 3 from 61% (2019) to 63% (2025) • Year 5 from 19% (2019) to 24% (2025) • Year 7 from 14% (2019) to 20% (2025) • Year 9 from 6% (2019) to 12% (2025). 	
		<p>Reading:</p> <p>Increase the percentage of students achieving in the top 2 bands of NAPLAN at :</p> <ul style="list-style-type: none"> • Year 3 from 59% (2019) to 62% (2025) • Year 5 from 38% (2019) to 45% (2025) • Year 7 from 22% (2019) to 30% (2025) • Year 9 from 15% (2019) to 24% (2025). 	
		<p>Numeracy:</p> <p>a) Increase the percentage of students achieving at or above benchmark growth at :</p> <ul style="list-style-type: none"> • Year 5 from 22% (2019) to 26% (2025) • Year 7 from 33% (2019) to 36% (2025) 	

		<ul style="list-style-type: none"> • Year 9 from 19% (2019) to 22% (2025). <p>b) Increase the percentage of students achieving in the top 2 bands of NAPLAN at :</p> <ul style="list-style-type: none"> • Year 3 from 52% (2019) to 56% (2025) • Year 5 from 32% (2019) to 38% (2025) • Year 7 from 31% (2019) to 38% (2025) • Year 9 from 19% (2019) to 24% (2025). 	
		<p>Teacher judgement:</p> <p>Increase percentage of students at or above expected levels in teacher judgement Years P-6:</p> <ul style="list-style-type: none"> • Writing from 83% (2019) to 86% (2025) • Reading from 87% (2019) to 90% (2025) • Number and algebra from 84% (2019) to 88% (2025). 	
		<p>School Staff Survey:</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • academic emphasis from 43% (2019) to 54% (2025) 	

		<ul style="list-style-type: none"> • collective efficacy from 52% x% (2019) to 58% (2025). 	
		<p>AtoSS:</p> <p>Increase the percentage of positive endorsement for the factor:</p> <ul style="list-style-type: none"> • stimulated learning from 71% (2019) to 74% (2025). 	
Improve voice and agency for all students in their learning.	No	<p>AtoSS :</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • self-regulation and goal setting from 74% (2019) to 78% (2025) • student voice and agency (SVA) from 60% (2019) to 65% (2025). 	
		<p>School Staff Survey:</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • use student feedback to improve practice from 53% (2019) to 62% (2025) 	

		<ul style="list-style-type: none"> • promote student ownership of learning goals from 53% (2019) to 62% (2025). 	
		<p>Parent Opinion Survey:</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • student motivation and support from 63% (2019) to 73% (2025) • student agency and voice from 69% (2019) to 76% (2025). 	
Improve the health and wellbeing, resilience and social capabilities of each student.	Yes	<p>AtoSS</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • sense of connectedness from 69% (2019) to 72% (2025) • teacher concern from 63% (2019) to 66% (2025) • resilience from 69% (2019) to 72% (2025) 	<p>Increase the percentage of positive endorsement for the factors:</p> <p>sense of connectedness from 69% (2019) to 70% (2022)</p> <p>teacher concern from 63% (2019) to 64% (2022)</p> <p>resilience from 69% (2019) to 70% (2022)</p>
		<p>Parent Opinion Survey</p>	<p>Increase the percentage of positive endorsement for the factors</p> <p>sense of connectedness from 80% (2019)</p>

		<p>Increase the percentage of positive endorsement for the factors</p> <ul style="list-style-type: none"> • sense of connectedness from 80% (2019) to 86% (2025) • teacher communication from 60% (2019) to 68% (2025) • confidence and resiliency skills from 74% (2019) to 80% (2025) 	<p>to 82% (2022) teacher communication from 60% (2019) to 64% (2022) confidence and resiliency skills from 74% (2019) to 76% (2022)</p>
		<p>Attendance:</p> <ul style="list-style-type: none"> • Decrease the number of average absence days for Year 7-9 students from 23 days (2019) to 18 days (2025) • Decrease the percentage of Year 7-9 students with 20+ days absence from 49% (2019) to 35% (2025). 	<p>Decrease the number of average absence days for Year 7-9 students from 23 days (2019) to 20 days (2022) Decrease the percentage of Year 7-9 students with 20+ days absence from 49% (2019) to 46% (2022).</p>

Goal 1	<p>2022 Priorities Goal</p> <p>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>
12 Month Target 1.1	<p>Increase the percentage of positive endorsement for the factors:</p>

	<p>sense of connectedness from 69% (2019) to 70% (2022) teacher concern from 63% (2019) to 64% (2022) resilience from 69% (2019) to 70% (2022)</p> <p>Increase the percentage of students achieving at or above benchmark growth at :</p> <p>Year 5 from 22% (2019) to 24% (2022) Year 7 from 33% (2019) to 34% (2022) Year 9 from 19% (2019) to 20% (2022).</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 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	Yes
KIS 2 Priority 2022 Dimension	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	Improve the health and wellbeing, resilience and social capabilities of each student.	
12 Month Target 2.1	<p>Increase the percentage of positive endorsement for the factors:</p> <p>sense of connectedness from 69% (2019) to 70% (2022) teacher concern from 63% (2019) to 64% (2022) resilience from 69% (2019) to 70% (2022)</p>	

12 Month Target 2.2	<p>Increase the percentage of positive endorsement for the factors</p> <p>sense of connectedness from 80% (2019) to 82% (2022) teacher communication from 60% (2019) to 64% (2022) confidence and resiliency skills from 74% (2019) to 76% (2022)</p>	
12 Month Target 2.3	<p>Decrease the number of average absence days for Year 7-9 students from 23 days (2019) to 20 days (2022) Decrease the percentage of Year 7-9 students with 20+ days absence from 49% (2019) to 46% (2022).</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Build, document and implement a whole-school approach to the development of the resilience and social capabilities of each student.	Yes
KIS 2 Networks with schools, services and agencies	Develop community partnerships to support and promote student wellbeing.	No
KIS 3 Parents and carers as partners	Strengthen the partnership between staff, students and parents/families to create a shared responsibility for student 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.	<p>The College has identified the need to support students (and staff) resilience and social capabilities from the 2020 and 2021 impact of COVID-19. our College AtoSS, Parent and staff surveys indicate the need to improve in this area, as we look to improve and align our student support processes to focus on both the reactive and proactive responses. This is identifying the need to build upon the previous years' improvements, as well as use the experience of our allied health team and Sub School Principals to support our students from P-9. Though this process the College will develop stronger relations with families and external support systems.</p>	