2024 Annual Implementation Plan

for improving student outcomes

Point Cook Prep - Year 9 College (4159)

Submitted for review by Tracy Peters (School Principal) on 12 December, 2023 at 01:42 PM
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 10 January, 2024 at 08:47 AM
Endorsed by Lisa Lloyd (School Council President) on 16 January, 2024 at 07:42 AM

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	Evolving
	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	Embedding
	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	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Future planning	Moving forward, we want to have a focus on differentiation to develop student voice and agency with our students. We want to be able to have students develop key goals from set Success Criteria - they will have a say of what their learning outcomes will be within lessons. We will have a focus on point of need teaching, ensuring students are able to achieve success regardless of their academic abilities. This will be done through conferencing - as a Leadership Team, we wil work to upskill our staff to give them the tools to conference effectively with all students.

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 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.	Yes	Support for the priorities	Percentage of students achieving 'strong or exceeding' in Number in NAPLAN to increase in 2024 to;Yr3 - 70%Yr5 - 80%Yr7 - 68%Yr9 - 64%Percentage of students achieving 'at or above' against the Victorian Curriculum in Number & Algebra to increase in 2024 to;Prep - 85%Yr 1 - 80%Yr 2 - 75%Yr 3 - 72%Yr 4 - 62%Yr 5 - 64%Yr 6 - 59%Yr7 - 60%Yr 8 - 61%Yr 9 - 45%Wellbeing AToSS DataEffective Classroom Behaviour Work to increase data from 65% (2023) to 67% (2024)Teacher Concern Work to increase data from 57% (2023) to 61% (2024)
Maximise the learning growth for all students across all areas of the curriculum	No	Writing: a) Increase the percentage of students achieving at or above benchmark growth at : • Year 5 from 21% (2019) to 26% (2025) • Year 7 from 25% (2019) to 29% (2025) • Year 9 from 22% (2019) to 25% (2025). b) Increase the percentage of students achieving in the top 2 bands of NAPLAN at : • 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).	

		Reading: Increase the percentage of students achieving in the top 2 bands of NAPLAN at : • 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).	
		Numeracy: a) Increase the percentage of students achieving at or above benchmark growth at : • Year 5 from 22% (2019) to 26% (2025) • Year 7 from 33% (2019) to 36% (2025) • Year 9 from 19% (2019) to 22% (2025). b) Increase the percentage of students achieving in the top 2 bands of NAPLAN at : • 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).	
		Teacher judgement: Increase percentage of students at or above expected levels in teacher judgement Years P-6: • Writing from 83% (2019) to 86% (2025) • Reading from 87% (2019) to 90% (2025) • Number and algebra from 84% (2019) to 88% (2025).	
		School Staff Survey: Increase the percentage of positive endorsement for the factors: • academic emphasis from 43% (2019) to 54% (2025) • collective efficacy from 52% x% (2019) to 58% (2025).	

		AtoSS: Increase the percentage of positive endorsement for the factor: • stimulated learning from 71% (2019) to 74% (2025).	
Improve voice and agency for all students in their learning.	Yes	AtoSS : Increase the percentage of positive endorsement for the factors: • self-regulation and goal setting from 74% (2019) to 78% (2025) • student voice and agency (SVA) from 60% (2019) to 65% (2025).	Goal setting to increase from 71% (2023) to 75% (2024)Student Voice & Agency to increase from 51% (2023) to 60% (2024)
		School Staff Survey: Increase the percentage of positive endorsement for the factors: • use student feedback to improve practice from 53% (2019) to 62% (2025) • promote student ownership of learning goals from 53% (2019) to 62% (2025).	Use Student Feedback To Improve Practice to increase from 48% (2023) to 55% (2024)Promote Student Ownership of Learning Goals to increase from 51% (2023) to 58% (2024)
		Parent Opinion Survey: Increase the percentage of positive endorsement for the factors: • student motivation and support from 63% (2019) to 73% (2025) • student agency and voice from 69% (2019) to 76% (2025).	Student Motivation & Support to increase from 52% (2023) to 56% (2024)Student Agency & Voice to increase from 60% (2023) to 65% (2024)
Improve the health and wellbeing, resilience and social capabilities of each student.	No	AtoSS Increase the percentage of positive endorsement for the factors: • sense of connectedness from 69% (2019) to 72% (2025) • teacher concern from 63% (2019) to 66% (2025) • resilience from 69% (2019) to 72% (2025)	
		Parent Opinion Survey Increase the percentage of positive endorsement for the factors • 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)	

		Attendance: • 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).	

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	Percentage of students achieving 'strong or exceeding' in Number in NAPLAN to increase in 2024 to; Yr3 - 70% Yr5 - 80% Yr7 - 68% Yr9 - 64% Percentage of students achieving 'at or above' against the Victorian Curriculum in Number & Algebra to increase in 2024 to; Prep - 85% Yr 1 - 80% Yr 2 - 75% Yr 3 - 72% Yr 4 - 62% Yr 5 - 64% Yr 6 - 59% Yr7 - 60% Yr 8 - 61% Yr 9 - 45% Wellbeing AToSS Data Effective Classroom Behaviour Work to increase data from 65% (2023) to 67% (2024)

	Teacher Concern Work to increase data from 57% (2023) to 61% (2024)	
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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2024.	
Goal 3	**Improve voice and agency for all students in their learning.**	
12-month target 3.1-month target	Goal setting to increase from 71% (2023) to 75% (2024) Student Voice & Agency to increase from 51% (2023) to 60% (2024)	
12-month target 3.2-month target	Use Student Feedback To Improve Practice to increase from 48% (2023) to 55% (2024) Promote Student Ownership of Learning Goals to increase from 51% (2023) to 58% (2024)	
12-month target 3.3-month target	Student Motivation & Support to increase from 52% (2023) to 56% (2024) Student Agency & Voice to increase from 60% (2023) to 65% (2024)	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 3.a Positive climate for learning	Build understanding of student voice and agency in learning	No
KIS 3.b Excellence in teaching and learning	Develop opportunities across the school for students to co-design their learning	No
KIS 3.c Excellence in teaching and learning	Develop teacher capability to support students to set goals and monitor own learning progress.	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.	Over the past 3 years, we have had inconsistent Leadership and so feel that our direction and priorities have continually changed across the College. Our 2023 Executive Team have clear direction of how we will focus our priorities in improving student outcomes. We will prioritise working with all staff and students to develop a concise understanding of Goal Setting and what this looks like across the College and in the classroom. Upskilled staff will use this knowledge to teach our students, in turn having students develop their understanding and ability to create their own goals which are meaningful and purposeful to them. Goal Setting will allow teachers to develop a deeper understanding of their students, and therefore create a greater positive impact of Differentiation, ensuring all student learning is catered for.	

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	Percentage of students achieving 'strong or exceeding' in Number in NAPLAN to increase in 2024 to; Yr3 - 70% Yr5 - 80% Yr7 - 68% Yr9 - 64% Percentage of students achieving 'at or above' against the Victorian Curriculum in Number & Algebra to increase in 2024 to; Prep - 85% Yr 1 - 80% Yr 2 - 75% Yr 3 - 72% Yr 4 - 62% Yr 5 - 64% Yr 6 - 59% Yr7 - 60% Yr 8 - 61% Yr 9 - 45% Wellbeing AToSS Data Effective Classroom Behaviour Work to increase data from 65% (2023) to 67% (2024) Teacher Concern Work to increase data from 57% (2023) to 61% (2024)
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

and values; high expectations; and a positive, safe and orderly learning environment	
Actions	- Develop staff understanding of the new Mathematics Curriculum. - Develop a Point Cook College Numeracy Scope & Sequence. - Continue work with Margerita Breed.
Outcomes	- Students participate in point of need learning tasks. - Students apply learning to complete formative assessment tasks. - Students provide feedback to teachers to inform planning. - Teachers articulate the importance of formative assessment and how/when it is used throughout a PLC inquiry cycle. - Leaders provide professional development for staff focussing on data and evidence. - Leaders provide professional development for staff focussing on goal setting with students. - Leaders provide professional development for staff focussing on differentiation.
Success Indicators	- Data Walls. - Teacher Judgment Data. - Exam & SAC results. - NAPLAN Data. - MOI Data. - Work programs that show differentiation. - Evidence of conferences.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional Learning around Differentiation & Goal Setting	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Professional Learning to understand and develop Maths curriuclum (through Hobsons Bay Network)	☑ Assistant principal ☑ Learning specialist(s) ☑ PLC leaders	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00

					☑ Equity funding will be used

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	- Re-launch SWPBS with the support of Louise O'Kelly. - Refine roles of Wellbeing team, with the inclusion of the new MHAWL. - Re-align our Wellbeing teaching and learning in line with the Victorian Curriculum across the whole College				
Outcomes	- Teachers complete PL in relation to SWPBS. - Teachers show and demonstrate a consistent approach to SWPBS. - Understanding of the roles of all members in the College Wellbeing Team. - Creation of a Wellbeing Scope and Sequence curriculum, including co-curricular programs.				
Success Indicators	- A positive increase of AToSS Sense of Connectedness data. - A positive increase of AToSS Teacher Concern data. - Analysis of COMPASS 'Major' and 'Minor' data. - Analysis of COMPASS 'Attendance' data.				

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
SWPBS PL	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Schools Mental Health Menu items will be used which

	may include DET funded or free items

Goal 3	Improve voice and agency for all students in their learning.
12-month target 3.1 target	Goal setting to increase from 71% (2023) to 75% (2024) Student Voice & Agency to increase from 51% (2023) to 60% (2024)
12-month target 3.2 target	Use Student Feedback To Improve Practice to increase from 48% (2023) to 55% (2024) Promote Student Ownership of Learning Goals to increase from 51% (2023) to 58% (2024)
12-month target 3.3 target	Student Motivation & Support to increase from 52% (2023) to 56% (2024) Student Agency & Voice to increase from 60% (2023) to 65% (2024)
KIS 3.c Building practice excellence	Develop teacher capability to support students to set goals and monitor own learning progress.
Actions	- Develop a whole College understanding of student Goal Setting.
Outcomes	- Students able to set goals independently. - Teachers and students to co-create goals as needed. - Teachers to use student goals to teach at point of need.
Success Indicators	- Increase in AToSS data - Growth in student learning outcomes. - Increase in student engagement levels. - Increase in Attendance data.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop conferencing templates and processes	☑ Assistant principal	☐ PLP Priority	from: Term 1	$0.00

| | ☑ Learning specialist(s)
☑ Principal | | to:
Term 4 | |
| Develop a framework of Goal Setting at Point Cook College | ☑ Leadership team | ☐ 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	$222,238.45	$20,000.00	$202,238.45
Disability Inclusion Tier 2 Funding	$304,645.37	$0.00	$304,645.37
Schools Mental Health Fund and Menu	$141,912.27	$10,000.00	$131,912.27
Total	**$668,796.09**	**$30,000.00**	**$638,796.09**

Activities and milestones – Total Budget

Activities and milestones	Budget
Professional Learning to understand and develop Maths curriuclum (through Hobsons Bay Network)	$10,000.00
SWPBS PL	$10,000.00
Totals	**$20,000.00**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Professional Learning to understand and develop Maths curriuclum (through Hobsons Bay Network)	from: Term 1 to: Term 4	$20,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ Assets

Totals		$20,000.00	

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
SWPBS PL	from: Term 1 to: Term 4	$10,000.00	
Totals		$10,000.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	$0.00

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Professional Learning around Differentiation & Goal Setting	☑ Leadership team	from: Term 1 to: Term 4	☑ Planning ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning specialist	☑ On-site
Professional Learning to understand and develop Maths curriuclum (through Hobsons Bay Network)	☑ Assistant principal ☑ Learning specialist(s) ☑ PLC leaders	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions ☑ Communities of practice ☑ PLC/PLT meeting	☑ External consultants Margerita Breed ☑ Departmental resources Maths 2.0 ☑ High Impact Teaching Strategies (HITS)	☑ On-site
SWPBS PL	☑ All staff	from: Term 1 to: Term 4	☑ Preparation ☑ Curriculum development	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ External consultants Louise O'Kelly ☑ Departmental resources SWPBS Coaches	☑ On-site