

# 2022 Annual Implementation Plan

for improving student outcomes

Alkira Secondary College (8874)



Submitted for review by Nalini Naidu (School Principal) on 03 March, 2022 at 04:01 PM  
Endorsed by Victoria Golding (Senior Education Improvement Leader) on 10 March, 2022 at 11:14 AM  
Awaiting endorsement by School Council President

## SSP Goals Targets and KIS

<b>Goal 1</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.
<b>Target 1.1</b>	Support for the 2022 Priorities
<b>Key Improvement Strategy 1.a</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>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

<b>Goal 2</b>	Improve student learning
<b>Target 2.1</b>	By 2024, decrease low benchmark growth in Year 9 NAPLAN Writing from 39 per cent in 2019 to 28 per cent and increase high benchmark growth from 12 per cent in 2019 to 20 per cent.
<b>Target 2.2</b>	By 2024, decrease low benchmark growth in Year 9 NAPLAN Numeracy from 34 per cent in 2019 to 25 per cent and increase high benchmark growth from 16 per cent in 2019 to 25 per cent.
<b>Target 2.3</b>	By 2024, increase the Further Mathematics study score at the 50th percentile from 25.3 in 2019 to 30.
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Continue to implement and support practices around the instructional model.

<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Improve understanding and use of formative assessment and differentiation in the classroom
<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	Embed observation practices and opportunities for teacher feedback.

<b>Goal 3</b>	Improve student engagement
<b>Target 3.1</b>	By 2024 improve student positive response in the student Attitudes to School survey to the following engagement indicators: <ul style="list-style-type: none"> <li>• Stimulated learning from 67 per cent in 2019 to 74 per cent</li> <li>• Voice and agency from 50 per cent in 2019 to 60 per cent</li> </ul>
<b>Target 3.2</b>	By 2024 improve parent positive response in the Parent Opinion survey to the following engagement indicators: <ul style="list-style-type: none"> <li>• Stimulated learning from 67 per cent in 2019 to 74 per cent</li> <li>• Student voice and agency from 71 per cent in 2019 to 80 per cent</li> </ul>
<b>Key Improvement Strategy 3.a</b> Vision, values and culture	Further develop a positive climate for learning
<b>Key Improvement Strategy 3.b</b> Evaluating impact on learning	Develop student to teacher feedback processes to improve teaching and learning
<b>Key Improvement Strategy 3.c</b> Empowering students and building school pride	Develop student voice and agency to support the academic, social and emotional needs of our students.

<b>Goal 4</b>	Improve student wellbeing
<b>Target 4.1</b>	By 2024 improve student positive response in the Student Attitude to School survey to the following wellbeing indicators: <ul style="list-style-type: none"> <li>• Teacher concern from 45 per cent in 2019 to 55 per cent</li> <li>• Respect for diversity from 51 per cent in 2019 to 61 per cent</li> <li>• Resilience from 71 per cent in 2019 to 77 per cent</li> </ul>
<b>Target 4.2</b>	By 2024 Reduce the number of 20+ days absence from 18 per cent in 2019 to 14 per cent
<b>Target 4.3</b>	By 2024 improve parent positive response in the Parent Opinion survey to the following engagement indicators: <ul style="list-style-type: none"> <li>• Respect for diversity positive response to increase from 81 per cent in 2019 to 85 per cent</li> <li>• Confidence and resiliency skills from 72 per cent in 2019 to 80 per cent.</li> </ul>
<b>Key Improvement Strategy 4.a</b> Health and wellbeing	Review wellbeing structure and practices (staffing and resources) to identify, support and monitor student wellbeing.
<b>Key Improvement Strategy 4.b</b> Health and wellbeing	Increase professional learning to build capability of staff to respond to wellbeing needs of students.
<b>Key Improvement Strategy 4.c</b> Health and wellbeing	Investigate, develop, and facilitate supportive wellbeing programs for students.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
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.	Yes	Support for the 2022 Priorities	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.  By 2022 improve student positive response in the Student Attitude to School survey to the following wellbeing indicators: Life satisfaction for students in all year level groups from 51% in 2021 to 54%.
Improve student learning	Yes	By 2024, decrease low benchmark growth in Year 9 NAPLAN Writing from 39 per cent in 2019 to 28 per cent and increase high benchmark growth from 12 per cent in 2019 to 20 per cent.	By 2022, decrease low benchmark growth in Year 9 NAPLAN Writing from 39 per cent (30% in 2021) in 2019 to 30 per cent and increase high benchmark growth from 12 per cent (15% in 2021) in 2019 to 15 per cent.
		By 2024, decrease low benchmark growth in Year 9 NAPLAN Numeracy from 34 per cent in 2019 to 25 per cent and increase high benchmark growth from 16 per cent in 2019 to 25 per cent.	By 2022, decrease low benchmark growth in Year 9 NAPLAN Numeracy from 34 per cent in 2019 (40% in 2021) to 34 per cent and increase high benchmark growth from 16 per cent in 2019 (10% in 2021) to 16 per cent.

		By 2024, increase the Further Mathematics study score at the 50th percentile from 25.3 in 2019 to 30.	By 2022, increase the Further Mathematics study score at the 50th percentile from 25.3 in 2019 to 28.
Improve student engagement	Yes	By 2024 improve student positive response in the student Attitudes to School survey to the following engagement indicators: <ul style="list-style-type: none"> <li>• Stimulated learning from 67 per cent in 2019 to 74 per cent</li> <li>• Voice and agency from 50 per cent in 2019 to 60 per cent</li> </ul>	By 2022 improve student positive response in the student Attitudes to School survey to the following engagement indicators: <ul style="list-style-type: none"> <li>• Stimulated learning from 67 per cent (54% in 2021) in 2019 to 59 per cent</li> <li>• Voice and agency from 50 per cent (45% in 2021) in 2019 to 49 per cent</li> </ul>
		By 2024 improve parent positive response in the Parent Opinion survey to the following engagement indicators: <ul style="list-style-type: none"> <li>• Stimulated learning from 67 per cent in 2019 to 74 per cent</li> <li>• Student voice and agency from 71 per cent in 2019 to 80 per cent</li> </ul>	By 2024 improve parent positive response in the Parent Opinion survey to the following engagement indicators: <ul style="list-style-type: none"> <li>• Stimulated learning from 67 per cent in 2019 (54% in 2021) to 60 per cent</li> <li>• Student voice and agency from 71 per cent in 2019 (51% in 2021) to 58 per cent</li> </ul>
Improve student wellbeing	Yes	By 2024 improve student positive response in the Student Attitude to School survey to the following wellbeing indicators: <ul style="list-style-type: none"> <li>• Teacher concern from 45 per cent in 2019 to 55 per cent</li> <li>• Respect for diversity from 51 per cent in 2019 to 61 per cent</li> <li>• Resilience from 71 per cent in 2019 to 77 per cent</li> </ul>	By 2022 improve student positive response in the Student Attitude to School survey to the following wellbeing indicators: <ul style="list-style-type: none"> <li>• Teacher concern from 45 per cent in 2019 (38% in 2021) to 45 per cent</li> <li>• Respect for diversity from 51 per cent in 2019 (45% in 2021) to 51 per cent</li> </ul>
		By 2024 Reduce the number of 20+ days absence from 18 per cent in 2019 to 14 per cent	By 2022 Reduce the number of 20+ days absence from 18 per cent in 2019 to 16 per cent

		<p>By 2024 improve parent positive response in the Parent Opinion survey to the following engagement indicators:</p> <ul style="list-style-type: none"> <li>• Respect for diversity positive response to increase from 81 per cent in 2019 to 85 per cent</li> <li>• Confidence and resiliency skills from 72 per cent in 2019 to 80 per cent.</li> </ul>	<p>By 2022 improve parent positive response in the Parent Opinion survey to the following engagement indicators:</p> <ul style="list-style-type: none"> <li>• Respect for diversity positive response to increase from 81 per cent in 2019 (64% in 2021) to 74 per cent</li> <li>• Confidence and resiliency skills from 72 per cent in 2019 (50% in 2021) to 60 per cent.</li> </ul>
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<b>Goal 1</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.	
<b>12 Month Target 1.1</b>	By 2022 improve student positive response in the Student Attitude to School survey to the following wellbeing indicators: Life satisfaction for students in all year level groups from 51% in 2021 to 54%.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<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	Yes
<b>KIS 2</b> 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 refer 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.	



<b>Goal 2</b>	Improve student learning	
<b>12 Month Target 2.1</b>	By 2022, decrease low benchmark growth in Year 9 NAPLAN Writing from 39 per cent (30% in 2021) in 2019 to 30 per cent and increase high benchmark growth from 12 per cent (15% in 2021) in 2019 to 15 per cent.	
<b>12 Month Target 2.2</b>	By 2022, decrease low benchmark growth in Year 9 NAPLAN Numeracy from 34 per cent in 2019 (40% in 2021) to 34 per cent and increase high benchmark growth from 16 per cent in 2019 (10% in 2021) to 16 per cent.	
<b>12 Month Target 2.3</b>	By 2022, increase the Further Mathematics study score at the 50th percentile from 25.3 in 2019 to 28.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Continue to implement and support practices around the instructional model.	Yes
<b>KIS 2</b> Curriculum planning and assessment	Improve understanding and use of formative assessment and differentiation in the classroom	Yes
<b>KIS 3</b> Evaluating impact on learning	Embed observation practices and opportunities for teacher feedback.	Yes
Explain why the school has selected this KIS as a focus for this year. Please refer to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Our self-evaluation against the FISO Continua highlighted that we have remained evolving and have some work to do in the area of our Model of Instruction and formative assessment. Attitudes to School Survey specifically our differentiated learning challenges tells us that the outcomes and experiences of our students are not equitable and vary across classrooms and domains. Selection of all three KIS builds on our previous focus further building our teacher capacity in formative assessments through professional learning, the ALCs inquiry cycles and peer observation and feedback.	

<b>Goal 3</b>	Improve student engagement	
<b>12 Month Target 3.1</b>	By 2022 improve student positive response in the student Attitudes to School survey to the following engagement indicators: <ul style="list-style-type: none"> <li>• Stimulated learning from 67 per cent (54% in 2021) in 2019 to 59 per cent</li> <li>• Voice and agency from 50 per cent (45% in 2021) in 2019 to 49 per cent</li> </ul>	
<b>12 Month Target 3.2</b>	By 2024 improve parent positive response in the Parent Opinion survey to the following engagement indicators: <ul style="list-style-type: none"> <li>• Stimulated learning from 67 per cent in 2019 (54% in 2021) to 60 per cent</li> <li>• Student voice and agency from 71 per cent in 2019 (51% in 2021) to 58 per cent</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Vision, values and culture	Further develop a positive climate for learning	Yes
<b>KIS 2</b> Evaluating impact on learning	Develop student to teacher feedback processes to improve teaching and learning	Yes
<b>KIS 3</b> Empowering students and building school pride	Develop student voice and agency to support the academic, social and emotional needs of our students.	Yes
Explain why the school has selected this KIS as a focus for this year. Please refer to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Our self-evaluation against the FISO Continua highlighted that we have remained evolving and have some work to do in the area of student voice and agency from the domain of social engagement. The Attitudes to School Survey, Staff Survey and Parent Opinion Survey indicates that more attention need to be given to student voice and agency in all year level groups. Selection of all three KIS builds on our previous focus in student voice only. The three KIS supports both student voice and agency in and outside the classroom by investigating current agency across the school. The intention is to use forums to develop a shared understanding and or definition of student agency at Alkira. This will subsequently provide opportunities for a reciprocal feedback loop for students, staff and community.	

<b>Goal 4</b>	Improve student wellbeing	
<b>12 Month Target 4.1</b>	By 2022 improve student positive response in the Student Attitude to School survey to the following wellbeing indicators: <ul style="list-style-type: none"> <li>• Teacher concern from 45 per cent in 2019 (38% in 2021) to 45 per cent</li> <li>• Respect for diversity from 51 per cent in 2019 (45% in 2021) to 51 per cent</li> </ul>	
<b>12 Month Target 4.2</b>	By 2022 Reduce the number of 20+ days absence from 18 per cent in 2019 to 16 per cent	
<b>12 Month Target 4.3</b>	By 2022 improve parent positive response in the Parent Opinion survey to the following engagement indicators: <ul style="list-style-type: none"> <li>• Respect for diversity positive response to increase from 81 per cent in 2019 (64% in 2021) to 74 per cent</li> <li>• Confidence and resiliency skills from 72 per cent in 2019 (50% in 2021) to 60 per cent.</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Health and wellbeing	Review wellbeing structure and practices (staffing and resources) to identify, support and monitor student wellbeing.	Yes
<b>KIS 2</b> Health and wellbeing	Increase professional learning to build capability of staff to respond to wellbeing needs of students.	Yes
<b>KIS 3</b> Health and wellbeing	Investigate, develop, and facilitate supportive wellbeing programs for students.	Yes
Explain why the school has selected this KIS as a focus for this year. Please refer to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Our self-evaluation against the FISO Continua highlighted that we are embedding and we need to do some refining in the area of Support and Resources. Attitudes to School Survey specifically Respect for Diversity tells us that the our 10 – 12 are feel there is a need to learn how to resolve disagreements for satisfactory outcomes. We selected of all three KIS to build staff capacity in to facilitate successful restorative practices and to have a toolbox of strategies to support students mental and social wellbeing.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<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.			
<b>12 Month Target 1.1</b>	By 2022 improve student positive response in the Student Attitude to School survey to the following wellbeing indicators: Life satisfaction for students in all year level groups from 51% in 2021 to 54%.			
<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>	Data driven flexible ability-based student grouping in Y7 Math's Intervention programs, and TLI, in junior Maths classrooms			
<b>Outcomes</b>	Leaders will: coordinate and provide strategic resources for viable program Teachers will: create a learning continuum, and collaborate to understand exactly where their students are on that continuum Students will: receive learning at their point of need, and show the resulting growth.			
<b>Success Indicators</b>	Staff satisfaction over effectiveness of 2022 Y7 learning model. (survey) Staff interest in teaching Y7 Maths under 2022 model. (survey) Creation of Maths learning continuum that meets broad student needs. (documentation) Increased proportion of high growth in Y7 cohort when comparing T1 and T3 PAT testing data. (data)			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	
To support students affected by remote learning we will use tutors to support their identity and develop Individual Learning Plans for individual and groups of students and to support their learning in and outside of the classroom.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	

To implement the planning and instruct phases of the instructional model in Year 7 Maths through team teaching.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
<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>	Use the 'analytics for schools' to create a dashboard that supports our identification of our at-risk students Staff are made aware of and are provided professional development on the 'Analytics for schools' dashboard			
<b>Outcomes</b>	Leaders will: provide the knowledge around the 'Analytics for schools' dashboard and the at-risk processes Teachers will: be able to identify vulnerable students and contribute to receiving the support they need Students will: have plans in place that support them a point of need			
<b>Success Indicators</b>	Data from 'Analytics for schools' dashboard will be used in conference with students, parents and at-risk meetings Attendance data, Teacher Judgment and grade point average trend Greater number of students receiving mental health support and early intervention support			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	
Embed our student at risk processes to provide key information on the identification of our most at-risk students	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	

<b>Goal 2</b>	Improve student learning			
<b>12 Month Target 2.1</b>	By 2022, decrease low benchmark growth in Year 9 NAPLAN Writing from 39 per cent (30% in 2021) in 2019 to 30 per cent and increase high benchmark growth from 12 per cent (15% in 2021) in 2019 to 15 per cent.			
<b>12 Month Target 2.2</b>	By 2022, decrease low benchmark growth in Year 9 NAPLAN Numeracy from 34 per cent in 2019 (40% in 2021) to 34 per cent and increase high benchmark growth from 16 per cent in 2019 (10% in 2021) to 16 per cent.			
<b>12 Month Target 2.3</b>	By 2022, increase the Further Mathematics study score at the 50th percentile from 25.3 in 2019 to 28.			
<b>KIS 1</b> Building practice excellence	Continue to implement and support practices around the instructional model.			
<b>Actions</b>	Establish a think tank consisting of all domains to create and refine a common template for curriculum documentation Communicate and model the expectations around the common template Communicate and provide professional development around the platform Microsoft Teams Provide time for staff to collaboratively write curriculum documentation using the common template			
<b>Outcomes</b>	Leaders will: provide the opportunities for professional development, common platform and time Teachers will: understand, create and use the common templates for curriculum documentation Students will: feel like they are receiving the same opportunities as their peers across subjects			
<b>Success Indicators</b>	Domain teams have created the curriculum documentation using the relevant common templates Teachers within domain teams are using the relevant templates to inform their teaching and in their classes Compass lesson plans are visible and consistent from all staff Student survey data; researching whether they feel they have consistent templates and opportunities			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	
To continue to implement and support practices around the instructional model we will implement a common template for curriculum documentation for planning, instructing and assessing learning.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	

<b>KIS 2</b> Curriculum planning and assessment	Improve understanding and use of formative assessment and differentiation in the classroom			
<b>Actions</b>	Establish a working party to set parameters of formative rubrics and professional development in differentiation Communicate and model the expectations around the common template used for the formative rubrics Provide time for staff to collaboratively write a formative rubric using the common template			
<b>Outcomes</b>	Leaders will: Investigate external platform to support the development of formative rubrics and appropriate templates Leader's will: provide professional development, modelling of expectation and time for documents to be crated Teachers will: understand, collaborate and create a formative rubric that is purposeful and informs their teaching and learning program Students will: collaboratively use a formative rubric with their teacher(s)			
<b>Success Indicators</b>	Staff within domains have collaboratively created a formative rubric Teachers have used the formative rubric to design and implement a learning program based on point of need Student survey data; formative rubric and ownership of learning data			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	
To improve understanding and use of formative assessment each domain per year level 7 - 10 or subject will have created and used at least one formative rubric to inform differentiation in the classroom.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
To improve understanding and use of formative assessment in numeracy by establishing dedicating teaching teams with a strong focus on data driven classroom practice in Maths with flexible student groupings.	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Network Teacher <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	

<b>KIS 3</b> Evaluating impact on learning	Embed observation practices and opportunities for teacher feedback.			
<b>Actions</b>	Create a team of leaders to find solutions to logistical challenges of observational practice Create opportunities within the timetable to enable observational practices Model best practice and create exemplars of observational practice			
<b>Outcomes</b>	Leaders will: provide a framework through ALC for a range of practices to be used for observations Teachers will: begin to embrace a culture of open-door practice			
<b>Success Indicators</b>	Number of staff who participate in observational practice Data from ALCs showing new teaching strategy implemented with observation and reflection			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	
To embed observational practices and opportunities for feedback all teachers will have participated in classroom peer observations, received feedback and created one action based on feedback they received to enhance their practice.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	
<b>Goal 3</b>	Improve student engagement			
<b>12 Month Target 3.1</b>	By 2022 improve student positive response in the student Attitudes to School survey to the following engagement indicators: <ul style="list-style-type: none"> <li>Stimulated learning from 67 per cent (54% in 2021) in 2019 to 59 per cent</li> <li>Voice and agency from 50 per cent (45% in 2021) in 2019 to 49 per cent</li> </ul>			
<b>12 Month Target 3.2</b>	By 2024 improve parent positive response in the Parent Opinion survey to the following engagement indicators: <ul style="list-style-type: none"> <li>Stimulated learning from 67 per cent in 2019 (54% in 2021) to 60 per cent</li> <li>Student voice and agency from 71 per cent in 2019 (51% in 2021) to 58 per cent</li> </ul>			
<b>KIS 1</b> Vision, values and culture	Further develop a positive climate for learning			



<b>Actions</b>	Deliver restorative practices professional development to all staff through a whole school PD day Provide opportunities for professional engagement using restorative practices through whole staff interactive meetings Develop supports in student management and engagement around a restorative practices approach			
<b>Outcomes</b>	Leaders will: support, mentor and coach staff learning and implementation around restorative practices Teachers will: support and promote a positive climate for learning through the use of restorative practices Students will: feel heard and develop empathy towards others in the school community			
<b>Success Indicators</b>	Compass chronicle data on restorative practices will show an increase in staff use Compass chronicle data on red post removal from class will decrease Anecdotal evidence shows an increase in the use of restorative approaches			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	
To further embed a positive climate for learning we will provide professional learning around restorative practices strategies to maximise learning time and build positive relationships.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
<b>KIS 2</b> Evaluating impact on learning	Develop student to teacher feedback processes to improve teaching and learning			
<b>Actions</b>	Develop a shared understanding of what is student agency in the teaching and learning at Alkira (look like, sound like, feel like) Audit and evaluate the effectiveness of current student agency in the teaching and learning			
<b>Outcomes</b>	Leaders will: promote the shared understanding of student agency for teaching and learning Alkira (look like, sound like, feel like) Teachers will: collaboratively be involved in the process of the audit and evaluation of the effectiveness of current student agency in teaching and learning Students will: collaboratively be involved in the process of the audit and evaluation of the effectiveness of current student agency in teaching and learning			

<b>Success Indicators</b>	Agreed definition/understanding of what is student agency in the classroom looks like, sounds like and feels like Documented agenda and minutes of forums / meetings			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	
To develop student to teacher feedback processes to improve teaching and learning we will audit and evaluate the effectiveness of what student agency is occurring in the college.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	
<b>KIS 3</b> Empowering students and building school pride	Develop student voice and agency to support the academic, social and emotional needs of our students.			
<b>Actions</b>	Facilitate student forums reflecting our student demographics to investigate and develop a shared understanding of the wellbeing needs of students across the school To enable a reciprocal feedback loop for student, staff and community			
<b>Outcomes</b>	Leaders will: be active participants in forums and in the reciprocal feedback processes Teachers will: engage students in conversations about forum discussions and outcomes Students will: actively participate in forums and share the outcomes with other students, staff and community			
<b>Success Indicators</b>	Increased student participation at forums Increased conversations / student and teacher interactions, will lead to improved relationships and decrease student management incidents			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	
To develop student voice and agency we will establish a range of student forums that will investigate and develop a shared understanding of the wellbeing needs of students across the school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	

<b>Goal 4</b>	Improve student wellbeing			
<b>12 Month Target 4.1</b>	By 2022 improve student positive response in the Student Attitude to School survey to the following wellbeing indicators: <ul style="list-style-type: none"> <li>• Teacher concern from 45 per cent in 2019 (38% in 2021) to 45 per cent</li> <li>• Respect for diversity from 51 per cent in 2019 (45% in 2021) to 51 per cent</li> </ul>			
<b>12 Month Target 4.2</b>	By 2022 Reduce the number of 20+ days absence from 18 per cent in 2019 to 16 per cent			
<b>12 Month Target 4.3</b>	By 2022 improve parent positive response in the Parent Opinion survey to the following engagement indicators: <ul style="list-style-type: none"> <li>• Respect for diversity positive response to increase from 81 per cent in 2019 (64% in 2021) to 74 per cent</li> <li>• Confidence and resiliency skills from 72 per cent in 2019 (50% in 2021) to 60 per cent.</li> </ul>			
<b>KIS 1</b> Health and wellbeing	Review wellbeing structure and practices (staffing and resources) to identify, support and monitor student wellbeing.			
<b>Actions</b>	Auditing our wellbeing referral system to ensure that students are being directed to the right place Reviewing the efficacy our current wellbeing processes (example PLC cards) Conduct an in-school investigation into how often a sample of teachers check in in around the wellbeing of their students			
<b>Outcomes</b>	Leaders will: create action plans that reflect wellbeing strategies / considerations regardless of the leadership areas they are supporting Teachers will: be provided with relevant strategies to support the wellbeing of their student within the classroom Students will: at a later time, will begin to feel more connected with their classroom teachers			
<b>Success Indicators</b>	An early success indicator is evidence-based data collected from sample classes / students on wellbeing check ins per lesson Compass chronicles will reflect student appointments from appropriate support worker			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	
To review well being structures and practices, the wellbeing team will observe, collate and review evidence of connectedness within selected classes to identify areas of need and resource accordingly.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	

<b>KIS 2</b> Health and wellbeing	Increase professional learning to build capability of staff to respond to wellbeing needs of students.			
<b>Actions</b>	Investigate appropriate programs, resources and elements from the mental health funding that best suit of students needs Provide professional learning through whole staff meetings, ALCs, individual coaching and or group work Use the Pastoral Care program to deliver mental health and wellbeing programs			
<b>Outcomes</b>	Leaders will: work across all school priorities to ensure professional learning in mental health for improved student resilience Teacher will: have confidence in recognising mental health signs and know the process to follow Students will: receive target mental health support in school			
<b>Success Indicators</b>	An early success indicator is staff participation in whole staff meetings, ALCs, individual coaching and or group work Observational and anecdotal data collected by the wellbeing team shows use of mental health strategies			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	
To increase professional learning in mental health in order to build student resilience.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
<b>KIS 3</b> Health and wellbeing	Investigate, develop, and facilitate supportive wellbeing programs for students.			
<b>Actions</b>	Attend Berry Street professional development sessions Compare and contrast different models that can upskill teacher capacity to support wellbeing in the classroom Visit other similar school to see how they have used and sustained different models Make a recommendation to the School Improvement Team (SIT)			
<b>Outcomes</b>	Leaders will: know what model will be appropriate to support our students in the Alkira context			
<b>Success Indicators</b>	A resourced effective plan based on identified model ready for implementation at a whole school level			

Activities and Milestones	People Responsible	Is this a PL Priority	When	
To investigate educational models that support student emotional and social needs such as the Berry Street Model to support wellbeing within the classroom.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	