

Goal 1 2022 Priorities Goal 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.	
KEY IMPROVEMENT STRATEGY	KEY IMPROVEMENT STRATEGY
LEARNING: Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	WELLBEING- Effectively mobilise available resources to support students wellbeing and mental health, especially the most vulnerable
12 month target: Implement evidence-based, collaborative approaches to plan for and monitor teaching, learning and wellbeing programs.	
ACTIONS (MYLNS & Tutoring)	ACTIONS
a) Build staff capability to analyse student data particularly in Literacy and Numeracy <u>to teach at point of need</u>	<ul style="list-style-type: none"> Implement the Resilience program across Years 7-10
b) Build staff capacity in literacy strategies in the teaching of reading in order to extend students literacy and numeracy skills	<ul style="list-style-type: none"> Health education and Respectful relationships, incorporated into the Resilience Program.
c) Continue to build the capacity of middle level leaders to effectively implement PLC inquiry cycles to drive improvement	<ul style="list-style-type: none"> Disability and Inclusion Coordinator appointed to expand on the development of Individual Education Plans for students that have been identified as vulnerable
OUTCOMES	OUTCOMES
Students will <ul style="list-style-type: none"> Regularly have opportunities to demonstrate their learning Students provide feedback to teachers to inform planning (Student Voice) 	Students will <ul style="list-style-type: none"> Regularly have opportunities to connect to a trusted person at school Assist in developing their own IEP Have direct access to Mental Health support both on and off site
Teachers will <ul style="list-style-type: none"> Use the improvement cycle to collaboratively implement PLC inquiry cycles 	Teachers will <ul style="list-style-type: none"> Use agreed processes to record student learning and wellbeing data Undertake professional development in the areas of Resilience and Restorative Practices
<ul style="list-style-type: none"> Collaborate and engage with colleagues to plan and implement literacy strategies in order to foster student growth in numeracy and literacy 	
Leadership will <ul style="list-style-type: none"> Provide dedicated and consistent time for PLC meetings Provide time and support for staff professional learning with a focus on data and evidence Regularly review PLC Implementation practices to identify barriers and enablers for effective PLC practices 	Leadership will <ul style="list-style-type: none"> Support the implementation and dedicated timetabling for the Resilience program Draw on expertise beyond the college to deliver targeted professional development Plan for the transition to Disability Inclusion Profile
Success Indicators	Success Indicators
<ul style="list-style-type: none"> Timetabling reflects literacy intervention as a priority with time allowed for MYLNS and Tutors to support all students/staff(?) 	<ul style="list-style-type: none"> SSG meetings to continue to occur every term Employment of a staff member to support the development of IEPs for those identified as vulnerable Continued attendance and networking at the NDCH Gannawarra Wellbeing group
<ul style="list-style-type: none"> Increase in student learning confidence in ATtoS results... <ul style="list-style-type: none"> -Increase in stimulated learning from 2019 benchmark of 54% (70% in 2022) to 75% in 2022 -Increase in Motivation and interest from 2019 benchmark of 54% (65% in 2021) to 68% in 2022 -Increase in Student Voice and Agency from 2019 benchmark of 41% (52% in 2021) to 55% in 2022 	<ul style="list-style-type: none"> Increase in student learning confidence in ATtoS results... <ul style="list-style-type: none"> -Increase in Sense of Connectedness from 2019 benchmark of 40% (51% in 2021) to 55% in 2022 -Resilience from 2019 benchmark of 59% (2021 67%) to 70% in 2022
<ul style="list-style-type: none"> Data walls/classroom records of assessment/pre and post testing/ digital data log/pre and post testing shows a collection of formative and summative student data Meeting minutes from PLC and Domain meetings reflect the collection, analysis, discussion and plan for individual/small groups of students at point of need Evidence of differentiation of work, in Peer Observations, as part of the PLC inquiry cycle 	
Activities <ul style="list-style-type: none"> MYLNS/Tutoring timetabled with staff appointed and working in the classroom PLC inquiry cycles are undertaken each term encompassing the components of Peer Observation Differentiation to teach at point of need including Case Conferencing of individual students* 	Activities <ul style="list-style-type: none"> Employ a Social Worker for additional mental health and wellbeing support Dedicated time for Resilience Program to be rolled out in Years 7-10 Leadership team work together to incorporate Resilience into the timetable Wellbeing leader work to develop the Resilience Program, undertake professional development Plan for and allocate Mental Health Fund menu items based on student and school needs Appoint a Disability and Inclusion Coordinator