

2022 Annual Implementation Plan

for improving student outcomes

Patterson River Secondary College (8725)



Submitted for review by Daniel Dew (School Principal) on 17 March, 2022 at 03:20 PM

Endorsed by Tristan Lanarus (Senior Education Improvement Leader) on 18 March, 2022 at 11:26 AM

Endorsed by Nicole Eveston (School Council President) on 03 June, 2022 at 08:16 AM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

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	Excelling
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embedding
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support	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	

Enter your reflective comments	Given that the school undertook a Strategic Plan Review, we feel well placed to understand our current strengths and weakness and plan for the future. The Disability and Inclusion Funding is well timed for the start of our new Strategic Plan.
Considerations for 2022	Following a self funded review into our Wellbeing provision at the College and in line with the Disability and Inclusion funding, we have created (and appointed) a number of new roles for 2022, including a Social Worker (primary role to

	engage with families regarding chronic attendance issues) and a Speech Pathologist. We have also created a Learning Intervention Specialist and a Disability and Inclusion Profile Coordinator position.
Documents that support this plan	PRSC Job Descriptions 2022.pdf (0.64 MB)

SSP Goals Targets and KIS

Goal 1	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.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a 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
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student achievement.
Target 2.1	<p>NAPLAN Benchmark Growth</p> <p>By 2024, increase the percentage of Year 9 students at or above benchmark NAPLAN growth.</p> <ul style="list-style-type: none"> • Reading to 85 or above (from 66 in 2019) • Writing to 85 or above (from 64 in 2019) • Numeracy to 75 or above (from 65 in 2019)
Target 2.2	<ol style="list-style-type: none"> 1. By 2024 increase the percentage of Year 7 students who achieve at least one year in the Victorian Curriculum discipline Reading and Viewing from 50 per cent in 2019 to 75 per cent in 2024 2. By 2024 increase the percentage of Year 9 students who achieve at least one year in the Victorian Curriculum discipline Reading and Viewing from 39 per cent in 2019 to 75 per cent in 2024 3. By 2024 increase the percentage of Year 7 students who achieve at least one year in the Victorian Curriculum discipline Number and Algebra from 50 per cent in 2019 to 75 per cent in 2024

	4. By 2024 increase the percentage of Year 9 students who achieve at least one year in the Victorian Curriculum discipline Number and Algebra from 38 per cent in 2019 to 75 per cent in 2024
Target 2.3	By 2024, increase the VCE median all study score from 26.5 (2020) to 30.
Target 2.4	By 2024 increase the positive responses to the SSS for the following factors: <ul style="list-style-type: none"> • Collective efficacy from 59% (2020) to 75% (2024) • Academic emphasis from 46% (2020) to 65% (2024)
Key Improvement Strategy 2.a Building practice excellence	Enhance teacher practice through further development and consistent implementation of an agreed school wide pedagogical approach.
Key Improvement Strategy 2.b Curriculum planning and assessment	Implement and embed the Professional Learning Community (PLC) strategy to build data literacy and consistency of teacher practice.
Key Improvement Strategy 2.c Instructional and shared leadership	Further develop the instructional capacity of all leadership roles to establish higher levels of collective accountability for student learning outcomes.
Goal 3	To increase student voice, agency and engagement in their learning.
Target 3.1	Improve positive endorsement on the student AToSS for the following factors: <ul style="list-style-type: none"> • Self-regulation and goal setting from 47% (2019) to 60% (2024) • Motivation and interest from 61% (2019) to 70% (2024) • Student voice and agency from 475 (2019) to 60% (2024)

Target 3.2	<p>Improve positive endorsement on the SSS for the following factors:</p> <ul style="list-style-type: none"> • Promote student ownership of learning from 72% (2020) to 80% (2024) • Use student feedback to improve practice from 63% (2019) to 75% (2024)
Target 3.3	By 2024 reduce the percentage of students absent exceeding 10 days from 68 per cent (22019) to 50 per cent (2024).
Key Improvement Strategy 3.a Empowering students and building school pride	Build teacher capacity to activate student voice and agency within the classroom.
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Further develop and implement student learning programs to engage students through curiosity, collaboration and problem solving.
Key Improvement Strategy 3.c Empowering students and building school pride	Further develop student pride, aspiration and ownership of learning within a culture of high expectations.
Goal 4	Improve the health and wellbeing of all students.
Target 4.1	<p>Improve positive endorsement on the AToSS for the following factors:</p> <ul style="list-style-type: none"> • Connectedness to school from 59% (2019) to 70% (2024) • Teacher concern from 44% (2019) to 50% (2024) • Managing bullying from 62% (2019) to 75% (2024)

	<ul style="list-style-type: none"> • Resilience from 61% (2019) to 75% (2014)
Target 4.2	<p>Improve positive endorsement on the SSS for the following factors:</p> <ul style="list-style-type: none"> • Trust in students and parents from 44% (2019) to 60% (2024) • Parent and community involvement from 56% (2019) to 65% (2014)
Target 4.3	<p>Improve positive endorsement on the POS for the following factors:</p> <ul style="list-style-type: none"> • Managing bullying from 84% (2019) to 90% (2024) • Promoting positive behaviour from 82% (2019) to 90% (2024)
Key Improvement Strategy 4.a Health and wellbeing	Further implementation and embedding of the SWPBS and Respective Relationships programs across the college.
Key Improvement Strategy 4.b Building practice excellence	Create greater opportunities for school community involvement in the college to build stronger partnerships.
Key Improvement Strategy 4.c Health and wellbeing	Further embed effective transition and pathway programs across the school.

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.
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	<ul style="list-style-type: none"> - 85% of students in the TLI will achieve at least 1 years learning growth in Numeracy. - 35% of Equity Funded students will achieve Above Benchmark Growth in Numeracy 5-9 - Connectedness to school from 49% (2021) to 60% - Managing bullying from 54% (2021) to 65% - Have 100% of new disability and inclusion roles filled and staff inducted.
To improve student achievement.	Yes	<p>NAPLAN Benchmark Growth</p> <p>By 2024, increase the percentage of Year 9 students at or above benchmark NAPLAN growth.</p> <ul style="list-style-type: none"> • Reading to 85 or above (from 66 in 2019) • Writing to 85 or above (from 64 in 2019) • Numeracy to 75 or above (from 65 in 2019) 	<ul style="list-style-type: none"> - Reading 80 or above (from 75 in 2021) - Numeracy 75 or above (from 72 in 2021) - Writing 70 or above (from 67 in 2021)

		<ol style="list-style-type: none"> 1. By 2024 increase the percentage of Year 7 students who achieve at least one year in the Victorian Curriculum discipline Reading and Viewing from 50 per cent in 2019 to 75 per cent in 2024 2. By 2024 increase the percentage of Year 9 students who achieve at least one year in the Victorian Curriculum discipline Reading and Viewing from 39 per cent in 2019 to 75 per cent in 2024 3. By 2024 increase the percentage of Year 7 students who achieve at least one year in the Victorian Curriculum discipline Number and Algebra from 50 per cent in 2019 to 75 per cent in 2024 4. By 2024 increase the percentage of Year 9 students who achieve at least one year in the Victorian Curriculum discipline Number and Algebra from 38 per cent in 2019 to 75 per cent in 2024 	<ol style="list-style-type: none"> 1. Increase the percentage of Year 7 students who achieve at least one year in the Victorian Curriculum discipline Reading and Viewing from 50 per cent in 2019 to 60%. 2. Increase the percentage of Year 9 students who achieve at least one year in the Victorian Curriculum discipline Reading and Viewing from 39 per cent in 2019 to 50%. 3. Increase the percentage of Year 7 students who achieve at least one year in the Victorian Curriculum discipline Number and Algebra from 50 per cent in 2019 to 60%. 4. Increase the percentage of Year 9 students who achieve at least one year in the Victorian Curriculum discipline Number and Algebra from 38 per cent in 2019 to 50 %.
		By 2024, increase the VCE median all study score from 26.5 (2020) to 30.	Achieve a mean study score of 28 or higher.
		<p>By 2024 increase the positive responses to the SSS for the following factors:</p> <ul style="list-style-type: none"> • Collective efficacy from 59% (2020) to 75% (2024) • Academic emphasis from 46% (2020) to 65% (2024) 	<p>Collective efficacy from 53% (2021) to 65%</p> <p>Academic emphasis from 42% (2021) to 55%.</p>
To increase student voice, agency and engagement in their learning.	Yes	Improve positive endorsement on the student AToSS for the following factors:	Self-regulation and goal setting from 57% (2021) to 60%

		<ul style="list-style-type: none"> • Self-regulation and goal setting from 47% (2019) to 60% (2024) • Motivation and interest from 61% (2019) to 70% (2024) • Student voice and agency from 47% (2019) to 60% (2024) 	<p>Motivation and interest from 55% (2021) to 65%</p> <p>Student voice and agency from 37% (2021) to 45%.</p>
		<p>Improve positive endorsement on the SSS for the following factors:</p> <ul style="list-style-type: none"> • Promote student ownership of learning from 72% (2020) to 80% (2024) • Use student feedback to improve practice from 63% (2019) to 75% (2024) 	<p>Promote student ownership of learning from 56% (2021) to 65%</p> <p>Use student feedback to improve practice from 58% (2021) to 65%.</p>
		<p>By 2024 reduce the percentage of students absent exceeding 10 days from 68 per cent (2019) to 50 per cent (2024).</p>	<p>NA - COVID isolation requirements are not conducive to setting a reliable target.</p>
Improve the health and wellbeing of all students.	Yes	<p>Improve positive endorsement on the AToSS for the following factors:</p> <ul style="list-style-type: none"> • Connectedness to school from 59% (2019) to 70% (2024) • Teacher concern from 44% (2019) to 50% (2024) • Managing bullying from 62% (2019) to 75% (2024) • Resilience from 61% (2019) to 75% (2014) 	<p>Connectedness to school from 49% (2021) to 60%</p> <p>Teacher concern from 34% (2021) to 45%</p> <p>Managing bullying from 54% (2021) to 65%</p>
		<p>Improve positive endorsement on the SSS for the following factors:</p> <ul style="list-style-type: none"> • Trust in students and parents from 44% (2019) to 60% (2024) 	<p>Trust in students and parents from 53% (2021) to 60%</p> <p>Parent and community involvement from 57% (2021) to 60%</p>

		<ul style="list-style-type: none"> • Parent and community involvement from 56% (2019) to 65% (2014) 	
		<p>Improve positive endorsement on the POS for the following factors:</p> <ul style="list-style-type: none"> • Managing bullying from 84% (2019) to 90% (2024) • Promoting positive behaviour from 82% (2019) to 90% (2024) 	<p>Managing bullying from 84% (2019) to 90%</p> <p>Promoting positive behaviour from 82% (2019) to 90%</p>

Goal 1	<p>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.</p>	
12 Month Target 1.1	<ul style="list-style-type: none"> - 85% of students in the TLI will achieve at least 1 years learning growth in Numeracy. - 35% of Equity Funded students will achieve Above Benchmark Growth in Numeracy 5-9 - Connectedness to school from 49% (2021) to 60% - Managing bullying from 54% (2021) to 65% - Have 100% of new disability and inclusion roles filled and staff inducted. 	
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	To improve student achievement.	
12 Month Target 2.1	<ul style="list-style-type: none"> - Reading 80 or above (from 75 in 2021) - Numeracy 75 or above (from 72 in 2021) - Writing 70 or above (from 67 in 2021) 	
12 Month Target 2.2	<ol style="list-style-type: none"> 1. Increase the percentage of Year 7 students who achieve at least one year in the Victorian Curriculum discipline Reading and Viewing from 50 per cent in 2019 to 60%. 2. Increase the percentage of Year 9 students who achieve at least one year in the Victorian Curriculum discipline Reading and Viewing from 39 per cent in 2019 to 50%. 3. Increase the percentage of Year 7 students who achieve at least one year in the Victorian Curriculum discipline Number and Algebra from 50 per cent in 2019 to 60%. 4. Increase the percentage of Year 9 students who achieve at least one year in the Victorian Curriculum discipline Number and Algebra from 38 per cent in 2019 to 50 %. 	
12 Month Target 2.3	Achieve a mean study score of 28 or higher.	
12 Month Target 2.4	Collective efficacy from 53% (2021) to 65% Academic emphasis from 42% (2021) to 55%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Enhance teacher practice through further development and consistent implementation of an agreed school wide pedagogical approach.	No

KIS 2 Curriculum planning and assessment	Implement and embed the Professional Learning Community (PLC) strategy to build data literacy and consistency of teacher practice.	Yes
KIS 3 Instructional and shared leadership	Further develop the instructional capacity of all leadership roles to establish higher levels of collective accountability for student learning outcomes.	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.	In line with DET expectations, PRSC is implementing the PLC initiative in 2022 hence KIS 2.b has been selected this year. We have also selected KIS 2.c as this will support the work of our PLC initiative.	
Goal 3	To increase student voice, agency and engagement in their learning.	
12 Month Target 3.1	Self-regulation and goal setting from 57% (2021) to 60% Motivation and interest from 55% (2021) to 65% Student voice and agency from 37% (2021) to 45%.	
12 Month Target 3.2	Promote student ownership of learning from 56% (2021) to 65% Use student feedback to improve practice from 58% (2021) to 65%.	
12 Month Target 3.3	NA - COVID isolation requirements are not conducive to setting a reliable target.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Build teacher capacity to activate student voice and agency within the classroom.	Yes
KIS 2 Intellectual engagement and self-awareness	Further develop and implement student learning programs to engage students through curiosity, collaboration and problem solving.	Yes

KIS 3 Empowering students and building school pride	Further develop student pride, aspiration and ownership of learning within a culture of high expectations.	No
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.	The College is seeking to expand on its successful implementation of formalised goal setting in Numeracy and Reading with our junior students (Year 7-9). This will include an agreed school wide approach to goal setting. We are also seeking to review and eventually implement changes to support the development of transferable skills in the junior school. This will be a long journey given the potential changes that might need to be implemented in curriculum provision.	
Goal 4	Improve the health and wellbeing of all students.	
12 Month Target 4.1	Connectedness to school from 49% (2021) to 60% Teacher concern from 34% (2021) to 45% Managing bullying from 54% (2021) to 65%	
12 Month Target 4.2	Trust in students and parents from 53% (2021) to 60% Parent and community involvement from 57% (2021) to 60%	
12 Month Target 4.3	Managing bullying from 84% (2019) to 90% Promoting positive behaviour from 82% (2019) to 90%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Further implementation and embedding of the SWPBS and Respective Relationships programs across the college.	Yes
KIS 2 Building practice excellence	Create greater opportunities for school community involvement in the college to build stronger partnerships.	No
KIS 3	Further embed effective transition and pathway programs across the school.	No

Health and wellbeing		
<p>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>	<p>The College has stalled elements of the SWPBS and Respectful Relationships program, particularly building teacher capacity due to restrictions in staff meetings such. Over the last two years we have been of the opinion that this work will be best completed onsite together and as a result have chosen it as a key focus for this year.</p>	

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Organise and implement 2 PLC Cycles across Terms 2 and 3.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources PLC <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Implement a PLC approach that includes all members of the leadership team as 'PLC Leaders' to assist with the development of their instructional capacity.	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources PLC	<input checked="" type="checkbox"/> On-site
Implement staff training in Respectful Relationships.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Respectful Relationships	<input checked="" type="checkbox"/> On-site

Implement staff training in 'Our Behaviour Support System'.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
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