

7945 Kerang Technical High School. Annual Implementation Plan 2022.

Goal	Key Improvement Strategy	Quality Tasks	Who	When	Success Criteria (Targets).
<p>Student Learning</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>	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>	<p>Leadership will:</p> <ul style="list-style-type: none"> •Work with DSSI staff to refine coaching cycles •Work with DSSI staff to refine meeting structures. •Work with middle leaders to ensure they are leading their teams to plan and deliver learning in line with the Instructional Model •Ensure a consistent approach to IEPs •Provide individual student goal setting assistance through a Disability Inclusion Coordinator. •Privilege time for Professional Learning Communities training after Semester 1 <p>Teachers will:</p> <ul style="list-style-type: none"> •Plan and deliver learning using the Instructional model •Post lesson plans on XUNO •Engage with DSSI at school to implement the coaching cycle. •Work with Disability Inclusion Coordinator at school to develop and implement Learning Goals in KTHS. •Consistently apply policy and processes in the classroom. •YLC will work with Disability Inclusion Coordinator to build teacher capacity to work with students to develop a growth mind set. •Specialist staff will contribute expertise in developing processes to work with students and coaching staff. •Engage in Professional Learning Community training. <p>Students will:</p> <ul style="list-style-type: none"> •Be supported in their learning through Tutoring, MYLANS, IEPs and Differentiated learning •Be provided with a consistent approach to lessons in line with the Instructional Model 	<ul style="list-style-type: none"> •Leadership team •Domain leaders •Teachers •Learning Specialist •Disability and Inclusion Coordinator •Students 	<p>Ongoing</p> <p>By end of term 1 2019</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> •Embed the instructional model with evidence in planning and classroom observations •Documented 5 week coaching cycles provided twice per staff •Undertake at least two whole staff inquiry approaches and begin Professional Learning Communities PLC training Semester 2 •Implementation of Tiered approach to meet all student learning •IEP's in place for minimum 15 students •Building the capacity of middle leaders to lead targeted school improvement initiatives to address the AIP goals. <p>Students in top 2 bands of Year 9 NAPLAN 15% in Reading Students in top 2 bands of Year 9 NAPLAN 16% in Writing Students in top 2 bands of Year 9 NAPLAN 16% in Numeracy</p> <p>Benchmark Growth from Year 7 to Year 9 77% in Reading Benchmark Growth from Year 7 to Year 9 95% in Writing Benchmark Growth from Year 7 to Year 9 80% in Numeracy</p> <ul style="list-style-type: none"> •VCE Mean ATAR score maintain be above above 30

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	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>	<p>Leadership will:</p> <ul style="list-style-type: none"> •Support the School Wide Positive Behaviour (SWPB) Team at school and regional level to implement SWPBS in KTHS •Engage Regional SWPB Coordinator, Katrina Archibald to support SWPBP Team and staff to implement SWPB in KTHS •Engage School Captains to contribute to student voice and agency within the school community •Strengthen the role of YLC to ensure they are supporting the integrated processes. •Develop a staffing profile that is responsive to the wellbeing of students. •Activate XUNO to enable recording of student achievements •Leading and managing the implementation of IEP <p>Staff will:</p> <ul style="list-style-type: none"> •Work with SWPB Team at school to develop and implement SWPBS in KTHS. •Consistently apply policy and processes in the classroom. •Engage in SWPB Professional Development •Actively engage/contribute to SWPB policy development •Provide support to raise student voice and agency in the school community •Apply the values and vision of SWPB program. •Specialist staff will contribute expertise in developing processes and coaching staff. <p>Students will.</p> <ul style="list-style-type: none"> •Be involved in the Student Voice Team. •Contribute to the wellbeing of the school through the implementation of SWPBS •Actively engage/contribute to SWPB policy development •Engage in the Instructional Model •Apply the values and vision of the SWPB program. 	<ul style="list-style-type: none"> •Leadership team •Welfare Staff •House Managers •YLC •Teachers •Students 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Visible school values Active student voice team SWPBS action plan and timeline adhered too. Evidence of external agency links YLC meetings minutes Observations of consistent use of XUNO by YLC and staff to note aspects of students wellbeing</p> <p>33% (2019) to 40% (2024) for Teacher concern 44% (2019) to 55% (2024) for Sense of connectedness 40% (2019) to 55% (2024) for Student voice and agency 59% (2019) to 70% (2024) for Self-regulation and goal setting. By 2022, the student absence rate will decrease from 25.58 (2019) to 23 (2022) By 2022, the percentage positive response on the POS will increase from: 54% (2019) to 60% (2022) for Promoting positive behaviour 65% (2019) to 70% (2022) for Confidence and resilience By 2022, the percentage positive response for the AToSS will increase from: 57% (2019) to 60% (2022) for Resilience 59% (2019) to 64% (2022) for Sense of confidence 52% (2019) to 58% (2022) for Effective classroom behaviour 55% (2019) to 60% (2022) for Effective teaching time.</p>
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