

2024 Annual Implementation Plan

for improving student outcomes

Mirboo North Secondary College (8050)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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	
	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	
	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.	
	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	
	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	
	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	
Considerations for 2024	
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
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.	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Optimise all students' learning growth	Yes	To increase the percentage of Year 9 students meeting and above Benchmark NAPLAN* growth in: <ul style="list-style-type: none"> • reading from 68% (2021) to 80% (2026) • writing from 73% (2021) to 80% (2026) • numeracy from 72% (2021) to 85% (2026) *NAPLAN targets to be confirmed.	N/A
		To increase the percentage of students working above age expected level against the Victorian Curriculum according to Teacher Judgement in: <ul style="list-style-type: none"> • Reading and Viewing from 19% (2022) to 25% (2026) • Writing from 11% (2022) to 20% (2026) • Number & Algebra from 6% (2022) to 20% (2026) 	To be completed
		To increase the VCE mean study score from 24.22 (2022) to 29 (2026)	In 2024, to increase the VCE Median Study Score to 28 (27 in 2023).

		<p>To increase the percentage of positive responses on the AtoSS factors:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 44% (2022) to 60% (2026) • Stimulated learning from 36% (2022) to 50% (2026) 	<p>2023 Differentiated Learning Challenge 36%; 2024 45% 2023 Stimulated Learning 32%; 2024 40%</p>
		<p>To increase the percentage of positive responses on the Staff Opinion Survey factors:</p> <ul style="list-style-type: none"> • Guaranteed and viable curriculum from 20% (2022) to 60% (2026) • Collective focus on student learning from 35% (2022) to 70% (2026) • Teacher collaboration from 19% (2022) to 50% (2026) • Collective efficacy from 22% (2022) to 50% (2026) 	<p>2023 Guaranteed & Viable Curriculum 49%; 2024 55% 2023 Collective Focus on Student Learning 62%; 2024 70% 2023 Teacher Collaboration 57%; 2024 65% 2023 Collective Efficacy 52%; 2024 60%</p>
To improve student wellbeing.	Yes	<p>To increase the percentage positive response on the AtoSS factors:</p> <ul style="list-style-type: none"> • Sense of connectedness from 38% (2022) to 50% (2026) • Student voice and agency from 30% (2022) to 40% (2026) • Resilience from 66% (2022) to 70% (2026) • Teacher concern from 27% (2022) to 45% (2026) • Managing bullying from 35% (2022) to 50% (2026) • Advocate at school from 55% (2022) to 65% (2026) 	<p>2023 Sense Of Connectedness 29%; 2024 40% 2023 Student Voice & Agency 23%; 2024 35% 2023 Resilience 70%; 2024 75% 2023 Teacher Concern 22%; 2024 35% 2023 Managing Bullying 30%; 2024 35% 2023 Advocate At School 49%; 2024 55%</p>
		<p>To increase the percentage of positive responses on the Parent Opinion Survey factor Promoting positive behaviour from 48% (2022) to 75% (2026)</p>	<p>2023 46% positive; 13% neutral; 40% negative 2024 60% positive, and an increase in neutral with a reduction in negative.</p>
		<p>To increase the proportion of students who are absent for <20 days from 39% to 70% as a proportion of all absences</p>	<p>2023 41% of students absent less than 20 days. 2024 50% of students absent less than 20 days.</p>
		<p>To decrease behaviour incident reports for bullying and increase positive recognition entries on the student management platform with targets to be developed in consultation with SEIL.</p>	<p>Use of PULSE dashboard and SWPBs surveys. Student Survey on the toilets in 2023 showed little decrease across the year.</p>

Goal 2	Optimise all students' learning growth	
12-month target 2.1-month target	N/A	
12-month target 2.2-month target	To be completed	
12-month target 2.3-month target	In 2024, to increase the VCE Median Study Score to 28 (27 in 2023).	
12-month target 2.4-month target	2023 Differentiated Learning Challenge 36%; 2024 45% 2023 Stimulated Learning 32%; 2024 40%	
12-month target 2.5-month target	2023 Guaranteed & Viable Curriculum 49%; 2024 55% 2023 Collective Focus on Student Learning 62%; 2024 70% 2023 Teacher Collaboration 57%; 2024 65% 2023 Collective Efficacy 52%; 2024 60%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Develop, document, and embed an agreed Instructional Model.	Yes
KIS 2.b Assessment	Improve the use of assessment to meet the learning needs of all students.	No
KIS 2.c Teaching and learning	Develop and document a viable and guaranteed curriculum.	No
KIS 2.d Leadership	Develop procedures, protocols and systems to implement a tiered response to ensure all students are learning.	No

<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>We have selected this KIS as the logical second phase of embedding the instructional model is to develop the capacity of the teachers to deliver high quality teaching. Our staff and student detail indicates we would benefit from improving our procedures, protocols and systems to respond to the learning needs of all students.</p>	
<p>Goal 3</p>	<p>To improve student wellbeing.</p>	
<p>12-month target 3.1-month target</p>	<p>2023 Sense Of Connectedness 29%; 2024 40% 2023 Student Voice & Agency 23%; 2024 35% 2023 Resilience 70%; 2024 75% 2023 Teacher Concern 22%; 2024 35% 2023 Managing Bullying 30%; 2024 35% 2023 Advocate At School 49%; 2024 55%</p>	
<p>12-month target 3.2-month target</p>	<p>2023 46% positive; 13% neutral; 40% negative 2024 60% positive, and an increase in neutral with a reduction in negative.</p>	
<p>12-month target 3.3-month target</p>	<p>2023 41% of students absent less than 20 days. 2024 50% of students absent less than 20 days.</p>	
<p>12-month target 3.4-month target</p>	<p>Use of PULSE dashboard and SWPBs surveys. Student Survey on the toilets in 2023 showed little decrease across the year.</p>	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	
<p>KIS 3.a Support and resources</p>	<p>Develop pro-social processes and programs to support student and staff wellbeing.</p>	<p>Yes</p>
<p>KIS 3.b Leadership</p>	<p>Develop procedures, protocols and systems to implement a tiered response to student wellbeing.</p>	<p>No</p>

KIS 3.c Support and resources	Align resourcing to provide targeted support to student wellbeing.	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 school will be implementing an social emotional literacy program in 2024 (XSEL). Teacher/student relationships (teacher concern) Student engagement and respect for diversity as measured by the Atoss is low. Staff surveyed for the SWPBs program also indicated that their top concerns were student disrespect and use of inappropriate language. Resilient and Youth Australia Survey indicates that 52% of our students are dealing with symptoms of anxiety and/or depression. 55% of students do not have a positive attitude towards learning and only 48% have a healthy mind.	

Define actions, outcomes, success indicators and activities

Goal 2	Optimise all students' learning growth
12-month target 2.1 target	N/A
12-month target 2.2 target	To be completed
12-month target 2.3 target	In 2024, to increase the VCE Median Study Score to 28 (27 in 2023).
12-month target 2.4 target	2023 Differentiated Learning Challenge 36%; 2024 45% 2023 Stimulated Learning 32%; 2024 40%
12-month target 2.5 target	2023 Guaranteed & Viable Curriculum 49%; 2024 55% 2023 Collective Focus on Student Learning 62%; 2024 70% 2023 Teacher Collaboration 57%; 2024 65% 2023 Collective Efficacy 52%; 2024 60%
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document, and embed an agreed Instructional Model.
Actions	The Leading and Teaching Team (2 Learning Specialists, LT and Prin) will coach teachers on their goals for improvement in their teaching (embedding of the Instructional Model).
Outcomes	Teachers are actively seeking feedback on their practice/s. Professional conversations being observed. Active involvement in PLCs. Increase in inclusive classroom practices. (Improve outcomes for all students.)
Success Indicators	Staff Survey Increase in Staff Engagement (School Climate: Academic emphasis 29% positive 2023). Increase in Trust (Trust in Colleagues: 72% positive 2023; Collective Efficacy 52% positive 2023).

	Professional Learning (Feedback 20% positive 2023; Active Participation 26% positive in 2023). Attitudes to School Survey Increase in Effective Teaching practice for cognitive engagement (Stimulating Learning 32% positive 2023). Improvement in Teacher/Student Relationships (Teacher Concern 22% positive in 2023).			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional development and coaching of teaching staff on Instructional Model, High Impact Teaching Strategies and Inclusive Practices.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Goal 3	To improve student wellbeing.			
12-month target 3.1 target	2023 Sense Of Connectedness 29%; 2024 40% 2023 Student Voice & Agency 23%; 2024 35% 2023 Resilience 70%; 2024 75% 2023 Teacher Concern 22%; 2024 35% 2023 Managing Bullying 30%; 2024 35% 2023 Advocate At School 49%; 2024 55%			
12-month target 3.2 target	2023 46% positive; 13% neutral; 40% negative 2024 60% positive, and an increase in neutral with a reduction in negative.			
12-month target 3.3 target	2023 41% of students absent less than 20 days. 2024 50% of students absent less than 20 days.			
12-month target 3.4 target	Use of PULSE dashboard and SWPBs surveys. Student Survey on the toilets in 2023 showed little decrease across the year.			

KIS 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop pro-social processes and programs to support student and staff wellbeing.			
Actions	Implementation of an XSEL program. Development of the SWPBs program.			
Outcomes	Better connection between staff and students (particularly between the XSEL teacher and their class). Improvement in student self-regulation and help seeking behaviours. Explicit teaching of expected positive behaviours. Decrease in negative classroom behaviour.			
Success Indicators	Atoss: School Safety Respect for Diversity 23% positive 2023; Managing Bullying 30% positive 2023; Sense of Connectedness 44% positive 2023 SWPBs Surveys and Tiered Fidelity Inventory (end of Term 4, 2024) Internal monitoring of Compass data showing a reduction of targeted negative behaviours.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Staff professional development on XSEL (Resilience Project) and School Wide Positive Behaviours.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$47,448.57 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$115,342.85	\$40,000.00	\$75,342.85
Disability Inclusion Tier 2 Funding	\$141,097.11	\$20,000.00	\$121,097.11
Schools Mental Health Fund and Menu	\$47,448.57	\$47,448.57	\$0.00
Total	\$303,888.53	\$107,448.57	\$196,439.96

Activities and milestones – Total Budget

Activities and milestones	Budget
Professional development and coaching of teaching staff on Instructional Model, High Impact Teaching Strategies and Inclusive Practices.	\$60,000.00
Staff professional development on XSEL (Resilience Project) and School Wide Positive Behaviours.	\$47,448.57
Totals	\$107,448.57

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Professional development and coaching of teaching staff on Instructional Model, High Impact	from: Term 1	\$40,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

Teaching Strategies and Inclusive Practices.	to: Term 4		<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$40,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Professional development and coaching of teaching staff on Instructional Model, High Impact Teaching Strategies and Inclusive Practices.	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Teachers <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> •
Totals		\$20,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Staff professional development on XSEL (Resilience Project) and School Wide Positive Behaviours.	from: Term 1 to: Term 4	\$47,448.57	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free) <p style="text-align: center;">This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)
Totals		\$47,448.57	

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 development and coaching of teaching staff on Instructional Model, High Impact Teaching Strategies and Inclusive Practices.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<input checked="" type="checkbox"/> On-site
Staff professional development on XSEL (Resilience Project) and School Wide Positive Behaviours.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Departmental resources SWPBs 	<input checked="" type="checkbox"/> On-site