

## Kyabram P-12 College Annual Implementation Plan 2022 –breakdown

		Strategic Plan Goal:
<p><b>2022 AIP Goal: 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.</p>		
<p><b>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</b></p>		
Actions		Outcomes
<ol style="list-style-type: none"> <li>1. Deliver whole school professional learning on PLC (Department Modules) and data Literacy</li> <li>2. Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support, including the use of data walls and DSSI data tool</li> <li>3. Use PLCs for staff to collaboratively plan data-driven units of work which are scaffolded to cater for students' point of need in line with the Victorian Curriculum continuum</li> <li>4. Develop a culture of Learning Walks and coaching cycles across the college to improve understanding of staff capacity and encourage peer observation and reflective practices in teaching staff (Embedding continual Leadership team learning walks)</li> <li>5. Use tutor coordinator/s to manage support and monitor TLI and MYLNS programs to ensure catch up / extension</li> <li>6. Utilise Maths specialists and develop an action plan to support numeracy catch up.</li> <li>7. Implement NAPLAN style application activities across 2-9 in all learning areas with a focus on developing</li> </ol>		<ul style="list-style-type: none"> <li>• Teachers will confidently and accurately identify student learning needs of their students</li> <li>• PLCs will meet to engage in data-driven reflective practice, evaluate and plan curriculum, assessments, lessons</li> <li>• Teachers will embed the use of HITS in lessons and units will consistently and explicitly implement the school's instructional/ workshop model</li> <li>• Students will know how lessons are structured and how this supports their learning</li> <li>• Students will set individual goals for their learning during lessons to support their achievement</li> <li>• Teachers and leaders will regularly update physical and virtual data walls and teaching and student support teams will use these resources to improve practice.</li> <li>• Teachers will provide students with the opportunity to work at their level using differentiated planning and resources - point of need</li> <li>• Students in need of targeted academic support or intervention (due to COVID) will be identified and supported via established programs</li> <li>• Student confidence and proficiency in tackling NAPLAN style problems and contexts will increase</li> </ul>

<p>attributes and habits to support problem-solving and resilience at testing time - 'Applying knowledge'</p> <p>8. To develop a culture of high expectations in all areas across the college for all stakeholders.</p>		
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**KEY IMPROVEMENT STRATEGY:** Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

Actions		Outcomes
<p>1. Review current approaches to wellbeing across the college to consider actions at the leadership, teacher and student levels (Audit and investigate SWPB framework).</p>		<ul style="list-style-type: none"> <li>• Teachers will incorporate trauma informed practices in classes and in planning units of work</li> <li>• Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing</li> <li>• At-risk students will be identified and receive targeted support in a timely manner</li> <li>• Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate</li> <li>• Students and families will be connected to allied health and mental health services</li> <li>• All students will have greater autonomy and capacity to develop strategies to support their own mental health and wellbeing</li> <li>• Staff will have a greater awareness of the range of programs and resources available to students and strategies to support students in their classes</li> </ul>
<p>2. Implement a Home Group program (7-12) class captains (P-6) with a focus on Student Voice and Self (AMPLIFY)</p>		
<p>3. Encourage staff and student use of Berry St planners to establish good reflective and support habits (7-12)</p>		
<p>4. Introduction and implementation of the Smiling Minds program (P-6)</p>		
<p>5. Purchase a school dog and implement the program including dogs connect training.</p>		
<p>6. Employ a Disability and Inclusion Learning specialist</p>		

**Goal 2:** Improve student wellbeing and engagement.

**KEY IMPROVEMENT STRATEGY:** Implement and embed a whole-college approach to student wellbeing and engagement

Actions		Outcomes
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<ol style="list-style-type: none"> <li>1. Define and embed routines, expectations and practices to support student learning and engagement (SWPBS, Relationships Program, Respectful Relationships Program, and Behaviour Support Plans)</li> <li>2. Build staff capacity in implementing school wide Instructional Models</li> <li>3. Strengthen student and community engagement through targeted professional learning and partnering with families through their child's learning and planned events P-12.</li> </ol>		<ul style="list-style-type: none"> <li>• All students will have greater autonomy and capacity to develop strategies to support their own mental health and wellbeing</li> <li>• Staff will have a greater awareness of the range of programs and resources available to students and strategies to support students in their classes</li> <li>• Staff will be exposed to new practices and work with others to embed them into their work.</li> <li>• Students will feel proud of their school community and facilities.</li> <li>• The wider community will feel welcome in the school and increase their engagement with staff</li> </ul>
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**KEY IMPROVEMENT STRATEGY: Activate and embed student voice and agency in learning and wellbeing**

<ol style="list-style-type: none"> <li>1. Implement a Home Group program (including class captains P-12) with a focus on Student Voice and Self (AMPLIFY)</li> <li>2. Implement Engagement Continuum in classes to support student self-reflective practices</li> <li>3. Develop processes to support students to use data to improve their learning</li> <li>4. Increase student agency and voice through genuine student leadership opportunities and regular engagement and events with the Student Leadership teacher</li> </ol>		<ul style="list-style-type: none"> <li>• All students will have greater autonomy and capacity to develop strategies to support their own mental health and wellbeing</li> <li>• Advocacy for and engagement with students will increase</li> <li>• Staff will be better informed about student engagement and wellbeing</li> <li>• Student ownership of learning, initiatives and the school will be enhanced</li> <li>• Student understanding of their engagement and strategies to support engagement will improve</li> <li>• Student engagement in learning will increase</li> </ul>
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