

Annual Implementation Plan - 2022

Select Annual Goals and KIS

Seymour College (8884)



Seymour
College

Submitted for review by Gail Hardman (School Principal) on 03 February, 2022 at 11:03 AM
Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 18 February, 2022 at 12:35 PM
Endorsed by Tiffany Goodman (School Council President) on 21 February, 2022 at 10:30 AM

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</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>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>All students to achieve 12 months growth from their current achievement level as measured by teacher judgements in Reading and Number & Algebra</p> <p>All students (grade 3 - year 10) achieve 12 months growth as measured by PAT Reading and PAT Maths</p> <p>Student voice and agency from 34% in 2021 to 40% in 2022 Stimulating learning from 49% in 2021 to 53% in 2022 Sense of confidence from 50% in 2021 to 55% in 2022 Self-regulation and goal setting from 53% to 57% in 2022 Sense of connectedness to learning from 42% to 47%</p>
To improve student learning growth in literacy and numeracy	No	<p>Students achieve at or above NAPLAN Benchmark Growth:</p> <p>Reading</p> <ul style="list-style-type: none"> between Years 3 and 5 from 73% in 2019 to be at or above 80% in 2023 	

		<ul style="list-style-type: none"> • between Years 5 and 7 from 59% in 2019 to be at or above 75% in 2023 • between Years 7 and 9 from 66% in 2019 to be at or above 80% in 2023. <p>Writing</p> <ul style="list-style-type: none"> • between Years 3 and 5 from 75% in 2019 to be at or above 85% in 2023 • between Years 5 and 7 from 60% in 2019 to be at or above 70% in 2023 • between Years 7 and 9 from 81% in 2019 to be at or above 91% in 2023. <p>Numeracy</p> <ul style="list-style-type: none"> • between Years 3 and 5 from 60% in 2019 to be at or above 70% in 2023 • between Years 5 and 7 from 63% in 2019 to be at or above 73% in 2023 • between Years 7 and 9 from 76% in 2019 to be at or above 86% in 2023. 	
		<p>Improve percentage of students moving one Victorian Curriculum level in:</p> <p>(2020 data to be used as the benchmark)</p> <ul style="list-style-type: none"> • reading and viewing from 50% in 2019 to be at or above 60% in 2023 	

		<ul style="list-style-type: none"> • number and algebra from 50% in 2019 to be at or above 60% in 2023 	
		<p>SSS. Increase positive percentage endorsement in:</p> <ul style="list-style-type: none"> • collective focus on student learning from 75% in 2019 to be at or above 90% in 2023 • guaranteed and viable curriculum from 60% in 2019 to be at or above 75% in 2023 • collective efficacy from 37% in 2019 to be at or above 52% in 2023 • practice improvement from 80% in 2019 to be at or above 90% in 2023 	
To increase student engagement in learning	Yes	<p>POS. Increase positive percentage responses in:</p> <ul style="list-style-type: none"> • effective teaching from 60% in 2019 to be at or above 70% in 2023 • student agency and voice from 61% in 2019 to be at or above 71% in 2023 • stimulating learning environment from 64% in 2019 to be at or above 74% 2023. 	<p>Effective teaching increase from 63% in 2020 to 67% in 2022 Student agency and voice from 58% in 2020 to 62% in 2022 Stimulating learning environment from 56% in 2020 to 60% in 2022</p>
		<p>AToSS. Increase positive percentage endorsement in:</p>	<p>Student voice and agency from 34% in 2021 to 40% in 2022 Stimulating learning from 49% in 2021 to 53% in 2022</p>

		<ul style="list-style-type: none"> • student voice and agency from 45% in 2019 to be at or above 60% in 2023 • stimulating learning from 56% in 2019 to be at or above 71% in 2023 • sense of confidence from 61% in 2019 to be at or above 76% in 2023 • self-regulation and goal setting from 62% in 2019 to be at or above 77% in 2023. <p>All of the above targets in this survey will have no more than 20 per cent difference in the outcomes between boys and girls.</p>	<p>Sense of confidence from 50% in 2021 to 55% in 2022 Self-regulation and goal setting from 53% to 57% in 2022 Sense of connectedness to learning from 42% to 47%</p>
		<p>SSS. Increase positive percentage endorsement in:</p> <ul style="list-style-type: none"> • promote student ownership of learning goals from 72% in 2019 to be at or above 87% in 2023 • support learning and growth of whole student from 72% in 2019 to be at or above 87% in 2023 • use high impact teaching strategies from 79% in 2019 to be at or above 94% in 2023 • regularly discuss problems of practice from 70% in 2019 to be at or above 80% in 2023. 	<p>Promote student ownership of learning goals from 81% in 2020 to 85% in 2022 Support learning and growth of whole student from 69% in 2020 to 73% in 2022 Use high impact teaching strategies from 79% in 2020 to 84% in 2022 Regularly discuss problems of practice from 71% in 2020 to 75% in 2022</p>
<p>To improve student wellbeing and connectedness</p>	<p>Yes</p>	<p>AToSS. Increase positive percentage endorsement in:</p> <ul style="list-style-type: none"> • sense of connectedness from 52% in 2019 to be at or above 67% in 2023 • managing bullying from 49% in 2019 to be at or above 64% in 2023 	<p>Sense of connectedness to learning from 42% in 2021 to 47% in 2022 Managing bullying from 43% in 2020 to 47% in 2022 Effective classroom behaviour from 49% to 53% in 2022</p>

		<ul style="list-style-type: none"> • effective classroom behaviour from 54% in 2019 to be at or above 69% in 2023 • advocate at school from 66% in 2019 to be at or above 81% in 2023. <p>All of the above targets in this survey will have no more than 20 per cent difference in the outcomes between boys and girls.</p>	<p>Advocate at school from 62% in 2021 to 66% in 2022</p>
		<p>SSS. Increase positive percentage endorsement in:</p> <ul style="list-style-type: none"> • trust in students and parents from 36% in 2019 to be at or above 51% in 2023 • parent and the wider community are involved in school activities and programs from 56% in 2019 to be at or above 71% in 2023. 	<p>Trust in students and parents from 46% 2020 to 50% in 2022 Parent and wider community are involved in school activities and programs from 61% in 2020 to 66% in 2022</p>
		<p>POS. Increase positive percentage responses in:</p> <ul style="list-style-type: none"> • promoting positive behaviour from 71% in 2019 to be at or above 86% in 2023 • managing bullying from 59% in 2019 to be at or above 70% in 2023 • school connectedness from 80% in 2019 to be at or above 90% in 2023 • parent participation and involvement from 64% in 2019 to be at or above 79% in 2023. 	<p>Promoting positive behaviour from 69% in 2020 to 73% in 2022 Managing bullying from 64% in 2020 to 68% in 2022 School connectedness from 75% in 2020 to 80% in 2022 Parent participation and involvement from 64% to 68% in 2022</p>

		<p>Reduce student absence of 20 days or more:</p> <ul style="list-style-type: none"> • Ungraded (medical conditions) from 47% in 2019 to 42% in 2023 • F-6 from 43% in 2019 to 30% in 2023 • 7-12 from 40% in 2019 to 35% in 2023 	Reduce student absence rates across the college by 3%
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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	<p>All students to achieve 12 months growth from their current achievement level as measured by teacher judgements in Reading and Number & Algebra</p> <p>All students (grade 3 - year 10) achieve 12 months growth as measured by PAT Reading and PAT Maths</p> <p>Student voice and agency from 34% in 2021 to 40% in 2022 Stimulating learning from 49% in 2021 to 53% in 2022 Sense of confidence from 50% in 2021 to 55% in 2022 Self-regulation and goal setting from 53% to 57% in 2022 Sense of connectedness to learning from 42% to 47%</p>	
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 increase student engagement in learning	
12 Month Target 2.1	Effective teaching increase from 63% in 2020 to 67% in 2022 Student agency and voice from 58% in 2020 to 62% in 2022 Stimulating learning environment from 56% in 2020 to 60% in 2022	
12 Month Target 2.2	Student voice and agency from 34% in 2021 to 40% in 2022 Stimulating learning from 49% in 2021 to 53% in 2022 Sense of confidence from 50% in 2021 to 55% in 2022 Self-regulation and goal setting from 53% to 57% in 2022 Sense of connectedness to learning from 42% to 47%	
12 Month Target 2.3	Promote student ownership of learning goals from 81% in 2020 to 85% in 2022 Support learning and growth of whole student from 69% in 2020 to 73% in 2022 Use high impact teaching strategies from 79% in 2020 to 84% in 2022 Regularly discuss problems of practice from 71% in 2020 to 75% in 2022	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Increase opportunities for student voice and agency across the school	No

KIS 2 Empowering students and building school pride	Provide curriculum opportunities that support flexible, relevant and authentic learning experiences for all students	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.	<p>Seymour College believes that 'every child can learn - given the right opportunities'. Seymour College has identified that some students struggle to feel connected to school and to their learning opportunities. Our Parent Opinion Survey has shown a significant decrease in positive responses to 'stimulating learning environment' in 2020. Our Attitudes to School Survey has also shown a decrease in positive responses to 'stimulating learning' from 2019 to 2021.</p> <p>We believe that learning in the remote space has been very challenging for our students and this has contributed to their decrease in connection to their learning opportunities. Our data informs us that our year 9 and 10 students struggle most with engagement and as a result we will trial a new approach to humanities to increase student choice and engagement.</p> <p>We have also identified that our grade structure for 2021 (F/1/2) has been particularly challenging for our Foundation students. We believe that we need a slower entry to school with a longer transition time so that pre literacy and pre numeracy skills can be developed. We have worked with our main feeder kinder to embed some Berry Street Education Model morning routines, but believe a longer adjustment period for Foundation students, where we focus on school behaviours and routines is required.</p>	
Goal 3	To improve student wellbeing and connectedness	
12 Month Target 3.1	Sense of connectedness to learning from 42% in 2021 to 47% in 2022 Managing bullying from 43% in 2020 to 47% in 2022 Effective classroom behaviour from 49% to 53% in 2022 Advocate at school from 62% in 2021 to 66% in 2022	
12 Month Target 3.2	Trust in students and parents from 46% 2020 to 50% in 2022 Parent and wider community are involved in school activities and programs from 61% in 2020 to 66% in 2022	
12 Month Target 3.3	Promoting positive behaviour from 69% in 2020 to 73% in 2022 Managing bullying from 64% in 2020 to 68% in 2022 School connectedness from 75% in 2020 to 80% in 2022 Parent participation and involvement from 64% to 68% in 2022	
12 Month Target 3.4	Reduce student absence rates across the college by 3%	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Develop a cohesive whole school wellbeing framework that focuses on proactive and preventative strategies to support learning	No
KIS 2 Parents and carers as partners	Build family and community partnerships to enhance student learning	Yes
KIS 3 Setting expectations and promoting inclusion	Build high expectations for regular attendance	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.	<p>Due to the impact of COVID19 and the associated lockdowns we have been unable to welcome families into the school as frequently as we would have liked over the past two years. We believe that a focus on family and community partnerships will support students to feel safe and connected to school and their learning. We have completed the School Wide Positive Behaviour action plan and have identified family and community partnerships as an area we can work on. A number of our family and community volunteering opportunities have not been possible for much of 2020 and 2021. We aim to reinvigorate these opportunities in 2022.</p> <p>Attendance continues to be a concern with a number of students struggling to reconnect with school after lockdowns. Our aim is to support students to feel safe at school through a range of strategies and support agencies. The Berry Street Model, the re-launching of School Wide Positive Behaviours and use of our attendance officer would be key strategies to support increased attendance at the college.</p>	