

Korumburra Secondary College 2021 Annual Implementation Plan, summary

Learning catch-up and extension priority	Happy, healthy and active kids priority	Connected schools priority
<p><u>Actions:</u></p> <p>Revisit and strengthen the use of HITs in the classroom with a focus on <i>Differentiation</i> and <i>Feedback</i> with a particular focus toward our school wide literacy goal.</p> <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> <li>➤ Teachers will use HITS to plan for effective and teaching and learning as evidenced in scope and sequence documents, units and lessons.</li> <li>➤ Teachers will continue to develop their skills in strengthening student literacy skills across the school revisiting vocabulary and writing through use of HITs and Assessments.</li> <li>➤ Teachers and support staff will have a consistent understanding of core curriculum areas (literacy).</li> <li>➤ Students will know how lessons are structured and how this supports their learning</li> </ul>	<p><u>Actions:</u></p> <p>Refine the <i>mentor program</i> with student voice with choice of mentors in Senior school.</p> <p>Continue to develop a consistent understanding of the <i>mentor role</i>.</p> <p>Continue to refine the <i>Wellbeing/ACE/RR</i> programs implemented cross-curricular.</p> <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> <li>➤ ACE and RR's integrate social-emotional learning into school practice, policies and programs.</li> <li>➤ Increase in Student ATOSS Engagement and Student representative.</li> <li>➤ Teachers will model and are consistent in agreed routines for student 360's and wellbeing.</li> </ul>	<p><u>Actions:</u></p> <p>Strengthen and embed a school wide approach to <i>communication</i> with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning.</p> <p>Create opportunities for more regular meetings using <i>digital technologies</i> between parents/carers/kin and teachers which strengthen relationships and conduct regular pulse checks.</p> <p>Ensure students requiring specific <i>interventions</i> are engaged with external agencies and supports.</p> <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> <li>➤ Leaders will prioritise time for staff to communicate and build relationships with parents/cares/kin.</li> <li>➤ Teachers will have strong relationships with students' parents/carers/kin.</li> <li>➤ Teachers and support staff will have strong relationships parents/carers/kin of students with additional needs.</li> </ul>

<p><u>Success Indicators:</u>  School staff survey (teaching and principal staff only) will show same or growth in 'Knowledge of HITS' (72.7 in 2019)</p> <p>School staff survey (teaching and principal staff only) will show same or growth in "use of HITS" (59.1 in use in 2019)</p> <p>School staff survey (teaching and principal staff only) will show growth in 'Plan Differentiated Learning Activities' (45.5% in 2019)</p> <p>School staff survey (teaching and principal staff only) will show growth in Understand Formative Assessment (40.9% in 2019)</p> <p>ATOSS survey will show growth in 'Effective teaching time' (62% in 2019)</p> <p>ATOSS survey will show growth in 'Differentiated learning challenge' (54% in 2019)</p>	<p><u>Success Indicators:</u>  Monitoring of the average GPA.</p> <p>Attitudes to School Survey will show an increase in:</p> <p>Motivation 2019: 54%; Motivation and Interest in 2020 47%.</p> <p>High Expectations 2019: 76%; Self-regulation and goal setting in 2020 53%.</p> <p>Student Voice and Agency 2019: 42%; Student Voice and Agency in 2020 39%.</p>	<p><u>Success Indicators:</u>  Whole school survey results (Atoss, Loop, Parent Opinion Survey, Staff Survey).</p> <p>Review of referral procedures, and development of a model to guide staff on the Wellbeing Referral steps.</p> <p>Pulse checks with parents/carers/kin to provide survey data to ES staff in response to specific questions designed on a term by term basis.</p> <p>The employment of a mental health worker (range to be determined) with a focus on school connectedness.</p>
<p><u>Activities and Milestones:</u></p> <ul style="list-style-type: none"> <li>• Schedule and organise professional learning on HITS – feedback and differentiation (Maker Model) Using PLC/Datawise (Improvement Processes) to develop teacher capacity.</li> <li>• Undertake Professional Development with Phillip Holmes Smith - what makes a high achieving school.</li> <li>• VCAA continua of practice used to develop and assess.</li> </ul>	<p><u>Activities and Milestones:</u></p> <ul style="list-style-type: none"> <li>• Year 11 and 12 students choose their own mentors.</li> <li>• Refine the mentor program.</li> </ul>	<p><u>Activities and Milestones:</u></p> <ul style="list-style-type: none"> <li>• Mentor 360s conducted online via Microsoft Teams.</li> <li>• Parent Teacher interviews online via Microsoft Teams.</li> <li>• Development of a Wellbeing Referral process.</li> <li>• Pulse checks and surveys.</li> <li>• Employment of a Mental Health Care Worker.</li> </ul>

- Ensure that curriculum planning and assessment and visible and accessible to all staff (This includes all assessment tasks incorporate vocabulary and show through-lines across year levels).
- Undertake an Audit of CATS to establish evidence base for improvement - Vocabulary, Writing, Feedback, Rubric.
- Continue to develop visible learning with school wide expectation of Learning Intentions, Differentiated Success Criteria and list of activities on Compass for student engagement in learning.