

2023 Annual Implementation Plan

for improving student outcomes

Torquay P-6 College (3368)



Submitted for review by Jessica Kelly (School Principal) on 06 February, 2023 at 09:25 PM
Endorsed by Brendan Bush (Senior Education Improvement Leader) on 09 February, 2023 at 02:52 PM
Endorsed by Prue Elletson (School Council President) on 24 April, 2023 at 12:16 PM

Self-evaluation summary - 2023

	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	Evolving
	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	Evolving
	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.	Evolving
	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	Evolving
	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	Embedding
	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	We know that during 2021/2022 alot of foundational work was being done to ensure we had the right documentation in place to be able to work with staff to build consistency in our practice. The main driver for this work was through SIT's, this allowed for alot of staff collaboration around the direction the school was taking in each AIP area. We have been pleased with the success of the SIT's in 2022 and feel like this will enable 2023 to be a year of embedding. Allowing teams to adjust practice, with support so we can reach our ultimate goal of understanding our work and consistency in practice.
Considerations for 2023	The right people doing the right work No new work Build from internal expertise Refiine the current school routines through an operational AP role Accountability measures that support staff to embed our Torquay College Practice Build school pride through events, engagement and opportunities to discuss their child's learning
Documents that support this plan	School Improvement Plan 2023-2.docx (0.2 MB)

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Year 3 Reading Naplan - Students in top two bands from 2022 61% to 2023 with 65% of our students Year 5 Reading Naplan - Students in top two bands from 2022 54% to 2023 57% of our students</p>
Maximise the learning growth of every student in literacy and numeracy.	Yes	<p>By 2023, the percentage of Year 5 students assessed as making medium to high relative learning gain in NAPLAN Reading, Writing and Numeracy will increase:</p> <ul style="list-style-type: none"> • Reading from 76 per cent in 2019 to 85 per cent • Writing from 77 per cent in 2019 to 85 per cent • Numeracy from 67 per cent in 2019 to 75 per cent. 	<p>Year 3 Numeracy Naplan - Students maintaining top two bands From 2022 to 2023 with of our students Year 5 Numeracy Naplan - Students maintaining top two bands from 2022 to 2023 of our students</p>
		<p>By 2023, the percentage of F-6 students assessed as being above age expected level on the Victorian Curriculum levels F-10 level will increase:</p> <ul style="list-style-type: none"> • in the English Language Reading mode from 38 per cent in 2019 to 50 per cent • in the English Language Writing mode from 23 per cent in 2019 to 30 per cent • in the Mathematics Number and Algebra strand from 27 per cent to 33 per cent. 	<p>Increase from 2022 23% to 2023 30%(Semester two) Number and Algebra</p>

		<p>By 2023, the percentage of staff responding positively to the following measures contained in the School Staff Survey will increase:</p> <ul style="list-style-type: none"> • in the School Climate module, • collective focus on student learning from 64 per cent to 85 per cent. • guaranteed and viable curriculum from 49 per cent to 80 per cent. 	<p>Increase % of staff responding positively: Collective focus on student learning from 2022 59% to 2023 to 85% Guaranteed and viable curriculum from 2022 50% to 2023 to 80%</p>
To improve student engagement in learning.	No	<p>By 2023, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <p>In the Effective Teaching Practice for Cognitive Engagement domain</p> <ul style="list-style-type: none"> • Stimulated learning from 83 per cent in 2019 to 87 per cent • Differentiated learning challenge from 86 per cent in 2019 to 90 per cent <p>In the Social Engagement domain</p> <ul style="list-style-type: none"> • Sense of connectedness from 83 per cent in 2019 to 90 per cent • Student voice and agency from 69 per cent in 2019 to 80 per cent. 	
		<p>By 2023, the total number of days absent per F-6 student will decrease from 17.0 in 2019 to 15 days.</p>	
To develop happy, healthy and resilient students.	Yes	<p>By 2023, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> • In the Effective Teaching Practice for Cognitive Engagement domain: Effective classroom behaviour from 83 per cent in 2019 to 87 per cent • In the Learner Characteristics and Disposition domain: Resilience from 81 per cent in 2019 to 85 per cent • In the Student Safety domain: Managing bullying from 84 per cent in 2019 to 88 per cent. 	<p>Increase effective classroom behaviour measure from 2022 60% to 2023 70%</p>

		<p>By 2023, the percentage of parents reporting positive endorsement to the Parent Opinion Survey measures will increase:</p> <p>In the safety domain</p> <ul style="list-style-type: none"> • Managing bullying from 84 per cent in 2019 to 88 per cent. • Promoting positive behaviour from 88 per cent to 92 per cent. 	Increase promoting positive behaviour (parent survey) 2022 57% to 2023 67%
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Goal 1	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	
12-month target 1.1-month target	<p>Year 3 Reading Naplan - Students in top two bands from 2022 61% to 2023 with 65% of our students</p> <p>Year 5 Reading Naplan - Students in top two bands from 2022 54% to 2023 57% of our students</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	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 2023.	

Goal 2	Maximise the learning growth of every student in literacy and numeracy.	
12-month target 2.1-month target	<p>Year 3 Numeracy Naplan - Students maintaining top two bands From 2022 to 2023 with of our students</p> <p>Year 5 Numeracy Naplan - Students maintaining top two bands from 2022 to 2023 of our students</p>	
12-month target 2.2-month target	Increase from 2022 23% to 2023 30% (Semester two) Number and Algebra	
12-month target 2.3-month target	Increase % of staff responding positively: Collective focus on student learning from 2022 59% to 2023 to 85% Guaranteed and viable curriculum from 2022 50% to 2023 to 80%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.o Excellence in teaching and learning	Review and implement consistently the whole school instructional model.	Yes
KIS 2.p Excellence in teaching and learning	Strengthen the current instructional practices to support differentiation that meets the needs of all students.	No
KIS 2.q Excellence in teaching and learning	Build teacher capacity to use data effectively to improve student learning outcomes.	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.	We were apart of the PMSS initiative in 2021 and 2022, we would like to capture the impact of the maths approach off the ending of this initiative. We now have a whole school approach to Numeracy	
Goal 4	To develop happy, healthy and resilient students.	
12-month target 4.1-month target	Increase effective classroom behaviour measure from 2022 60% to 2023 70%	
12-month target 4.2-month target	Increase promoting positive behaviour (parent survey) 2022 57% to 2023 67%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Positive climate for learning	Develop a whole school approach to health and wellbeing.	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.	We would like to see the impact of the work that has developed over three years at Torquay College. This has been our biggest growth point in terms of staff and community capacity	

Define actions, outcomes, success indicators and activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.			
12-month target 1.1 target	Year 3 Reading Naplan - Students in top two bands from 2022 61% to 2023 with 65% of our students Year 5 Reading Naplan - Students in top two bands from 2022 54% to 2023 57% of our students			
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy			
Actions	To embed the Torquay College whole school approach to Mathematics			
Outcomes	Leadership team meetings have agenda maths update that include problem of practice items to have a collective focus on student learning Peer observations have been introduced with staff participating at least once per term (are the instructional models being used) Have the CoP (Numeracy) visit Torquay College 5 week data cycles where staff are collecting student progress data (PLC) Edapt is the whole school data platform for the storage of all of our data			
Success Indicators	Week 6 of each term Staff opinion survey (pulse check) Quick, easy, accessible and responsiveness			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Leadership agenda's with Numeracy section (Consultancy protocol)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Peer observations	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Edapt introduction and implementation	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	To build teacher capacity to embed the SoR approach in Literacy across Torquay College			
Outcomes	All staff to have completed a PD plan lead by an internal knowledgeable other Staff are using dibels as the reading assessment and upload to edapt to make documented planning adjustments Peer observations have been introduced with staff participating at least once per term (are the instructional models being used) Staff plan all literacy lessons on the template for a G&V curriculum Increase the knowledge of a SIT to refine Literacy scope and sequence			
Success Indicators	Pre-test staff around confidence in implement SoR practices			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Whole staff professional learning on SoR practices	<input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	
Goal 2	Maximise the learning growth of every student in literacy and numeracy.			
12-month target 2.1 target	<p>Year 3 Numeracy Naplan - Students maintaining top two bands From 2022 to 2023 with of our students</p> <p>Year 5 Numeracy Naplan - Students maintaining top two bands from 2022 to 2023 of our students</p>			
12-month target 2.2 target	Increase from 2022 23% to 2023 30% (Semester two) Number and Algebra			
12-month target 2.3 target	<p>Increase % of staff responding positively: Collective focus on student learning from 2022 59% to 2023 to 85% Guaranteed and viable curriculum from 2022 50% to 2023 to 80%</p>			
KIS 2.o Building practice excellence	Review and implement consistently the whole school instructional model.			
Actions	To embed the Torquay College whole school approach to Mathematics			
Outcomes	<p>Leadership team meetings have agenda maths update that include problem of practice items to have a collective focus on student learning</p> <p>Peer observations have been introduced with staff participating at least once per term (are the instructional models being used)</p> <p>Have the CoP (Numeracy) visit Torquay College</p> <p>5 week data cycles where staff are collecting student progress data (PLC)</p> <p>Edapt is the whole school data platform for the storage of all of our data</p>			
Success Indicators	Week 6 of each term Staff opinion survey (pulse check) Quick, easy, accessible and responsivenessEngage			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Engage in Maths CoP as a presenting school	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Goal 4	To develop happy, healthy and resilient students.			
12-month target 4.1 target	Increase effective classroom behaviour measure from 2022 60% to 2023 70%			
12-month target 4.2 target	Increase promoting positive behaviour (parent survey) 2022 57% to 2023 67%			
KIS 4.a Health and wellbeing	Develop a whole school approach to health and wellbeing.			
Actions	To promote a whole school culture of inclusion and wellbeing			
Outcomes	<p>All staff are able to refer to the inclusion road map to support with direction and vision of Torquay College</p> <p>Morning circles and ready to learn scales are evident in all spaces</p> <p>Teaching of strategies to add to ready to learn plans</p> <p>Increased accuracy of adjustments and modifications in NCCD</p> <p>Engage with PBS coaching DET</p> <p>Refine PBS SIT</p> <p>Compass being used to record incidents across whole school regularly</p>			
Success Indicators	Mental health practioner termly focus on Berry Street to monitor and support implementation of morning circle, teaching strategies and ready to learn plans			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Berry Street Training Day 3 and Day 4	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$15,987.00 <input checked="" type="checkbox"/> Equity funding will be used

Dan Petro (Behaviour Consultant)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$16,103.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Psyc's in Schools partnership	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,103.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <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	\$32,530.10	\$32,530.10	\$0.00
Disability Inclusion Tier 2 Funding	\$311,958.20	\$43,554.00	\$268,404.20
Schools Mental Health Fund and Menu	\$101,974.85	\$101,884.10	\$90.75
Total	\$446,463.15	\$177,968.20	\$268,494.95

Activities and milestones – Total Budget

Activities and milestones	Budget
Berry Street Training Day 3 and Day 4	\$15,987.00
Dan Petro (Behaviour Consultant)	\$16,103.00
Psyc's in Schools partnership	\$16,103.00
Totals	\$48,193.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Berry Street Training Day 3 and Day 4	from: Term 1	\$32,530.10	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

	to: Term 2		
Totals		\$32,530.10	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Dan Petro (Behaviour Consultant)	from: Term 3 to: Term 4	\$16,103.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •
Psyc's in Schools partnership	from: Term 1 to: Term 4	\$27,451.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •
Totals		\$43,554.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Psyc's in Schools partnership	from: Term 1 to: Term 4	\$16,103.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students

Totals		\$16,103.00	
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Additional funding planner – Total Budget

Activities and milestones	Budget
Mental Health Fund (SEW team member)	\$85,871.00
Totals	\$85,871.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Mental Health Fund (SEW team member)	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Mental Health Fund (SEW team member)	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Mental Health Fund (SEW team member)	from: Term 1 to: Term 4	\$85,781.10	<input checked="" type="checkbox"/> Employ cohort-specific staff to support Tier 2 initiatives
Totals		\$85,781.10	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Berry Street Training Day 3 and Day 4	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Dan Petro (Behaviour Consultant)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Year level co-ordinator(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Psyc's in Schools partnership	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site