HEATLEY SECONDARY COLLEGE
Annual Implementation Plan 2024
College Priority: Improve English and Mathematics LOA for 7-9 students

WELLBEING

Strategy/ies & Actions	Resources	Timeline	Resp Officer	Monitoring T1	T2	T3	T4
Create a safe, supportive and inclusive learning environment: • Develop and implement the SLAWF Action Plan • Review and refine the College case management processes to effectively implement Multi-Tiered Systems of Support (MTSS) • Communicate MTSS to all staff to ensure staff have a deep understanding of student support needs and case managers • Develop and implement a College celebration and events program including targeted year level events to build identity and belonging	SLAWF Tool	Term 1	DP Wellbeing				
• Provide ongoing professional learning in PBL language, routines and processes	Student Code of Conduct	Term 1 SFD	HODs SW				
• Engage with regional support to provide ongoing professional learning in Essential Skills for Classroom Management (ESCM), Trauma Informed Practice (TIP) and Restorative Practices (RP) • Provide Level 2 Classroom Profiling to identified HODs and teachers • Conduct College wide classroom profiling sweeps and provide focussed feedback	Regional PBL Coach & internal expertise Regional expertise to deliver Level 2 Classroom Profiler Training	Term 1-3	DP Wellbeing				
• Initiate the implementation of a Collaborative Proactive Solutions Pilot (CPS) for identified students in Year 7, 8, 9	Ross Greene - CPS	Term 1-4					
• Engage all staff in vicarious trauma professional learning to ensure staff wellbeing is optimised	Expert to deliver PD on Vicarious Trauma	Term 2					

LEARNING

Strategy/ies & Actions	Resources	Timeline	Resp Officer	Monitoring T1	T2	T3	T4
Implement an aligned AC that engages students with purposely designed and relevant pedagogical approaches: • Engage Teachers in rigorous and collaborative before moderation during PLT meetings	All HODs	Ongoing	DP T&L				
• Provide professional learning on 8 Ways of Learning – Aboriginal Pedagogy to increase staff capability to implement pedagogy that better engages First Nations students • Provide professional learning on EI, GRR and UDL *(*ongoing)*	Facilitator Fiona Bobongie HOD T&L expertise	Term 1 SFD	HOD T&L				
• Conduct an inquiry into a whole school approach to Pedagogy using DoE provided template • Engage all teachers in a Pedagogy Stocktake using DoE provided resources • Implement a consistent data driven and 5Q4ML Line Management meeting process between HODs and DPs to ensure a strong line of sight at all levels	DoE Inquiry Tool DoE Stocktake Tool Meeting Template	Term 1	DP T&L				
• Engage the LT in professional learning P-12 CARF for V9AC • Engage all teachers in mapping V9 AC to the 3 levels of planning and make adjustments as necessary • Engage the LT in ongoing Quality Assurance of AC planning documentation during LT Meetings • HODs engage teachers in Quality Assurance process of AC planning documentation • Establish regular sharing of best practice pedagogy and engagement strategies during full staff and PLT meetings to enable staff to build their own knowledge of high impact pedagogies • DP- Inclusion and inclusion teachers provide professional learning for teachers during PLTs and full staff meetings to make relevant assessment and resource adjustments to ensure learning is accessible • Conduct walkthroughs using the 5Q4S and the class learning walls to engage with students about their learning progress in Year 7, 8 or 9 Mathematics and English	P-12 CARF AC V9 QA Tool and processes PLT and Staff meetings Walkthrough protocol	Term 1-4	DP T&L HOD T&L DP Inclusion				
Implement the Whole School Approach to Moderation with fidelity: • Provide all teachers with refresher professional learning on the Whole School Approach to Moderation to build an increased understanding of all moderation junctures • Implement a meeting calendar that explicitly identifies Year 7 - 9 target groups and specifies moderation juncture	DoE Whole School Approach to Moderation Calendar	Term 1	DP T&L				

• Re-engage all teachers in During Moderation during PLTs focussed on:
  - 2 marker students at D level and one being a First Nations student
  - Evidence of Learning (EoL) is collected through formative assessment and progress judgements made using ISMG
  - Cohort Monitoring circles and physical data walls are in place to focus teacher conversations on marker students and next teaching steps to drive whole class improvement
  - All teachers engage in cross faculty Gallery Walks to share student data and steps for success
	Moderation protocols
	
	Monitoring Circles
	
	Data walls in all faculties
		Term 1-4	HOD T&L				

COMMUNITY

Strategy/ies & Actions	Resources	Timeline	Resp Officer	Monitoring T1	T2	T3	T4
Deepen existing partnerships within and beyond the school community: • Establish and enact a robust classroom support process involving Clontarf and Stars Academies to support the increased attendance, engagement and learning outcomes of First Nations students *(*ongoing implementation)* • Engage First Nations student leaders, students and community in the co-design, construction and use of a college yarning circle • Finalise the development of the Reconciliation Action Plan (RAP) and implement • Develop a TCTC partnership with 'On Common Country' to support First Nations students transition from Year 9 into senior schooling pathways	RAP	Term 1	DP Community CEC DP Community & CEC Principal				

• Develop a Teaching and Learning partnership with Heatley SS and Vincent SS that provides Year 6 and 7 teachers opportunities to:
  - observe classroom practice
  - develop a deep understanding of content demands, assessment genres, classroom pedagogy, review scaffolding provided, approach to reading
  - engage in moderation of assessment each term
  - design pedagogy collaboratively
 	
• Provide professional learning to all teachers on primary-secondary partnership learnings to scale up practices across the college
	PACE Framework	Term 1-4	DP Community
			HOD T&L				

Performance Indicators:	T1	T2	T3	T4
• Increase College average attendance by 3% to 79%				
• Close the gap between non/First Nations student attendance to 5%				
• Increase Year 9 average attendance by 5%				
• Reduction in students requiring Tier 3 support				
• 30% reduction in First Nations student SDAs				
• Increase in 7-9 English C or above (7 – 82%; 8 – 82%; 9 – 85%)				
• Increase in 7-9 Maths C or above (7 – 80%; 8 – 80%; 9 – 80%)				
• Close the 7-9 English LOA A-C achievement gap between First Nations/non First Nations students to 7%				
• Close the 7-9 Maths LOA A-C achievement gap between First Nations/non First Nations students to 10%				
• Increase in 7-9 English A-B LOA (7 – 40%; 8 – 38%; 9 – 42%)				
• Increase in 7-9 Maths A-B LOA (7 – 40%; 8 – 35%; 9 – 30%)				
• >80% of parents state that the school has a strong sense of community				