

# 2021 Annual Implementation Plan

for improving student outcomes

Mentone Girls Secondary College (8030)



Submitted for review by Linda Brown (School Principal) on 05 March, 2021 at 04:14 PM  
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 05 March, 2021 at 04:43 PM  
Endorsed by Rachael Angus (School Council President) on 09 March, 2021 at 02:45 PM

## Self-evaluation Summary - 2021

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding
<b>Professional leadership</b>	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

Positive climate for learning	Empowering students and building school pride	Embedding
	Setting expectations and promoting inclusion	Embedding
	Health and wellbeing	Embedding
	Intellectual engagement and self-awareness	Embedding

Community engagement in learning	Building communities	Evolving
	Global citizenship	Evolving
	Networks with schools, services and agencies	Evolving
	Parents and carers as partners	Embedding

<b>Enter your reflective comments</b>	The staff at MGSC have worked collectively and collegiately to support student learning, wellbeing and engagement over 2020. The feedback from parents over the year was extremely positive and was testimony to the genuine care and professionalism of all of our staff.
<b>Considerations for 2021</b>	<ul style="list-style-type: none"> <li>To continue to engage with parents in relation to the academic and wellbeing priorities for our students.</li> <li>To continue to use data to monitor student achievement.</li> <li>To continue to monitor student wellbeing and engagement.</li> <li>To continue to promote student voice, agency and leadership.</li> <li>To identify students who require additional tutoring to compensate for the time in remote learning.</li> <li>To continue to reflect on, document and adapt curriculum to ensure there is consistency across classes and growth between year levels.</li> </ul>
<b>Documents that support this plan</b>	<a href="#">MGSC Staff Appreciation Wall_2020.xlsx</a> (0.09 MB)

## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>2021 Priorities Goal</b>
<b>Target 1.1</b>	<b>Support for the 2021 Priorities</b>
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	<b>Learning, catch-up and extension priority</b>
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	<b>Happy, active and healthy kids priority</b>
<b>Key Improvement Strategy 1.c</b> Building communities	<b>Connected schools priority</b>
<b>Goal 2</b>	<b>Improve student learning outcomes.</b>
<b>Target 2.1</b>	<p>Improve Year 9 NAPLAN performance (relative growth data and top two bands) against similar schools to be at or above the following percentages:</p> <p>Relative Growth: Reading 30 per cent, Grammar &amp; Punctuation 30 per cent, Numeracy 25 per cent.</p> <p>Top two bands: Spelling 30 per cent, Writing 22 per cent, Numeracy 32 per cent.</p>
<b>Target 2.2</b>	Achieve 12 months growth for all students in 12 months, as reflected in teacher judgement data and agreed annual standardised testing measures.

<b>Target 2.3</b>	To increase the percentage of students with VCE scores of 37 and above to 15 per cent, in line with similar schools.
<b>Target 2.4</b>	Increase student Attitudes to School (AtoSS) data in the measure of Differentiated learning challenge at years 7 to 9 to be at or above 58 per cent, and for years 10 to 12 to be at or above 56 per cent.
<b>Target 2.5</b>	Improve Staff opinion survey data in the measure of teacher collaboration to be at or above 48 per cent.
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Embed whole school curriculum planning and assessment approaches by teachers, leaders, and students.
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Build teacher capabilities and consistency through professional learning and whole school collaborative practice.
<b>Goal 3</b>	<b>Increase student engagement.</b>
<b>Target 3.1</b>	<p>Improve AtoSS measures of Student Voice and Agency, Stimulating Learning, Effective Teacher Time, Self-Regulation and Goal Setting, and Self-Confidence to be at or above the following percentages of agreement:</p> <ul style="list-style-type: none"> <li>• Student Voice and Agency for years 7 to 9 - 43 per cent, and years 10 to 12 - 48 per cent</li> <li>• Stimulating Learning for years 7 to 9 - 55 per cent, and years 10 to 12 - 56 per cent</li> <li>• Effective Teaching time for years 7 to 9 – 63 per cent, and years 10 to 12 – 61 per cent</li> <li>• Self-Regulation and Goal Setting for years 7 to 9 – 65 per cent, and years 10 to 12 to 67 per cent</li> <li>• Self Confidence years 7 to 9 - 63 per cent and years 10 to 12 - 62 per cent.</li> </ul>
<b>Target 3.2</b>	Increase staff survey responses to the measure of:

	<ul style="list-style-type: none"> <li>• Professional learning targeted to improving literacy and numeracy to 68 per cent (2018 – College baseline at 48 per cent, similar schools – 64 per cent, state – 67 per cent).</li> <li>• Use High Impact Teaching Strategies, Knowledge of High Impact Teaching Strategies to 60 per cent (2018 – College baseline at 52 per cent, and similar schools – 59 per cent).</li> <li>• Support growth and learning of whole student to 70 per cent (2018 - College baseline at 58 per cent, and similar schools at 66 per cent).</li> </ul>
<b>Target 3.3</b>	<p>Improve Parent opinion data in the domain of Student cognitive engagement module for:</p> <ul style="list-style-type: none"> <li>• High Expectations for Success to 83 per cent</li> <li>• Stimulating Learning to 74 per cent</li> <li>• Student Motivation and Support to 62 per cent.</li> </ul>
<b>Key Improvement Strategy 3.a Evidence-based high-impact teaching strategies</b>	<b>Build capability of teachers to implement high impact teaching strategies.</b>
<b>Key Improvement Strategy 3.b Empowering students and building school pride</b>	<b>Activate student voice and agency to establish authentic learning partnerships.</b>
<b>Goal 4</b>	<b>Increase student achievement and engagement in Science, Technology, Engineering, Arts &amp; Mathematics (STEAM).</b>
<b>Target 4.1</b>	Increase the post-school STEAM further education and training pathways.
<b>Target 4.2</b>	Increase VCE achievement in STEAM areas (including mean study score and percentages of results above 40).

<b>Target 4.3</b>	<b>Resource STEAM through the provision of STEAM learning facilities and resources, including curriculum.</b>
<b>Key Improvement Strategy 4.a</b> Intellectual engagement and self-awareness	Establish, implement, and continually evaluate a specific STEAM pedagogical approach, appropriate to the STEAM learning environment and content.
<b>Key Improvement Strategy 4.b</b> Empowering students and building school pride	Establish engagements with external STEAM stakeholders, and increase the co-curricular STEAM opportunities within the College.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p><b>Learning catch-up and Extension:</b></p> <p><b>Achieve 12 months growth</b> for students in Years 7-10 in 12 months as reflected in: Teacher judgements in English &amp; Mathematics will show a growth of 1.0</p> <ul style="list-style-type: none"> <li>• PAT Reading growth will meet Norm Reference growth for each year level.</li> <li>• The Tutor Learning Initiative will be implemented.</li> </ul> <p><b>The AtoSS Survey</b> will show an increase in the following factors:</p> <ul style="list-style-type: none"> <li>• Differentiated Learning Challenge, Stimulated Learning</li> <li>• Effective Teaching Time</li> </ul>



			<p><b>The Parent Opinion Survey</b> will show an increase in:</p> <ul style="list-style-type: none"> <li>• Student motivation and support</li> </ul> <p><b>Happy, Active and Healthy Kids:</b></p> <p><b>The AtoSS</b> will show an increase the percentage of positive endorsements for the following factors of :</p> <ul style="list-style-type: none"> <li>• Effective teacher time.</li> <li>• Improve student voice and agency.</li> <li>• Stimulating learning.</li> <li>• Self-regulation (student) and goal setting</li> <li>• Learning confidence</li> </ul> <p><b>The Parent Opinion Survey</b> will show an increase in the percentage of positive endorsements for the following factors of :</p> <ul style="list-style-type: none"> <li>• Student agency and voice increase</li> <li>• Confidence and resilience skills increase</li> </ul> <p><b>Connected schools:</b></p>
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			<p><b>The AtoSS</b> will show an increase the percentage of positive endorsements for the following factors of :</p> <ul style="list-style-type: none"> <li>• School connectedness (sense of belonging)</li> <li>• Student Voice &amp; Agency</li> </ul> <p><b>The Parent Opinion Survey</b> will show an increase the percentage of positive endorsements for the following factors</p> <ul style="list-style-type: none"> <li>• Parent participation and involvement</li> <li>• Teacher communication</li> <li>• School support</li> <li>• Teacher communication</li> </ul>
<p><b>Improve student learning outcomes.</b></p>	<p><b>No</b></p>	<p>Improve Year 9 NAPLAN performance (relative growth data and top two bands) against similar schools to be at or above the following percentages:</p> <p>Relative Growth: Reading 30 per cent, Grammar &amp; Punctuation 30 per cent, Numeracy 25 per cent.</p> <p>Top two bands: Spelling 30 per cent, Writing 22 per cent, Numeracy 32 per cent.</p>	

		Achieve 12 months growth for all students in 12 months, as reflected in teacher judgement data and agreed annual standardised testing measures.	
		To increase the percentage of students with VCE scores of 37 and above to 15 per cent, in line with similar schools.	
		Increase student Attitudes to School (AtoSS) data in the measure of Differentiated learning challenge at years 7 to 9 to be at or above 58 per cent, and for years 10 to 12 to be at or above 56 per cent.	
		Improve Staff opinion survey data in the measure of teacher collaboration to be at or above 48 per cent.	
<b>Increase student engagement.</b>	<b>No</b>	<p>Improve AtoSS measures of Student Voice and Agency, Stimulating Learning, Effective Teacher Time, Self-Regulation and Goal Setting, and Self-Confidence to be at or above the following percentages of agreement:</p> <ul style="list-style-type: none"> <li>• Student Voice and Agency for years 7 to 9 - 43 per cent, and years 10 to 12 - 48 per cent</li> <li>• Stimulating Learning for years 7 to 9 - 55 per cent, and years 10 to 12 - 56 per cent</li> <li>• Effective Teaching time for years 7 to 9 – 63 per cent, and years 10 to 12 – 61 per cent</li> <li>• Self-Regulation and Goal Setting for years 7 to 9 – 65 per cent, and years 10 to 12 to 67 per cent</li> </ul>	

		<ul style="list-style-type: none"> <li>• Self Confidence years 7 to 9 - 63 per cent, and years 10 to 12 - 62 per cent.</li> </ul>	
		<p>Increase staff survey responses to the measure of:</p> <ul style="list-style-type: none"> <li>• Professional learning targeted to improving literacy and numeracy to 68 per cent (<i>2018 – College baseline at 48 per cent, similar schools – 64 per cent, state – 67 per cent</i>).</li> <li>• Use High Impact Teaching Strategies, Knowledge of High Impact Teaching Strategies to 60 per cent (<i>2018 – College baseline at 52 per cent, and similar schools – 59 per cent</i>).</li> <li>• Support growth and learning of whole student to 70 per cent (<i>2018 - College baseline at 58 per cent, and similar schools at 66 per cent</i>).</li> </ul>	
		<p>Improve Parent opinion data in the domain of Student cognitive engagement module for:</p> <ul style="list-style-type: none"> <li>• High Expectations for Success to 83 per cent</li> <li>• Stimulating Learning to 74 per cent</li> <li>• Student Motivation and Support to 62 per cent.</li> </ul>	
<p><b>Increase student achievement and engagement in Science, Technology, Engineering, Arts &amp; Mathematics (STEAM).</b></p>	<p><b>No</b></p>	<p>Increase the post-school STEAM further education and training pathways.</p>	
		<p>Increase VCE achievement in STEAM areas (including mean study score and percentages of results above 40).</p>	

		Resource STEAM through the provision of STEAM learning facilities and resources, including curriculum.	
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Goal 1	2021 Priorities Goal
<p><b>12 Month Target 1.1</b></p>	<p><b>Learning catch-up and Extension:</b></p> <p>Achieve 12 months growth for students in Years 7-10 in 12 months as reflected in:</p> <ul style="list-style-type: none"> <li>• Teacher judgements in English &amp; Mathematics will show a growth of 1.0</li> <li>• PAT Reading growth will meet Norm Reference growth for each year level.</li> <li>• The Tutor Learning Initiative will be implemented.</li> </ul> <p><b>The AtoSS Survey</b> will show an increase in the following factors:</p> <ul style="list-style-type: none"> <li>• Differentiated Learning Challenge.</li> <li>• Stimulated Learning</li> <li>• Effective Teaching Time</li> </ul> <p><b>The Parent Opinion Survey will show an increase in:</b></p> <ul style="list-style-type: none"> <li>• Student motivation and support</li> </ul> <p><b>Happy, Active and Healthy Kids:</b></p> <p><b>The AtoSS</b> will show an increase the percentage of positive endorsements for the following factors of :</p> <ul style="list-style-type: none"> <li>• Effective teacher time.</li> <li>• Improve student voice and agency.</li> <li>• Stimulating learning.</li> <li>• Self-regulation (student) and goal setting.</li> <li>• Learning confidence</li> </ul>

	<p><b>The Parent Opinion Survey</b> will show an increase the percentage of positive endorsements for the following factors of :</p> <ul style="list-style-type: none"> <li>• Student agency and voice increase.</li> <li>• Confidence and resilience skills increase</li> </ul> <p><b>Connected schools</b></p> <p><b>The AtoSS</b> will show an increase the percentage of positive endorsements for the following factors of :</p> <ul style="list-style-type: none"> <li>• School connectedness (sense of belonging)</li> <li>• Student Voice &amp; Agency</li> </ul> <p><b>The Parent Opinion Survey</b> will show an increase the percentage of positive endorsements for the following factors of Parent participation and involvement</p> <ul style="list-style-type: none"> <li>• Teacher communication School support.</li> <li>• Teacher communication.</li> </ul>
<b>Key Improvement Strategies</b>	<b>Is this KIS selected for focus this year?</b>
<b>KIS 1</b> <b>Curriculum planning and assessment</b>	<b>Learning, catch-up and extension priority</b> <b>Yes</b>
<b>KIS 2</b> <b>Health and wellbeing</b>	<b>Happy, active and healthy kids priority</b> <b>Yes</b>
<b>KIS 3</b> <b>Building communities</b>	<b>Connected schools priority</b> <b>Yes</b>

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 2021.*

## Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
<p><b>12 Month Target 1.1</b></p>	<p><b>Learning catch-up and Extension:</b></p> <p><b>Achieve 12 months growth</b> for students in Years 7-10 in 12 months as reflected in:</p> <ul style="list-style-type: none"> <li>• Teacher judgements in English &amp; Maths will show a growth of 1.0</li> <li>• PAT Reading growth will meet Norm Reference growth for each year level.</li> <li>• The Tutor Learning Initiative will be implemented.</li> </ul> <p><b>The AtoSS Survey</b> will show an increase in the following factors:</p> <ul style="list-style-type: none"> <li>• Differentiated Learning Challenge</li> <li>• Stimulated Learning</li> <li>• Effective Teaching Time.</li> </ul> <p><b>The Parent Opinion Survey</b> will show an increase in:</p> <ul style="list-style-type: none"> <li>• Student motivation and support</li> </ul> <p><b>Happy, Active and Healthy Kids:</b></p> <p><b>The AtoSS</b> will show an increase the percentage of positive endorsements for the following factors of :</p> <ul style="list-style-type: none"> <li>• Effective teacher time</li> <li>• Improve student voice and agency</li> <li>• Stimulating learning</li> <li>• Self-regulation (student) and goal setting</li> <li>• Learning confidence</li> </ul> <p><b>The Parent Opinion Survey</b> will show an increase the percentage of positive endorsements for the following factors of :</p> <ul style="list-style-type: none"> <li>• Student agency and voice increase</li> </ul>



	<ul style="list-style-type: none"> <li>• Confidence and resilience skills increase</li> </ul> <p><b>Connected schools:</b></p> <p><b>The AtoSS</b> will show an increase the percentage of positive endorsements for the following factors of :</p> <ul style="list-style-type: none"> <li>• School connectedness (sense of belonging)</li> <li>• Student Voice &amp; Agency</li> </ul> <p><b>The Parent Opinion Survey</b> will show an increase the percentage of positive endorsements for the following factors of</p> <ul style="list-style-type: none"> <li>• Parent participation and involvement</li> <li>• Teacher communication</li> <li>• School support</li> <li>• Teacher communication</li> </ul>
<p><b>KIS 1</b> <b>Curriculum planning and assessment</b></p>	<p><b>Learning, catch-up and extension priority</b></p>
<p><b>Actions</b></p>	<ul style="list-style-type: none"> <li>• There will be whole school professional learning for teachers on embedding literacy and numeracy strategies across the learning areas.</li> <li>• The Tutoring Initiative will be implemented with Tutors and a Tutor Co-ordinator appointed to oversee the program.</li> <li>• Students will be identified for the Tutoring Learning Initiative based on the data sets of:</li> <li>• PAT testing, Teacher Judgments and Teacher recommendation.</li> <li>• The MYLNS Initiative will be implemented with Staff identified for the Direct Teaching and Capacity Building.</li> <li>• The PLC Team will focus on an area of improvement that will improve student-learning outcomes (focus has not yet been identified).</li> <li>• All Unit Plans and Lesson Outlines to be developed in Collaborative Teams and will contain differentiation, literacy and numeracy strategies.</li> </ul>

<p><b>Outcomes</b></p>	<p><b>Leaders will (Whole School)</b></p> <ul style="list-style-type: none"> <li>• Deliver professional learning to whole school and Domain based teams on the use of data via the meeting structure.</li> <li>• Deliver professional learning on literacy and numeracy strategies that can be implemented in each learning area.</li> <li>• Develop an improvement strategy for the PLC Initiative that has a focus on improving student-learning outcomes.</li> <li>• Build the capacity of teachers to improve their practice in the area of Literacy and Numeracy (Capacity Building)</li> </ul> <p><b>Teachers will (Classroom)</b></p> <ul style="list-style-type: none"> <li>• Understand and discuss student learning growth data and moderate work samples in their collaborative teams.</li> <li>• Have a clear understanding of the next stage of learning for all their students.</li> <li>• Have a shared understanding of differentiation and how to implement it effectively in the classroom.</li> <li>• Conduct classroom observations that have a focus on differentiated learning challenge, stimulated learning and effective teaching time.</li> <li>• Provide regular formative and summative feedback to students and parents throughout the year.</li> <li>• Work with students identified for the MYLNS program.</li> <li>• (Tutors) will work with students in groups of 2 to 5 as per the Tutor Learning Initiative and document the student progress through the use of IEP and testing as appropriate to individual students' needs.</li> <li>• Implement strategies to improve their classroom practice in the areas of Literacy and Numeracy.</li> </ul> <p><b>Students will (Individual)</b></p> <ul style="list-style-type: none"> <li>• Be aware of the Learning Intentions and Success Criteria for the Units and Lessons.</li> <li>• Be aware of their academic progress as a result of explicit feedback.</li> <li>• Be able to articulate what they are learning, why they are learning it and how it is connected to their goals.</li> <li>• Develop an understanding of the role of feedback and be open to feedback in helping them further learn.</li> <li>• Be actively engaged in their learning.</li> <li>• Have an understanding of the literacy and numeracy tools that can be used across the curriculum.</li> </ul>
<p><b>Success Indicators</b></p>	<p><b>Teacher judgements show student-learning growth at or above 1.0 for each year level in the area of Maths and English.</b></p> <ul style="list-style-type: none"> <li>• <b>PAT Reading</b> growth data will meet Norm Reference growth for each corresponding year level.</li> <li>• <b>Curriculum documentation</b> and Lesson Outlines show evidence of differentiation and literacy and numeracy strategies.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>AtoSS feedback</b> in the area of Effective Teaching Time, Differentiated Learning Challenge and Stimulated Learning shows an increase in the percentage of positive responses from 2020.</li> <li>• <b>Staff Opinion Survey</b> results will be at or above all State Secondary Schools in the area of Academic Emphasis, Collective Focus on Student Learning and Guaranteed &amp; Viable Curriculum.</li> <li>• <b>Parent Opinion Survey</b> results are at or above the 2020 bench marks for positive endorsement in the area of Student Cognitive Development.</li> <li>• <b>Students who have been identified for the Tutor Learning Initiative</b> show one year’s growth as demonstrated by PAT Data (norm reference) and teacher judgments (1.0 growth per year).</li> </ul>
<b>KIS 2 Health and wellbeing</b>	<b>Happy, active and healthy kids priority</b>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Professional Learning for staff in the area of student mental health.</li> <li>• Information sessions for parents and students with a focus on student mental health.</li> </ul>
<b>Outcomes</b>	<p><b>Leaders will – (Whole School)</b></p> <ul style="list-style-type: none"> <li>• Provide whole school professional learning to staff in the area of student mental health.</li> <li>• Resource and schedule parent information sessions either online or onsite that support student mental health.</li> <li>• Regularly communicate with parents in relation to mental health support services.</li> <li>• Support students through the provision of the Student Wellbeing Team, Year Level Managers and Directors of Sub-Schools.</li> </ul> <p><b>Teachers will – (Classroom)</b></p> <ul style="list-style-type: none"> <li>• Be more informed as to the strategies to supporting student mental health &amp; wellbeing.</li> <li>• Understand their role in supporting student mental health.</li> <li>• Recognise and respond to student mental health issues.</li> </ul> <p><b>Students will – (Individual)</b></p> <ul style="list-style-type: none"> <li>• Be aware of strategies for dealing with mental health issues.</li> <li>• Be aware of how they can support their peers experiencing mental health issues.</li> <li>• Understand how they can seek assistance from the Mental Health Team and/or teachers when they encounter mental health issues (self or others)</li> <li>• Feel supported by the teaching and wellbeing staff at the school.</li> </ul>

	<p><b>Parents will:</b></p> <ul style="list-style-type: none"> <li>• Be aware of the strategies for supporting their child's mental health.</li> <li>• Be aware of the services the college can offer to support student mental health.</li> <li>• Attend parent information sessions organised by the school that have a focus on student mental health.</li> <li>• Make contact with the Student Managers when they have concerns about their child's mental health.</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Wellbeing meetings monitor and respond to instances of, and trends in, student mental health.</li> <li>• Numbers of students accessing mental health services at the college and those referred to external agencies are monitored.</li> <li>• Provision of information sessions to students and their families on mental health.</li> <li>• Teacher PDP documentation includes student wellbeing goals.</li> </ul>
<b>KIS 3 Building communities</b>	<b>Connected schools priority</b>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Develop and conduct parent information evenings that address the areas of academic, social and mental health issues.</li> <li>• Regularly communicate with students and parents through the LMS (Compass) and the fortnightly newsletter.</li> <li>• Publicise and/or invite parents to events such as Parents and Friends Association Meetings.</li> <li>• Publicise the work of the School Council Members.</li> <li>• Publicise student participation and achievements of students through the fortnightly newsletter.</li> <li>• Host and invite the school community to performances throughout the year, i.e. drama, performing arts and visual arts exhibitions (as permitted by the CovidSafe guidelines)</li> <li>• Conduct tours of the school and host Open Night.</li> <li>• Review and upgrade the MGSC Website to make it more accessible to current and prospective parents/students.</li> <li>• Review and analyse feedback from parents via the Attitude to Schools Survey.</li> <li>• Publicise the fortnightly newsletter.</li> <li>• Host Parent/Teacher/Student Information sessions in Semester 1 &amp; 2 either online or onsite.</li> </ul>
<b>Outcomes</b>	<p><b>Leaders will – (Whole School)</b></p> <ul style="list-style-type: none"> <li>• Provide timely information to the school community via the fortnightly Newsletter and LMS.</li> <li>• Organise information sessions for families to address their point in need.</li> </ul>

	<ul style="list-style-type: none"> <li>• Organise Parent/Teacher/Student events.</li> </ul> <p><b>Teachers will – (Classroom)</b></p> <ul style="list-style-type: none"> <li>• Communicate to parents and students on student progress (formative and summative) regularly throughout the year via the LMS (Compass).</li> <li>• Alert parents and students to overdue learning tasks through the LMS.</li> </ul> <p><b>Students and Parents will – (Individual)</b></p> <ul style="list-style-type: none"> <li>• Be aware of assessment timelines for the submission of work.</li> <li>• Be aware of opportunities to interact with the school community online or onsite.</li> </ul>
<p><b>Success Indicators</b></p>	<p><b>The Attitudes to School Survey</b> will be at or above the percentages as expressed in the Social Engagement factors of the 2020:</p> <ul style="list-style-type: none"> <li>• School Connectedness (sense of belonging) - above 63%</li> <li>• Student Voice &amp; Agency - above 52%</li> </ul> <p><b>The Parent Opinion Survey</b> will demonstrate at or above the percentages as expressed in the Parent Community Engagement factors of the 2020:</p> <ul style="list-style-type: none"> <li>• Parent participation and involvement - above 59%</li> <li>• Teacher communication - above 63%</li> <li>• Maintain School support - above 79%</li> <li>• Teacher communication - above 63%</li> </ul> <p><b>The Staff Opinion Survey</b> will demonstrate at or above the percentages as expressed in the areas of:</p> <ul style="list-style-type: none"> <li>• Collective efficacy - above 74.8%</li> <li>• Collective Responsibility - above 81.5%</li> <li>• Teacher Collaboration - above 53.5%</li> <li>• Trust in students and parents - above 55.9%</li> <li>• Parent and community involvement - above 56.8%</li> </ul>