

Implementation plan

Implementing a whole school plan for improving wellbeing at Monterey Secondary College, Victoria



Problem (why?)	Intervention description (what?)	Intervention activities (how?)	Intervention outcomes (how well?)	Final outcomes (so what?)
<p>Monterey Secondary College caters for a wide range of students – including many who have experienced trauma or who are considered vulnerable.</p> <p>School leadership identified that students require more intensive wellbeing support to be successful learners at the school.</p> <p>Between 2019 and 2022, many foundations have been strengthened to ensure that the implementation process has the best chance of success.</p>	<p>Active ingredient 1 Staff know and apply the principles of Positive Behaviour for Learning (PBL) and Trauma Informed Teaching, informed by data analysis</p> <ul style="list-style-type: none"> Professional Learning (PL) on PBL, Trauma Informed Teaching, and language of the 'remind, refocus, relocate, and remove' process. PL run by Monterey staff, and external experts where relevant. Coaching for all staff in an area of focus informed by data analysis of teacher needs. <p>Active ingredient 2 Each student is supported by a range of strategies to build capacity</p> <ul style="list-style-type: none"> 'Ready to learn' plans introduced for every student. Flexible timetables and hands-on learning opportunities developed for students who experienced success during remote learning. Mentors assigned to each student. A re-engagement space is developed for tier 3 students. <p>Active ingredient 3 Strategic staff decisions support wellbeing approaches</p> <ul style="list-style-type: none"> Restructure of sub-school leadership team to build strong student relationships and consistency. Introduction of assistant sub-school leaders and mentors for students during home-supported learning. <p>Active ingredient 4 Whole school and targeted structures support student wellbeing</p> <ul style="list-style-type: none"> Restorative practices introduced to respond to behavioural incidents and restorative sessions established as the norm to respond to student needs. Development of an instant messaging system for reporting incidents and requesting support from leadership during class time. Develop an on-call roster for staff to ensure timely responses to teacher requests for support. Establish home group / mentor systems. Triage team in place to support students who require additional wellbeing support. 	<p>PL and coaching</p> <ul style="list-style-type: none"> Weekly PL sessions for all staff run by colleagues or external partners where relevant. PL provided includes a focus on PBL, Trauma Informed Teaching, and language of the 'remind, refocus, relocate, and remove' process. Coaching for all members of staff informed by data to ensure coaching and feedback is targeted to identified areas of need. Coaching is led by Assistant Principals and Sub-school Leaders. <p>Build student capacity</p> <ul style="list-style-type: none"> Work with each student to create a 'ready to learn' plan. Explicitly teach students the PBL framework. Explicitly teach students the 'remind, refocus, relocate and remove' process with a focus on strategies to respond to these. Share wellbeing expectations and language with families to support students in the home. <p>Structures</p> <ul style="list-style-type: none"> Daily home groups introduced before school over 2021. A triage team is established in a physical location and staff are upskilled to identify students who would benefit from additional support. On-call roster is further developed to ensure there are several staff available to support students at all times. <p>Monitoring</p> <ul style="list-style-type: none"> Observations occur in all classrooms to ascertain changes in practice and provide feedback. An observations checklist is in place to provide consistent and targeted feedback for staff. 	<p>Short term</p> <ul style="list-style-type: none"> Every student has a 'ready to learn' plan. Staff use instant messaging system to report all incidents. The number of restorative sessions decline as teachers become more confident in managing student wellbeing in classrooms ('remind, refocus and relocate' being used more often). <p>Medium term</p> <ul style="list-style-type: none"> Home group sessions occur daily and have a focus on checking-in with students. Staff and students use common language around the restorative practices. Students who need further wellbeing support have access to the triage team at critical times of the day. Every student can identify an adult within the school who they trust. <p>Long term</p> <ul style="list-style-type: none"> A consistent routine is clear in home group practices, and provides multiple opportunities to build relationships and to check-in on student engagement and learning. All staff participate in coaching sessions in an area of growth. Some staff have improved in their practices relating to wellbeing and this is spreading within the school. Students can access a flexible timetable to support their learning and wellbeing. 	<p>Short term</p> <ul style="list-style-type: none"> Change in teacher practice relating to wellbeing identified through observations. Decrease in wellbeing issues arising in class time, and in break times within the school yard. <p>Medium term</p> <ul style="list-style-type: none"> Consistent teacher practice relating to wellbeing is seen through observations. Students' wellbeing data improves. Data from classroom support instant messaging system indicates a consistent decline in incidents that require restorative sessions. <p>Long term</p> <ul style="list-style-type: none"> Increases in wellbeing (measures: emotional intelligence and self-regulation) are reported by students, and in teacher judgements of student progress. Attendance improves (more reason to come to school was established through increased accountability through working with individual mentors).

More information about implementation is available in Evidence for Learning's Guidance Report [Putting evidence to work: a school's guide to implementation](#).