**Annual Implementation Plan: for Improving Student Outcomes**

|  |  |
| --- | --- |
| School name: Westall Secondary College | Year: 2017 |
| School number: 8470 | Based on strategic plan: 2015-2018 |
| Endorsement:  Principal Tristan Lanarus 22nd February, 2017 | Senior Education Improvement Leader Jen McCrabb 19th January 2017 |
| School council Priyanka Chakranarayan 22nd February, 2017 | |

Section 1: The school’s Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **School Strategic Plan goals** |  | **Improvement Priorities** | **Improvement Initiatives** | **✓** |
| * **To improve student outcomes and learning growth in Literacy and Numeracy – Year 7 to Year 12.** * **To develop motivated, inspired and engaged students with high levels of creativity and curiosity who can take increasingly higher levels of responsibility for their learning.** |  | **Excellence in teaching and learning** | **Building practice excellence** | * **yes** |
|  | **Curriculum planning and assessment** |  |
|  | **Professional leadership** | Building leadership teams |  |
|  | **Positive climate for learning** | Empowering students and building school pride |  |
|  | Setting expectations and promoting inclusion |  |
|  | **Community engagement in learning** | **Building communities** |  |

|  |  |
| --- | --- |
| **Improvement Initiatives rationale:**  Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention. | |
| These initiatives have been selected and discussed with our SEIL based on our school data and context. Our Year 9 NAPLAN data, in particular, writing, needs a boost and we have a huge population of EAL learners. Targeted work around EAL through the employment of 2 EAL coaches is important as is the establishment of a common approach to writing across the school. In 2014 we had 67% of Year 9 students in the bottom 2 bands for NAPLAN-Writing. This improved in 2015 to 58% in the bottom 2 bands but we still have a long way to go. Our SSP and 2015 AIP referred to reducing the % of students below the National Minimum Standards. We believe a common writing model and building on the VCOP approach at Westall PS has merit. More sophisticated use of data in our planning and a common approach to assessment and reporting via learning tasks on Compass are other priorities. | |
| **Key improvement strategies (KIS)**  List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas. | |
| **Improvement initiative:** | **Key improvement strategies (KIS)** |
| **Building Practice Excellence** | * Establish a whole school writing model * Establish a consistent approach to working with EAL Learners * Providing Professional Learning opportunities to upskill staff in writing and working with EAL Learners |
| **Curriculum Planning and Assessment** | * Establish a whole school approach to assessment and reporting via Compass Learning Tasks * Establish a whole school schedule around what data is used, when and how * Providing Professional Learning opportunities to upskill staff in assessment and reporting |

Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order.

Please not that, in the progress status section, **⚫ ⚫ ⚫** respectively indicate: **⚫** not commenced or severely behind schedule, **⚫** slightly behind schedule but remediation strategies are in place to get back on schedule and **⚫** on schedule and/or completed.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **STRATEGIC PLAN GOALS** | | **To improve student outcomes and learning growth in Literacy and Numeracy – Year 7 to Year 12.** | | | | | | | |
| **IMPROVEMENT INITIATIVE** | | **Building Practice Excellence** | | | | | | | |
| **STRATEGIC PLAN TARGETS** | | * **Increase the percentage of Year 9 students in the High growth learning gain category across all dimensions.** * **Decrease the percentage of students below the National Minimum standard via the Year 9 NAPLAN testing across all dimensions.** * **A VCE all study median of 28 or higher.** | | | | | | | |
| **12 MONTH TARGETS** | | * **Decrease the percentage of students below the National Minimum Standard in Reading, Writing and Spelling on Year 9 NAPLAN to no more than 20%** * **A VCE all study Median of 28 or higher** | | | | | | | |
| **KEY IMPROVEMENT STRATEGIES** | **ACTIONS** | | **WHO** | **WHEN** | **SUCCESS CRITERIA** | **MONITORING** | | | |
| **Progress Status** | **Evidence of impact** | **Budget** | |
| **Estimate** | **YTD** |
| Establish a whole school writing model | * Explore models in feeder primary schools such as VCOP * Identify preferred model, likely VCOP due to work having started and Westall PS * PD for staff * Implementation plan and timeline | | Assistant Principal with Literacy Coach | December 2017 | 6 months:   * Preferred Model Identified * Staff trialling VCOP in their classes | **⚫ ⚫ ⚫** | * Staff can articulate the VCOP model * Evidence of VCOP in staff planning |  |  |
| 12 months:   * Staff skilled to deliver preferred model * Decrease the percentage of students below the National Minimum Standard in Reading, Writing and Spelling on Year 9 NAPLAN to no more than 20% | **⚫ ⚫ ⚫** | * Student work demonstrates the VCOP model * Improvement in writing standards of students | $80,000  Literacy Coach from equity funding |  |
| Establish a consistent approach to working with EAL Learners | * Explore models in other schools * Identify preferred model * Implementation plan and timeline | | Assistant Principal with EAL Coaches | December 2017 | 6 months:   * Preferred Model Identified * Staff trialling EAL strategies with coaches | **⚫ ⚫ ⚫** | * Staff can articulate a strategy for EAL learners * Evidence of support for EAL learners in staff planning |  |  |
| 12 months:   * Staff skilled to deliver preferred model * Decrease the percentage of students below the National Minimum Standard in Reading, Writing and Spelling on Year 9 NAPLAN to no more than 20% | **⚫ ⚫ ⚫** | * Student work demonstrates EAL strategies in practice * Improvement in literacy standards of EAL students | $200,000 2 x EAL Coaches from EAL funding |  |
| Providing Professional Learning opportunities to upskill staff in writing and working with EAL Learners | * PD for staff * Work of EAL Coaches * Continue TRIP, Years 7-9, 30 students * Identify alternative TRIP for low level learners, years 7-10 * Edrolo and Flipped Classroom approach | | Assistant Principal with Literacy and EAL Coaches | Throughout 2017 | 6 months:   * Documentation of EAL Coaches work * Staff trialling EAL strategies with coaches | **⚫ ⚫ ⚫** | * Staff can articulate a strategy for EAL learners * Evidence of support for EAL learners in staff planning * TRIP students improved literacy standards |  |  |
| 12 months:   * EAL Learners improved outcomes * Decrease the percentage of students below the National Minimum Standard in Reading, Writing and Spelling on Year 9 NAPLAN to no more than 20% * VCE Study Median of 28 or higher | **⚫ ⚫ ⚫** | * Student work demonstrates EAL strategies in practice * Improvement in literacy standards of EAL students * Evidence of Edrolo in senior school staff planning | Staffing spending as above.  $15,000 for edrolo package |  |

Section 2: Improvement Initiatives

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **STRATEGIC PLAN GOALS** | | **To develop motivated, inspired and engaged students with high levels of creativity and curiosity who can take increasingly higher levels of responsibility for their learning.** | | | | | | | |
| **IMPROVEMENT INITIATIVE** | | **Curriculum Planning and Assessment** | | | | | | | |
| **STRATEGIC PLAN TARGETS** | | * **The number of days absent per student per year will be less than the state median.** * **ATS student motivation, learning confidence, school connectedness scores to be at or above state mean with an upward trend.** | | | | | | | |
| **12 MONTH TARGETS** | | * **Year 10 and 11 are the 2 year levels needing most improvement in both areas:** * **At Year 10 reduce absence days from 19.33 days per student in 2016 to 16 days in 2017.** * **At Year 11 reduce absence days from 29.06 days per student in 2016 to 20 days in 2017.** * **At Year 10 and Year 11, ATS learning confidence to improve from 3.6 to 3.8** * **At Year 10 and Year 11, ATS school connectedness to improve from 3.4 to 3.6** * **LEEP has impacted data at Year 11 for many years and we should see improved data in 2017.** * **Absence across the school is 19 days average per student in 2016. Aim for 16 days in 2017.** | | | | | | | |
| **KEY IMPROVEMENT STRATEGIES** | **ACTIONS** | | **WHO** | **WHEN** | **SUCCESS CRITERIA** | **MONITORING** | | | |
| **Progress Status** | **Evidence of impact** | **Budget** | |
| **Estimate** | **YTD** |
| Establish a whole school approach to assessment and reporting via Compass Learning Tasks | * Develop learning tasks and school assessment schedule * Identify preferred assessment rubrics * PD for staff * Implementation plan and timeline | | Assistant Principal with IT Manager | December 2017 | 6 months:   * Preferred assessment schedule and rubrics identified * Staff trialling compass learning tasks | **⚫ ⚫ ⚫** | * Greater parental involvement through Compass * Use of assessment rubrics in staff planning |  |  |
| 12 months:   * PD around new assessment schedule and rubrics * Improved attendance and ATS data as per 12 month targets | **⚫ ⚫ ⚫** | * More effective feedback to students * Improved student outcomes against Vic Curriculum standards * Improved student attendance | $22,000 for Compass package |  |
| Establish a whole school schedule around what data is used, when and how | * Explore models in other schools * Identify preferred data model * PD for staff * Implementation plan and timeline | | Assistant Principal with Leadership Team | December 2017 | 6 months:   * Preferred data model/suite identified * Staff using learning data to find “wobble zone” | **⚫ ⚫ ⚫** | * Staff becoming more sophisticated in their use of data to inform planning * Improved student outcomes through improved differentiation |  |  |
| 12 months:   * PD around new data model * Improved attendance and ATS data as per 12 month targets | **⚫ ⚫ ⚫** | * Clear language and understanding within the school around what personalised learning means and how data informs that. * Improved student outcomes through improved differentiation | $120,000 equity funding for 2nd AP |  |
| Providing Professional Learning opportunities to upskill staff in assessment and reporting | * PD for staff * Work on establishing Compass Real Time Reporting system. | | Assistant Principal with Leadership Team | Throughout 2017 | 6 months:   * Schedule of PD documented and has commenced * Draft of Real Time Reporting Policy and Practice | **⚫ ⚫ ⚫** | * Greater parental involvement through Compass * Use of assessment rubrics in staff planning |  |  |
| 12 months:   * PD around new assessment and reporting system * Improved attendance and ATS data as per 12 month targets | **⚫ ⚫ ⚫** | * More effective feedback to students * Improved student outcomes against Vic Curriculum standards * Improved student attendance | $10,000 staff PD |  |

Section 3: Other Improvement Model Dimensions

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **STRATEGIC PLAN GOALS** | | **To increase the size of the school and improve perception and reputation of the school.** | | | | | | | |
| **OTHER IMPROVEMENT MODEL DIMENSIONS** | | **Building Communities** | | | | | | | |
| **STRATEGIC PLAN TARGETS** | | **Student Enrolment Increases of 10% each year** | | | | | | | |
| **12 MONTH TARGETS** | | **Year 7 enrolment increases from 70 to 80 students**  **Total school enrolment increases by 10%** | | | | | | | |
| **KEY IMPROVEMENT STRATEGIES** | **ACTIONS** | | **WHO** | **WHEN** | **SUCCESS CRITERIA** | **MONITORING** | | | |
| **Progress Status** | **Evidence of impact** | **Budget** | |
| **Estimate** | **YTD** |
| Opening the Westall Community Hub | * Continue Westall Hub Meetings * Recruit Kingston Council and Colman Foundation reps onto School Council * Work with key stakeholders leading up to the opening | | Principal with Kingston Council, DET and Westall PS | July 2017 | 6 months:   * Hub Ready to open * Colman involvement in School Council | **⚫ ⚫ ⚫** | * School Council providing more leadership and influence * Long Term planning for Westall the lens for decision making |  |  |
| 12 months:   * School based activities connected to the hub * Year 7 enrolment increases from 70 to 80 students * Total school enrolment increases by 10% | **⚫ ⚫ ⚫** | * Students involved in more community events through the Hub * Increased enrolment and perception of Westall as innovative and modern. | Funding sits outside school SRP. |  |
| Promoting and Campaigning for our new school buildings | * Work with Council, DET, MINX and other organisations, particularly in regard to co-contributions such as possible 3rd gym * Resolve English Language Centre situation * Identify school contribution to future International House, Language Centre and Landscaping | | Principal with Kingston Council, DET and Westall PS | May 2017 | 6 months:   * Announcement in May Budget * WELC future confirmed | **⚫ ⚫ ⚫** | * Long Term planning and optimism about the future * Confidence and excitement in the community |  |  |
| 12 months:   * Building about to commence * Year 7 enrolment increases from 70 to 80 students * Total school enrolment increases by 10% | **⚫ ⚫ ⚫** | * Attracting new students and families to the school. * Increase in enrolment * Staff thinking and discussion about teaching and learning in new spaces | Funding sits outside school SRP. |  |
| Commencing our I-Create Program | * Ongoing support and PD for staff * Establish PS Activity schedule * Establish Community activity schedule * Ensure Teaching and Learning approaches in I-Create align with the philosophy of the program and allow for self-directed learning and assessment against the Vic Curriculum capabilities | | Principal with staff and broader community | February 2017 | 6 months:   * All programs have run a PS event and a community event * Teachers working as Learning Coaches rather than content experts | **⚫ ⚫ ⚫** | * Closer partnership with our feeder primary schools * Improved transition and communications * Changes in staff practice and thinking |  |  |
| 12 months:   * ATS data reflecting success of I-Create along with specific evaluation of program * Year 7 enrolment increases from 70 to 80 students * Total school enrolment increases by 10% | **⚫ ⚫ ⚫** | * Improved ATS data * Increased enrolments * Improved perception and reputation of Westall. | $80,000 equity funding |  |
| Establish our Aim High Program | * Work in sub school teams around differentiation and catering for AIM High students in the classroom * This work reflected in staff PRP’s * 2 Senior School and 2 Junior School Aim High extra-curricular activities across the year * Run our Grade 5/6 Aim High Day again with feeder primary schools | | Principal Team | Throughout 2017 | 6 months:   * 2 AIM High extra-curricular events have taken place * Staff planning reflects differentiation and Aim High. | **⚫ ⚫ ⚫** | * Culture of high expectations and achievement developing. * Improved staff practices around differentiation. |  |  |
| 12 months:   * 4 Aim High extra-curricular events have taken place * Staff PRP’s reflect growth in classroom differentiation for Aim High students * Year 7 enrolment increases from 70 to 80 students * Total school enrolment increases by 10% | **⚫ ⚫ ⚫** | * Starting to become a school of choice for high achievers * Recognised High Achievers program in the community * Increased student enrolment, particularly at Year 7. | $10,000 |  |

**Section 4: Annual Self-Evaluation**

[**Drafting Note** Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Priority** | **Improvement model dimensions – note state-wide Improvement Initiatives are bolded** | **Is this an identified initiative or dimension in the AIP?** | **Continuum status** | **Evidence and analysis** |
| **Excellence in teaching and learning** | **Building practice excellence** | Yes | 2 - Evolving | **Initial**  Teachers work together to review and develop their practice. They observe and provide feedback to each other, and make links between students’ progress data and their own professional learning needs.  Schools periodically review the effectiveness of teaching and learning programs, and use this information to plan appropriate professional learning.  **6 Months**  **12 Months** |
| **Curriculum planning and assessment** | Yes | 2 - Evolving | **Initial**  Schools allocate time and resources for the sharing of pedagogical content knowledge about the curriculum, the organisation of effective learning programs, and the planning of content-specific instruction.  Schools encourage teachers to use formative assessment to identify gaps in students’ learning, and to monitor the progress of each student. They discuss learning goals and both formative and summative assessment results regularly with students and parents/carers.  **6 Months**  **12 Months** |
| Evidence-based high impact teaching strategies | No | Select status | **Initial**  **6 Months**  **12 Months** |
| Evaluating impact on learning | No | Select status | **Initial**  **6 Months**  **12 Months** |
| **Professional leadership** | **Building leadership teams** | Yes | 3 - Embedding | **Initial**  Leaders prioritise collaborative professional learning, including observation and feedback, which is designed to help teaching teams at all levels to develop high-impact teaching approaches. They support teacher innovation, and ensure that ideas and findings are shared with other teachers.  Leaders create a culture of respectful relationships and valuing of learning time throughout the school community, with clear communication structures.  **6 Months**  **12 Months** |
| Instructional and shared leadership | No | Select status | **Initial**  **6 Months**  **12 Months** |
| Strategic resource management | No | Select status | **Initial**  **6 Months**  **12 Months** |
| Vision, values and culture | No | Select status | **Initial**  **6 Months**  **12 Months** |
| **Positive climate for learning** | **Empowering students and building school pride** | Yes | 2 - Evolving | **Initial**  Schools build positive relationships with students, and set high expectations for their learning – including encouraging students to set their own learning goals.  Students can influence school policies and programs of learning through formal processes such as opinion surveys and student councils.  **6 Months**  **12 Months** |
| **Setting expectations and promoting inclusion** | Yes | 3 - Embedding | **Initial**  Schools actively monitor the wellbeing of their students. Teachers and students are committed to creating a positive learning environment, and supporting everyone’s wellbeing.  Schools consistently implement school-wide positive behaviour plans to ensure that students feel safe, learning time is maximised, and students are engaged. They minimise behavioural issues through preventative strategies, appropriate instruction, engaging learning spaces and class structures.  **6 Months**  **12 Months** |
| Health and wellbeing | No | Select status | **Initial**  **6 Months**  **12 Months** |
| Intellectual engagement and self-awareness | No | Select status | **Initial**  **6 Months**  **12 Months** |
| **Community engagement in learning** | **Building communities** | Yes | 2 - Evolving | **Initial**  Schools discuss with parents/carers their respective roles in their children’s education, including information events and parent teacher conferences. They create effective communication channels, and identify barriers to parental engagement.  Schools work with community partners to access specific learning experiences, support and resources (intellectual or physical) not available within the school. They establish links with services that promote positive health and wellbeing of students and teachers, and that support specific, individual needs.  **6 Months**  **12 Months** |
| Global citizenship | No | Select status | **Initial**  **6 Months**  **12 Months** |
| Networks with schools, services and agencies | No | Select status | **Initial**  **6 Months**  **12 Months** |
| Parents and carers as partners | No | Select status | **Initial**  **6 Months**  **12 Months** |
| **Reflective comments:** This process helped us identify where we are currently at as a school, where we want to get to and what strategies will help us achieve our targets. This in turn will support us in where to direct our energy and resources. We will be focusing on the “big ticket” items that we believe and that evidence suggests can make a difference to student outcomes. | | | | |
| **Confidential cohorts analysis:** We have employed 2 fulltime EAL coaches and a 2nd Assistant Principal in 2017. We have many trained EAL staff, a Language Centre on site and EAL classes that run separate to English at every year level. We also employ multicultural aides across the school. We will continue with a Literacy Coach and a Literacy and Numeracy Aide. We will again offer our targeted reading intervention program to selected students. This program achieved great results in 2016 with students involved showing significant improvement in PAT testing. We work with Avenues Education and complete both Strength and Difficulties Questionnaires along with Resilience Assets Survey through the Kingston Council. We have a sub school approach across the school based on a wellbeing approach. We have a PSD Leader, 2 integration aides and a fulltime wellbeing/student counsellor. | | | | |
| **Considerations for 2018:** 2018 is the last year of our current strategic plan. This will be an opportunity to review and evaluate the range of innovations introduced over the last 3 years. This review will inform the direction and focus for our next strategic plan, 2019-2022. | | | | |