2021 Annual Implementation Plan
for improving student outcomes

Westall Secondary College (8470)

Submitted for review by Tristan Lanarus (School Principal) on 01 December, 2020 at 01:58 PM
Endorsed by Leanne Marshall (Senior Education Improvement Leader) on 16 December, 2020 at 04:52 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Embedding moving towards Excelling
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Evolving

Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	This has been a year like no other but we have been able to grow and achieve a range of new learnings. In regards to excellence in Teaching and Learning, firstly the significant growth in our staff competence and student use of ICT applications. We continued to run with a full timetable of classes on a daily basis throughout the first and second rounds of RFL (Remote Flexible Learning). We used Microsoft Teams as our school platform for this. Every class, every day, ran via Microsoft Teams. Staff and students would log in at the 4 scheduled class start times, 9am, 10.15am, 11.55am and 2pm. Rolls would be marked, wellbeing check in and instructions given for the lesson. Depending on the nature of the lesson would determine the length of how long each lesson would run online. Some classes would all stay online for the full 75 minute period. Other lessons would involve shorter times online together but then students would use the remaining time complete tasks and work related to the lesson instruction. All staff meetings, student assemblies and WIT (Westall Institute Teaching) weekly PD sessions also ran via teams. This allowed our AIP KIs' to continue with implementation and coaching around our School Instructional Model (EDI-Explicit Direct Instruction), Assessment and Reporting initiatives such as CATS and RUBRICS and Real Time Reporting and Feedback. Literacy and EAL supports and interventions, ICT applications and our Westall Way (Positive Climate for Learning) were all implemented across the school and supported via the weekly WIT sessions. All staff were a member of a WIT Team (groups of 3-5) with a SIT member leading each WIT group including the

	Principal Team. Wellbeing for students and staff was a big focus throughout 2020 and I am pleased that we were able to initiate a range of new vehicles and supports in this space using Microsoft Teams and different remote forums. As a school leadership team with the support of all staff we maintained growth in 2020.
Considerations for 2021	2021 marks the 3rd year of our current School Strategic Plan. As per the DET focus areas including Learning and Catch Up, Healthy and Happy kids and connected schools, we will use this to frame our focus at Westall. We have achieved so much in 2020 and believe as a school we are even stronger now than at the end of 2019. We want to further implement and embed our wellbeing programs from 2020 and this aligns with the Healthy and Happy kids focus area. We want to be an exemplar for the thorough and targeted wellbeing program we have established which includes the work of our Wellbeing Leader, Mental Health Practitioner and School Nurse. We are also well placed to move into 2021 with a focus on learning catch up and extension. We have a personalized model where student class allocation is based on need (data driven) and want (elective choice). Another mantra we have is the 3 in 2. 3 years academic growth for every 2 years. Catching students up is what we do as we always have had students starting their journey with us behind the expected level. We are never satisfied with at expected growth each year. We aim for above expected growth each year so that more and more of our students are at or above the expected level by the time they finish with us. Being a connected school will be the last focus as per DET 2021 guidelines. We are part of the DET PLC initiative in 2021 and along with that are an active part of the Kingston School Network, Headstart initiative and Language Schools program. We also look forward to picking up again in 2021, all of our transition events with feeder primary schools and transition at the other end with employment organizations and tertiary education providers.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To improve student outcomes in Literacy and Numeracy across all levels.
Target 2.1	- NAPLAN Writing -Year 9 Relative Growth – 85 per cent of students achieving high or medium growth. - NAPLAN Numeracy – Year 9 Relative Growth – 90 per cent of students achieving high or medium growth.
Target 2.2	- NAPLAN Reading – Year 9 Relative Growth – 85 per cent of students achieving high or medium growth. - Increase the proportion of students achieving top two NAPLAN bands in Numeracy to at least 25 per cent.
Target 2.3	- Increase the proportion of students achieving top two NAPLAN bands in Reading to at least 15 per cent. - Increase aggregated VCE mean to 32 across the Mathematics domain.

Target 2.4	• Increase the proportion of students achieving top two NAPLAN bands in Writing to at least 10 per cent.
Target 2.5	Increase VCE 'all study' mean to 30.
Key Improvement Strategy 2.a Building practice excellence	Develop and embed the Westall Institute of Teaching (WIT) as the model for building teacher capability across the college.
Key Improvement Strategy 2.b Building practice excellence	Embed the Explicit Direct Instruction (EDI) model of classroom practice across the college in all domains.
Key Improvement Strategy 2.c Curriculum planning and assessment	Ensure the curriculum is guaranteed, viable and documented for each domain.
Goal 3	To empower students in their learning and personal development.
Target 3.1	Using data from the Attitudes to School Survey • Student voice and agency – 80 per cent positive responses. • Resilience – 80 per cent positive responses. • Self-regulation and goal setting – 80 per cent positive responses. • Advocate at school – 80 per cent positive responses.
Target 3.2	Using data from the School staff survey

	• Support growth and learning of the whole student – 75 per cent positive responses.
Key Improvement Strategy 3.a Health and wellbeing	Develop and implement a school-wide, pro-active wellbeing program with appropriate training for staff.
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Develop clearly defined role/responsibility descriptions for Year-level coordinators (YLC).
Goal 4	To improve EAL student English language outcomes.
Target 4.1	Each student enrolled in the WELC achieves two progression points on the EAL continuum between their entry and exit from the facility.
Key Improvement Strategy 4.a Strategic resource management	Establish a Foundation to Year 10 Westall English Language Centre within the Westall Education Precinct.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	Learning Catch up and Extension: NAPLAN Writing -Year 9 Relative Growth – 75 per cent of students achieving high or medium growth. NAPLAN Numeracy – Year 9 Relative Growth – 80 per cent of students achieving high or medium growth. NAPLAN Reading – Year 9 Relative Growth – 75 per cent of students achieving high or medium growth. Increase the proportion of students achieving top two NAPLAN bands in Numeracy to at least 15 per cent. Increase the proportion of students achieving top two NAPLAN bands in Reading to at least 10 per cent. Increase aggregated VCE mean to 31 across the Mathematics domain. Increase the proportion of students achieving top two NAPLAN bands in Writing to at least 7 per cent. Increase VCE 'all study' mean to 29. Happy, Active and Healthy Kids: Using data from the Attitudes to School Survey

			Student voice and agency – 70 per cent positive responses. Resilience – 70 per cent positive responses. Self-regulation and goal setting – 70 per cent positive responses. Advocate at school – 70 per cent positive responses. Connected Schools: Participation and implementation of DET, 2021, PLC initiative
To improve student outcomes in Literacy and Numeracy across all levels.	No	• NAPLAN Writing -Year 9 Relative Growth – 85 per cent of students achieving high or medium growth. • NAPLAN Numeracy – Year 9 Relative Growth – 90 per cent of students achieving high or medium growth.	
		• NAPLAN Reading – Year 9 Relative Growth – 85 per cent of students achieving high or medium growth. • Increase the proportion of students achieving top two NAPLAN bands in Numeracy to at least 25 per cent.	
		• Increase the proportion of students achieving top two NAPLAN bands in Reading to at least 15 per cent. • Increase aggregated VCE mean to 32 across the Mathematics domain.	

		• Increase the proportion of students achieving top two NAPLAN bands in Writing to at least 10 per cent.	
		Increase VCE 'all study' mean to 30.	
To empower students in their learning and personal development.	No	Using data from the Attitudes to School Survey • Student voice and agency – 80 per cent positive responses. • Resilience – 80 per cent positive responses. • Self-regulation and goal setting – 80 per cent positive responses. • Advocate at school – 80 per cent positive responses.	
		Using data from the School staff survey • Support growth and learning of the whole student – 75 per cent positive responses.	
To improve EAL student English language outcomes.	No	Each student enrolled in the WELC achieves two progression points on the EAL continuum between their entry and exit from the facility.	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Learning Catch up and Extension: NAPLAN Writing -Year 9 Relative Growth – 75 per cent of students achieving high or medium growth. NAPLAN Numeracy – Year 9 Relative Growth – 80 per cent of students achieving high or medium growth. NAPLAN Reading – Year 9 Relative Growth – 75 per cent of students achieving high or medium growth. Increase the proportion of students achieving top two NAPLAN bands in Numeracy to at least 15 per cent. Increase the proportion of students achieving top two NAPLAN bands in Reading to at least 10 per cent. Increase aggregated VCE mean to 31 across the Mathematics domain. Increase the proportion of students achieving top two NAPLAN bands in Writing to at least 7 per cent. Increase VCE 'all study' mean to 29. Happy, Active and Healthy Kids: Using data from the Attitudes to School Survey Student voice and agency – 70 per cent positive responses. Resilience – 70 per cent positive responses. Self-regulation and goal setting – 70 per cent positive responses. Advocate at school – 70 per cent positive responses. Connected Schools: Participation and implementation of DET, 2021, PLC initiative

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	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 2021.

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Learning Catch up and Extension: NAPLAN Writing -Year 9 Relative Growth – 75 per cent of students achieving high or medium growth. NAPLAN Numeracy – Year 9 Relative Growth – 80 per cent of students achieving high or medium growth. NAPLAN Reading – Year 9 Relative Growth – 75 per cent of students achieving high or medium growth. Increase the proportion of students achieving top two NAPLAN bands in Numeracy to at least 15 per cent. Increase the proportion of students achieving top two NAPLAN bands in Reading to at least 10 per cent. Increase aggregated VCE mean to 31 across the Mathematics domain. Increase the proportion of students achieving top two NAPLAN bands in Writing to at least 7 per cent. Increase VCE 'all study' mean to 29. Happy, Active and Healthy Kids: Using data from the Attitudes to School Survey Student voice and agency – 70 per cent positive responses. Resilience – 70 per cent positive responses. Self-regulation and goal setting – 70 per cent positive responses. Advocate at school – 70 per cent positive responses. Connected Schools: Participation and implementation of DET, 2021, PLC initiative
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	*Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support * Embed PLT structures to support teacher collaboration and reflection of

	strengthening teaching practice *Use PLTs for staff to collaboratively plan units of work with a focus on differentiation *Establish small group tutoring programs and MYLNS interventions				
Outcomes	*Teachers will confidently and accurately identify student learning needs of their students *PLTs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons *Teachers will consistently and explicitly implement the school's instructional model *Teachers will develop an understanding of curriculum essentials to ensure mastery *Teachers will consistently implement the agreed assessment schedule *Students in need of targeted academic support or intervention will be identified and supported *Nominated or relevant teachers and leaders will establish intervention/small group tutoring				
Success Indicators	*Teachers' formative assessment data and teacher judgement data *Teacher records and observations of student progress *Documentation and data from formative assessments *A documented assessment schedule and evidence of teachers inputting data and moderating assessments *Data used to identify students for tailored supports *Differentiated resources used in tailored supports *Assessment data and student surveys from intervention groups				

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Design, Plan, Implement and Evaluate MYLNS Literacy and Numeracy Initiative	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1	$207,000.00

				to: Term 4	☐ Equity funding will be used
Design, Plan, Implement and Evaluate DET Tutoring Program	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$208,000.00 ☐ Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	*Plan how whole school professional learning on trauma-informed practice will be implemented and revisited throughout the year *Embed an agreed approach to monitoring and responding to student wellbeing concerns *Build staff capacity to collect, analyse, monitor and respond to student engagement data *Target counselling for individual students with acute needs (consider resourcing for the wellbeing team) *Establish mentoring sessions from positive role models focused on self-awareness, self-management, problem solving and social skills *Build relationships and engage with families of at-risk students
Outcomes	*Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing *At-risk students will be identified and receive targeted support in a timely manner *Students will have strong relationships with peers *Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate

	*Families of at-risk students will receive regular communication and support from the school
Success Indicators	*Classroom and peer observations *Observations of changes to classroom practices *Students engagement in wellbeing programs (feedback, participation, classroom observations) *Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	☑ Assistant Principal	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used
Establish weekly check-ins with families of at-risk students	☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used

KIS 3 Building communities	Connected schools priority
Actions	*Strengthen engagement in regional and network communities of practice *Plan for school facilities and grounds works that will mean every school is a great place to learn *Strengthen and adapt the school-wide approach to digital learning and policies regarding digital access and devices

	*Create opportunities for more regular meetings using digital technologies between parents/carers/kin and teachers *Strengthen and embed digital learning in classes
Outcomes	*Teachers will have strong relationships with students and parents/carers/kin *The wider community will feel welcome in the school and regularly use school facilities *Teachers will be confident in integrating digital learning pedagogy *Students will have stronger digital literacy *All students will be connected to resources and learning opportunities *Teachers can regularly connect with the parents/carers/kin of all students
Success Indicators	*Observations and learning walks demonstrate use of digital learning *Whole school surveys (SSS, AToSS) *Attendance *Frequency of communications with parents/carers/kin *Student perception and survey data

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Participation in DET 2021 Secondary Schools PLC Initiative	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used
Completion of Outdoor Sport Facility Roof and Seating	☑ School Leadership Team	☐ PLP Priority	from: Term 1	$500,000.00

			to: Term 2	☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$0.00	$0.00
Additional Equity funding	$765,000.00	$765,000.00
Grand Total	$765,000.00	$765,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			$0.00	$0.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget ($)	Equity Spend ($)
Assistant Principal	from: Term 1 to: Term 4	☑ School-based staffing	$140,000.00	$140,000.00
Literacy Learning Specialist	from: Term 1 to: Term 4	☑ School-based staffing	$120,000.00	$120,000.00
ES Classroom Support x 3	from: Term 1	☑ School-based staffing	$220,000.00	$220,000.00

	to: Term 4			
Literacy and Numeracy Support Staff	from: Term 1 to: Term 4	☑ School-based staffing	$145,000.00	$145,000.00
I Create Program Student Subsidy	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources	$60,000.00	$60,000.00
I Create Projects and additional staffing	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Support services	$50,000.00	$50,000.00
VCE Edrolo Student Access	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources	$30,000.00	$30,000.00
Totals			$765,000.00	$765,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	☑ Assistant Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants External wellbeing experts as required ☑ Departmental resources SSSO Teams leading PD	☑ On-site
Participation in DET 2021 Secondary Schools PLC Initiative	☑ Leadership Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Network Professional Learning ☑ Communities of Practice	☑ PLC Initiative	☑ On-site