**2020 Annual Implementation Plan**

Submitted for review by Amanda Mullins (School Principal) on 20 December, 2019 at 01:43 PM  
Endorsed by Brent Richards (Senior Education Improvement Leader) on 10 May, 2020 at 11:25 PM  
Endorsed by Damian Marinaro (School Council President) on 12 May, 2020 at 06:44 PM

**for improving student outcomes**

Werribee Secondary College (8465)



**Self-evaluation Summary - 2020**

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|  | 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 | Evolving moving towards Embedding |
|  | Curriculum planning and assessment | Evolving |
|  | Evidence-based high-impact teaching strategies |  |
|  | Evaluating impact on learning | Emerging moving towards Evolving |

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

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

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

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| **Enter your reflective comments** | The self evaluation was performed as a leadership team rather than a few representatives of the team. The exercise gave the team the opportunity to have constructive conversations relating to where we are on the continuum from a team perspective. It was clear that the team have quite varying perceptions. |
| **Considerations for 2020** | Building the leadership teams capacity to work |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| Goal 1 | Enhance active student engagement through student voice in their learning within a negotiated and differentiated curriculum to stimulate and engage all students. |
| Target 1.1 | |  |  |  |  | | --- | --- | --- | --- | | **Student Attitudes to School Survey** | **2015** | **2019** | **2020** | | Stimulating Learning | 3.10 | 3.18 | 3.5 |      |  |  |  |  | | --- | --- | --- | --- | | **Parent Opinion Survey** | **2015** | **2019** | **2020** | | School Improvement | 4.95 | 5.41 | 5.91 | | Stimulating Learning | 4.77 | 5.35 | 6.0 | | Learning Focus | 5.35 | 5.69 | 6.5 |      |  |  |  |  | | --- | --- | --- | --- | | **School Staff Survey** | **2015** | **2019** | **2020** | | Climate: Collective Responsibility | 73.76 | 76 | 80 | | Climate: Collective Focus on Student Learning | 68.57 | 73 | 80 | | Climate: Guaranteed and Viable Curriculum | 63.81 | 67 | 80 | | Climate: Shielding and Buffering | 55.07 | 59 | 70 | | Professional Learning: Renewal of Knowledge and Skills | 65.82 | 72 | 80 | | Professional Learning: Applicability of Professional Learning | 64.90 | 70 | 80 | | Professional Learning: Coherence | 66.12 | 71 | 80 | | School Leadership: Intellectual Stimulation | 56.01 | 69 | 80 | | School Leadership: Instructional Leadership | 46.68 | 61 | 75 | | School Leadership: Parent and Community Involvement | 64.33 | 71 | 75 |      |  |  |  |  | | --- | --- | --- | --- | | **Senior School Results** | **2015** | **2019** | **2020** | | VCE All Studies Mean | 30.4 | 31 | 31.2 | | VCE English Mean Study Score | 30.3 | 32 | 32.2 | | VCE Further Mathematics Mean Study Score | 30.8 | 31 | 31.2 | | VCE Mathematics Methods Mean Study Score | 32.0 | 33 | 34 | | VCE Study Scores above 40 | 5.7 | 7 | 7.5 | | VCE Median Study Score | 30 | 31 | 31.2 | | VCE Median ATAR | 69.5 | 74 | 76 | | VCE Percentage of Study Scores above GAT Predicted | 91 | 100 | 100 | | VCE Completion Rate | 95 | 99 | 100 | | VCAL Completion Rate | 79 | 82 | 85 | | VET Completion Rate | 95 | 95 | 100 |      |  |  |  |  | | --- | --- | --- | --- | | **NAPLAN (Year 7 to 9 Growth)** | **2015** | **2019** | **2020** | | Numeracy: Low Level Growth | 31.1 | ≤ 25 |  | | Reading: Low Level Growth | 20.8 | ≤ 25 |  | | Writing: Low Level Growth | 27.0 | ≤ 25 |  | | Spelling: Low Level Growth | 20.8 | ≤ 25 |  | | Grammar and Punctuation: Low Growth | 23.0 | ≤ 25 |  |   . |
| Key Improvement Strategy 1.a Building practice excellence | Further develop the Guaranteed and Viable curriculum to ensure students can access a consistent curriculum across 7-12. |
| Key Improvement Strategy 1.b Building practice excellence | Implement PLC's to a high standard at Werribee Secondary College |
| Goal 2 | Develop a whole school understanding of what a high quality distributive leadership is and its link to learning impact. |
| Target 2.1 | |  |  |  |  | | --- | --- | --- | --- | | **Student Attitudes to School Survey** | **2015** | **2019** | **2020** | | School Connectedness | 3.51 | 3.63 | 3.75 |      |  |  |  |  | | --- | --- | --- | --- | | **Parent Opinion Survey** | **2015** | **2019** | **2020** | | School Improvement | 4.95 | 5.41 | 5.91 | | Approachability | 4.76 | 5.35 | 5.85 | | Teacher Morale | 4.80 | 5.26 | 5.69 | | Parent Input | 4.35 | 4.96 | 5.19 | | General Satisfaction | 5.44 | 5.85 | 5.95 | | School Connectedness | 5.09 | 5.35 | 5.59 |      |  |  |  |  | | --- | --- | --- | --- | | **School Staff Survey** | **2015** | **2019** | **2020** | | Climate: Trust in Colleagues | 59.15 | 73 | 80 | | Climate: Parent and Community Involvement | 59.65 | 64 | 70 | | Climate: Collective Focus on Student Learning | 68.57 | 73 | 80 | | Climate: Guaranteed and Viable Curriculum | 63.81 | 67 | 80 | | Climate: Shielding and Buffering | 55.07 | 59 | 70 | | Staff Wellbeing: Staff Psychological Safety | 49.92 | 58 | 70 | | Staff Wellbeing: Professional Safety | 47.85 | 59 | 70 | | Staff Wellbeing: Social Behaviour | 63.34 | 69 | 75 | | Staff Wellbeing: School Support for Staff Physical Safety | 71.23 | 75 | 80 | | Staff Wellbeing: Build Resilience / Resilient Environment | 58.02 | 63 | 70 | | Professional Learning: School Level Support | 56.57 | 63 | 70 | | Professional Learning: Applicability of Professional Learning | 64.90 | 70 | 80 | | Professional Learning: Coherence | 66.12 | 71 | 80 | | Professional Learning: Feedback | 61.00 | 66 | 70 | | School Leadership: Leading Change | 51.57 | 64 | 75 | | School Leadership: Cultural Leadership | 49.82 | 63 | 70 | | School Leadership: Flexibility | 42.04 | 55 | 65 | | School Leadership: Intellectual Stimulation | 56.01 | 69 | 80 | | School Leadership: Instructional Leadership | 46.68 | 61 | 75 | | School Leadership: Parent and Community Involvement | 64.33 | 71 | 75 | | School Leadership: Leaders’ Support for Change | 54.18 | 65 | 75 | | School Leadership: Visibility | 41.76 | 56 | 70 | |
| Key Improvement Strategy 2.a Building leadership teams | Identify opportunities to activate distributive leadership and build leadership capacity. |
| Goal 3 | Improve all students connectedness to their peers and the College |
| Target 3.1 | |  |  |  |  | | --- | --- | --- | --- | | **Student Attitudes to School Survey** | **2015** | **2019** | **2020** | | School Connectedness | 3.51 | 3.63 | 3.75 | | Stimulating Learning | 3.10 | 3.18 | 3.5 |      |  |  |  |  | | --- | --- | --- | --- | | **School Staff Survey** | **2015** | **2019** | **2020** | | Climate: Parent and Community Involvement | 59.65 | 64 | 70 | | Climate: Shielding and Buffering | 55.07 | 59 | 70 | | School Leadership: Intellectual Stimulation | 56.01 | 69 | 80 | | School Leadership: Visibility | 41.76 | 56 | 70 | |
| Key Improvement Strategy 3.a Empowering students and building school pride | Investigate middle years pedagogical framework to activate student agency in learning |
| Key Improvement Strategy 3.b Setting expectations and promoting inclusion | Investigate School Wide Positive Behaviours Support (SWPBS) |
| Goal 4 | Increase community involvement in achieving the College’s vision. |
| Target 4.1 | |  |  |  |  | | --- | --- | --- | --- | | **Student Attitudes to School Survey** | **2015** | **2019** | **2020** | | Student Morale | 4.66 | 4.86 | 5 | | School Connectedness | 3.51 | 3.63 | 3.73 | | Teacher Empathy | 3.60 | 3.68 | 3.8 |      |  |  |  |  | | --- | --- | --- | --- | | **Parent Opinion Survey** | **2015** | **2019** | **2020** | | Teacher Morale | 4.80 | 5.26 | 5.9 | | School Connectedness | 5.09 | 5.35 | 5.5 |      |  |  |  |  | | --- | --- | --- | --- | | **School Staff Survey** | **2015** | **2019** | 2020 | | Climate: Collective Responsibility | 73.76 | 76 |  | | Climate: Staff Trust in Colleagues | 59.15 | 73 |  | | Climate: Collective Focus on Student Learning | 68.57 | 73 |  | | Staff Wellbeing: Staff Psychological Safety | 49.92 | 58 |  | | Staff Wellbeing: Professional Safety | 47.85 | 59 |  | | Staff Wellbeing: School Support for Staff Physical Safety | 71.23 | 75 |  | | Staff Wellbeing: Build Resilience / Resilient Environment | 58.02 | 63 |  | | Professional Learning: Feedback | 61.00 | 66 |  | | School Leadership: Leading Change | 51.57 | 64 |  | | School Leadership: Cultural Leadership | 49.82 | 63 |  | | School Leadership: Flexibility | 42.04 | 55 |  | | School Leadership: Leaders’ Support for Change | 54.18 | 65 |  | | School Leadership: Visibility | 41.76 | 56 |  | |
| Key Improvement Strategy 4.a Building practice excellence | Increase opportunities for the school community to have input for the future direction of the College |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| Enhance active student engagement through student voice in their learning within a negotiated and differentiated curriculum to stimulate and engage all students. | Yes | |  |  |  |  | | --- | --- | --- | --- | | **Student Attitudes to School Survey** | **2015** | **2019** | **2020** | | Stimulating Learning | 3.10 | 3.18 | 3.5 |      |  |  |  |  | | --- | --- | --- | --- | | **Parent Opinion Survey** | **2015** | **2019** | **2020** | | School Improvement | 4.95 | 5.41 | 5.91 | | Stimulating Learning | 4.77 | 5.35 | 6.0 | | Learning Focus | 5.35 | 5.69 | 6.5 |      |  |  |  |  | | --- | --- | --- | --- | | **School Staff Survey** | **2015** | **2019** | **2020** | | Climate: Collective Responsibility | 73.76 | 76 | 80 | | Climate: Collective Focus on Student Learning | 68.57 | 73 | 80 | | Climate: Guaranteed and Viable Curriculum | 63.81 | 67 | 80 | | Climate: Shielding and Buffering | 55.07 | 59 | 70 | | Professional Learning: Renewal of Knowledge and Skills | 65.82 | 72 | 80 | | Professional Learning: Applicability of Professional Learning | 64.90 | 70 | 80 | | Professional Learning: Coherence | 66.12 | 71 | 80 | | School Leadership: Intellectual Stimulation | 56.01 | 69 | 80 | | School Leadership: Instructional Leadership | 46.68 | 61 | 75 | | School Leadership: Parent and Community Involvement | 64.33 | 71 | 75 |      |  |  |  |  | | --- | --- | --- | --- | | **Senior School Results** | **2015** | **2019** | **2020** | | VCE All Studies Mean | 30.4 | 31 | 31.2 | | VCE English Mean Study Score | 30.3 | 32 | 32.2 | | VCE Further Mathematics Mean Study Score | 30.8 | 31 | 31.2 | | VCE Mathematics Methods Mean Study Score | 32.0 | 33 | 34 | | VCE Study Scores above 40 | 5.7 | 7 | 7.5 | | VCE Median Study Score | 30 | 31 | 31.2 | | VCE Median ATAR | 69.5 | 74 | 76 | | VCE Percentage of Study Scores above GAT Predicted | 91 | 100 | 100 | | VCE Completion Rate | 95 | 99 | 100 | | VCAL Completion Rate | 79 | 82 | 85 | | VET Completion Rate | 95 | 95 | 100 |      |  |  |  |  | | --- | --- | --- | --- | | **NAPLAN (Year 7 to 9 Growth)** | **2015** | **2019** | **2020** | | Numeracy: Low Level Growth | 31.1 | ≤ 25 |  | | Reading: Low Level Growth | 20.8 | ≤ 25 |  | | Writing: Low Level Growth | 27.0 | ≤ 25 |  | | Spelling: Low Level Growth | 20.8 | ≤ 25 |  | | Grammar and Punctuation: Low Growth | 23.0 | ≤ 25 |  |   . | Student Attitudes to School Survey   Stimulating Learning 3.5   Parent Opinion Survey School Improvement 6.0 Stimulating Learning 6.0 Learning Focus 6.5     School Staff Survey Climate: Collective Responsibility 80 Climate: Collective Focus on Student Learning 80 Climate: Guaranteed and Viable Curriculum 80 Climate: Shielding and Buffering 70 Professional Learning: Renewal of Knowledge and Skills 80 Professional Learning: Applicability of Professional Learning 80 Professional Learning: Coherence 80 School Leadership: Intellectual Stimulation 80 School Leadership: Instructional Leadership 70 School Leadership: Parent and Community Involvement 75    Senior School Results VCE All Studies Mean 31.2 VCE English Mean Study Score 32.2 VCE Further Mathematics Mean Study Score 31.2 VCE Mathematics Methods Mean Study Score 34 VCE Study Scores above 40 7.5 VCE Median Study Score 31.2 VCE Median ATAR 76 VCE Percentage of Study Scores above GAT Predicted 100 VCE Completion Rate 100 VCAL Completion Rate 85 VET Completion Rate 100 VCE All Studies Mean 31.2 VCE English Mean Study Score 32.2 VCE Further Mathematics Mean Study Score 31.2 VCE Mathematics Methods Mean Study Score 33.5 VCE Study Scores above 40 7.5 VCE Median Study Score 31.2 VCE Median ATAR 76 VCE Percentage of Study Scores above GAT Predicted 100 VCE Completion Rate 100 VCAL Completion Rate 85 VET Completion Rate 100   NAPLAN (Year 7 to 9 Growth) Numeracy: Low Level Growth less than or equal to 20 Reading: Low Level Growth less than or equal to 20 Writing: Low Level Growth less than or equal to 20 Spelling: Low Level Growth less than or equal to 20 Grammar and Punctuation: Low Growth less than or equal to 20 |
| Develop a whole school understanding of what a high quality distributive leadership is and its link to learning impact. | Yes | |  |  |  |  | | --- | --- | --- | --- | | **Student Attitudes to School Survey** | **2015** | **2019** | **2020** | | School Connectedness | 3.51 | 3.63 | 3.75 |      |  |  |  |  | | --- | --- | --- | --- | | **Parent Opinion Survey** | **2015** | **2019** | **2020** | | School Improvement | 4.95 | 5.41 | 5.91 | | Approachability | 4.76 | 5.35 | 5.85 | | Teacher Morale | 4.80 | 5.26 | 5.69 | | Parent Input | 4.35 | 4.96 | 5.19 | | General Satisfaction | 5.44 | 5.85 | 5.95 | | School Connectedness | 5.09 | 5.35 | 5.59 |      |  |  |  |  | | --- | --- | --- | --- | | **School Staff Survey** | **2015** | **2019** | **2020** | | Climate: Trust in Colleagues | 59.15 | 73 | 80 | | Climate: Parent and Community Involvement | 59.65 | 64 | 70 | | Climate: Collective Focus on Student Learning | 68.57 | 73 | 80 | | Climate: Guaranteed and Viable Curriculum | 63.81 | 67 | 80 | | Climate: Shielding and Buffering | 55.07 | 59 | 70 | | Staff Wellbeing: Staff Psychological Safety | 49.92 | 58 | 70 | | Staff Wellbeing: Professional Safety | 47.85 | 59 | 70 | | Staff Wellbeing: Social Behaviour | 63.34 | 69 | 75 | | Staff Wellbeing: School Support for Staff Physical Safety | 71.23 | 75 | 80 | | Staff Wellbeing: Build Resilience / Resilient Environment | 58.02 | 63 | 70 | | Professional Learning: School Level Support | 56.57 | 63 | 70 | | Professional Learning: Applicability of Professional Learning | 64.90 | 70 | 80 | | Professional Learning: Coherence | 66.12 | 71 | 80 | | Professional Learning: Feedback | 61.00 | 66 | 70 | | School Leadership: Leading Change | 51.57 | 64 | 75 | | School Leadership: Cultural Leadership | 49.82 | 63 | 70 | | School Leadership: Flexibility | 42.04 | 55 | 65 | | School Leadership: Intellectual Stimulation | 56.01 | 69 | 80 | | School Leadership: Instructional Leadership | 46.68 | 61 | 75 | | School Leadership: Parent and Community Involvement | 64.33 | 71 | 75 | | School Leadership: Leaders’ Support for Change | 54.18 | 65 | 75 | | School Leadership: Visibility | 41.76 | 56 | 70 | | Student Attitudes to School Survey  School Connectedness 3.75  Parent Opinion Survey School Improvement 5.91 Approachability 5.85 Teacher Morale 5.69 Parent Input 5.19 General Satisfaction 5.95 School Connectedness 5.59  School Staff Survey Climate: Trust in Colleagues 80 Climate: Parent and Community Involvement 70 Climate: Collective Focus on Student Learning 80 Climate: Guaranteed and Viable Curriculum 80 Climate: Shielding and Buffering 70 Staff Wellbeing: Staff Psychological Safety 70 Staff Wellbeing: Professional Safety 70 Staff Wellbeing: Social Behaviour 75 Staff Wellbeing: School Support for Staff Physical Safety 80 Staff Wellbeing: Build Resilience / Resilient Environment 70 Professional Learning: School Level Support 70 Professional Learning: Applicability of Professional Learning 75 Professional Learning: Coherence 75 Professional Learning: Feedback 75 School Leadership: Leading Change 70 School Leadership: Cultural Leadership 70 School Leadership: Flexibility 65 School Leadership: Intellectual Stimulation 70 School Leadership: Instructional Leadership 70 School Leadership: Parent and Community Involvement 72 School Leadership: Leaders’ Support for Change 70 School Leadership: Visibility 65 |
| Improve all students connectedness to their peers and the College | Yes | |  |  |  |  | | --- | --- | --- | --- | | **Student Attitudes to School Survey** | **2015** | **2019** | **2020** | | School Connectedness | 3.51 | 3.63 | 3.75 | | Stimulating Learning | 3.10 | 3.18 | 3.5 |      |  |  |  |  | | --- | --- | --- | --- | | **School Staff Survey** | **2015** | **2019** | **2020** | | Climate: Parent and Community Involvement | 59.65 | 64 | 70 | | Climate: Shielding and Buffering | 55.07 | 59 | 70 | | School Leadership: Intellectual Stimulation | 56.01 | 69 | 80 | | School Leadership: Visibility | 41.76 | 56 | 70 | | Student Attitudes to School Survey School Connectedness 3.75 Stimulating Learning 3.5  School Staff Survey Climate: Parent and Community Involvement 70 Climate: Shielding and Buffering 70 School Leadership: Intellectual Stimulation 80 School Leadership: Visibility 70 |
| Increase community involvement in achieving the College’s vision. | No | |  |  |  |  | | --- | --- | --- | --- | | **Student Attitudes to School Survey** | **2015** | **2019** | **2020** | | Student Morale | 4.66 | 4.86 | 5 | | School Connectedness | 3.51 | 3.63 | 3.73 | | Teacher Empathy | 3.60 | 3.68 | 3.8 |      |  |  |  |  | | --- | --- | --- | --- | | **Parent Opinion Survey** | **2015** | **2019** | **2020** | | Teacher Morale | 4.80 | 5.26 | 5.9 | | School Connectedness | 5.09 | 5.35 | 5.5 |      |  |  |  |  | | --- | --- | --- | --- | | **School Staff Survey** | **2015** | **2019** | 2020 | | Climate: Collective Responsibility | 73.76 | 76 |  | | Climate: Staff Trust in Colleagues | 59.15 | 73 |  | | Climate: Collective Focus on Student Learning | 68.57 | 73 |  | | Staff Wellbeing: Staff Psychological Safety | 49.92 | 58 |  | | Staff Wellbeing: Professional Safety | 47.85 | 59 |  | | Staff Wellbeing: School Support for Staff Physical Safety | 71.23 | 75 |  | | Staff Wellbeing: Build Resilience / Resilient Environment | 58.02 | 63 |  | | Professional Learning: Feedback | 61.00 | 66 |  | | School Leadership: Leading Change | 51.57 | 64 |  | | School Leadership: Cultural Leadership | 49.82 | 63 |  | | School Leadership: Flexibility | 42.04 | 55 |  | | School Leadership: Leaders’ Support for Change | 54.18 | 65 |  | | School Leadership: Visibility | 41.76 | 56 |  | |  |

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| Goal 1 | Enhance active student engagement through student voice in their learning within a negotiated and differentiated curriculum to stimulate and engage all students. | |
| 12 Month Target 1.1 | Student Attitudes to School Survey   Stimulating Learning 3.5   Parent Opinion Survey School Improvement 6.0 Stimulating Learning 6.0 Learning Focus 6.5     School Staff Survey Climate: Collective Responsibility 80 Climate: Collective Focus on Student Learning 80 Climate: Guaranteed and Viable Curriculum 80 Climate: Shielding and Buffering 70 Professional Learning: Renewal of Knowledge and Skills 80 Professional Learning: Applicability of Professional Learning 80 Professional Learning: Coherence 80 School Leadership: Intellectual Stimulation 80 School Leadership: Instructional Leadership 70 School Leadership: Parent and Community Involvement 75    Senior School Results VCE All Studies Mean 31.2 VCE English Mean Study Score 32.2 VCE Further Mathematics Mean Study Score 31.2 VCE Mathematics Methods Mean Study Score 34 VCE Study Scores above 40 7.5 VCE Median Study Score 31.2 VCE Median ATAR 76 VCE Percentage of Study Scores above GAT Predicted 100 VCE Completion Rate 100 VCAL Completion Rate 85 VET Completion Rate 100 VCE All Studies Mean 31.2 VCE English Mean Study Score 32.2 VCE Further Mathematics Mean Study Score 31.2 VCE Mathematics Methods Mean Study Score 33.5 VCE Study Scores above 40 7.5 VCE Median Study Score 31.2 VCE Median ATAR 76 VCE Percentage of Study Scores above GAT Predicted 100 VCE Completion Rate 100 VCAL Completion Rate 85 VET Completion Rate 100   NAPLAN (Year 7 to 9 Growth) Numeracy: Low Level Growth less than or equal to 20 Reading: Low Level Growth less than or equal to 20 Writing: Low Level Growth less than or equal to 20 Spelling: Low Level Growth less than or equal to 20 Grammar and Punctuation: Low Growth less than or equal to 20 | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Building practice excellence | Further develop the Guaranteed and Viable curriculum to ensure students can access a consistent curriculum across 7-12. | Yes |
| **KIS 2**  Building practice excellence | Implement PLC's to a high standard at Werribee Secondary College | 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. | The College would need to further develop work on Guaranteed and Viable curriculum as evidenced from the curriculum audit completed in 2019. This highlighted areas for improvement such as alignment with the Victorian Curriculum and VCAA study designs and IB. The College will work to identify and refine essential learning (knowledge, understanding, skills) at each level using documented curriculum (informed by Victorian Curriculum Standards) to develop subject specific Essential Learning Progression Chart (Rubric) which can be used to track student learning growth. The College aims to build a collective understanding and consistent measurement of students learning growth to ensure appropriate intervention at the point of need. A consultant (Bron Jones) through Melbourne University has been engaged to support in building staff capacity on developmental assessment rubrics to implement consistent measures to track and monitor student growth at appropriate intervals yet to be determined. Moderation is part of this process.   Identifying and empowering staff with the skillset (Heads of Faculty) to develop and improve understanding of the use of data analysis amongst staff to improve student learning outcomes via effective differentiation.   Investigation into the PLC Structure and participate in the initial training as provided by the DET.   Further develop and embedding the use of the MYP Command Words across Years 7 to 10. | |
| Goal 2 | Develop a whole school understanding of what a high quality distributive leadership is and its link to learning impact. | |
| 12 Month Target 2.1 | Student Attitudes to School Survey  School Connectedness 3.75  Parent Opinion Survey School Improvement 5.91 Approachability 5.85 Teacher Morale 5.69 Parent Input 5.19 General Satisfaction 5.95 School Connectedness 5.59  School Staff Survey Climate: Trust in Colleagues 80 Climate: Parent and Community Involvement 70 Climate: Collective Focus on Student Learning 80 Climate: Guaranteed and Viable Curriculum 80 Climate: Shielding and Buffering 70 Staff Wellbeing: Staff Psychological Safety 70 Staff Wellbeing: Professional Safety 70 Staff Wellbeing: Social Behaviour 75 Staff Wellbeing: School Support for Staff Physical Safety 80 Staff Wellbeing: Build Resilience / Resilient Environment 70 Professional Learning: School Level Support 70 Professional Learning: Applicability of Professional Learning 75 Professional Learning: Coherence 75 Professional Learning: Feedback 75 School Leadership: Leading Change 70 School Leadership: Cultural Leadership 70 School Leadership: Flexibility 65 School Leadership: Intellectual Stimulation 70 School Leadership: Instructional Leadership 70 School Leadership: Parent and Community Involvement 72 School Leadership: Leaders’ Support for Change 70 School Leadership: Visibility 65 | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Building leadership teams | Identify opportunities to activate distributive leadership and build leadership capacity. | 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. | As a new team has been established it is vital that we reach a team culture that reflects what the desired culture of WSC should be. We are working on collaboration so we can achieve a shared moral purpose. | |
| Goal 3 | Improve all students connectedness to their peers and the College | |
| 12 Month Target 3.1 | Student Attitudes to School Survey School Connectedness 3.75 Stimulating Learning 3.5  School Staff Survey Climate: Parent and Community Involvement 70 Climate: Shielding and Buffering 70 School Leadership: Intellectual Stimulation 80 School Leadership: Visibility 70 | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Empowering students and building school pride | Investigate middle years pedagogical framework to activate student agency in learning | Yes |
| **KIS 2**  Setting expectations and promoting inclusion | Investigate School Wide Positive Behaviours Support (SWPBS) | 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. | This goal has been selected to address the need for improvement in student connectedness to school, particularly in the middle years. | |

**Define Actions, Outcomes and Activities**

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| Goal 1 | Enhance active student engagement through student voice in their learning within a negotiated and differentiated curriculum to stimulate and engage all students. | | | | |
| 12 Month Target 1.1 | Student Attitudes to School Survey   Stimulating Learning 3.5   Parent Opinion Survey School Improvement 6.0 Stimulating Learning 6.0 Learning Focus 6.5     School Staff Survey Climate: Collective Responsibility 80 Climate: Collective Focus on Student Learning 80 Climate: Guaranteed and Viable Curriculum 80 Climate: Shielding and Buffering 70 Professional Learning: Renewal of Knowledge and Skills 80 Professional Learning: Applicability of Professional Learning 80 Professional Learning: Coherence 80 School Leadership: Intellectual Stimulation 80 School Leadership: Instructional Leadership 70 School Leadership: Parent and Community Involvement 75    Senior School Results VCE All Studies Mean 31.2 VCE English Mean Study Score 32.2 VCE Further Mathematics Mean Study Score 31.2 VCE Mathematics Methods Mean Study Score 34 VCE Study Scores above 40 7.5 VCE Median Study Score 31.2 VCE Median ATAR 76 VCE Percentage of Study Scores above GAT Predicted 100 VCE Completion Rate 100 VCAL Completion Rate 85 VET Completion Rate 100 VCE All Studies Mean 31.2 VCE English Mean Study Score 32.2 VCE Further Mathematics Mean Study Score 31.2 VCE Mathematics Methods Mean Study Score 33.5 VCE Study Scores above 40 7.5 VCE Median Study Score 31.2 VCE Median ATAR 76 VCE Percentage of Study Scores above GAT Predicted 100 VCE Completion Rate 100 VCAL Completion Rate 85 VET Completion Rate 100   NAPLAN (Year 7 to 9 Growth) Numeracy: Low Level Growth less than or equal to 20 Reading: Low Level Growth less than or equal to 20 Writing: Low Level Growth less than or equal to 20 Spelling: Low Level Growth less than or equal to 20 Grammar and Punctuation: Low Growth less than or equal to 20 | | | | |
| KIS 1 Building practice excellence | Further develop the Guaranteed and Viable curriculum to ensure students can access a consistent curriculum across 7-12. | | | | |
| **Actions** | Identify and refine essential learning (knowledge, understanding, skills) at each level using documented curriculum (informed by Victorian Curriculum Standards, VCAA study designs and IB) | | | | |
| **Outcomes** | Student: Will know what the knowledge, skills and understanding is being learnt each lesson/topic and unit through clear Learning Intentions and Success Criteria Will have an equitable education knowing that all students are learning the same and have access to a GVC Will have clear assessment using developmental rubrics that support students to achieve learning goals   Teachers: Will know what the knowledge, skills and understanding is being taught in each lesson/topic and unit through clear Learning Intentions and Success Criteria Will contribute to an equitable education knowing that all students are learning the same and have access to a GVC. This supports students moving through year levels. Will design assessments using developmental rubrics that provides opportunities for students to achieve their personal learning goals with targeted supports.  Leaders: Will be able to able to plan bespoke PL to continue to build teacher capacity to provide a GVC. Will be able to plan personalized supports for staff that can be differentiated to respond to identified needs Will be able to provide time through a meeting schedule for continued work on the GVC.  Community: A guaranteed and viable curriculum from 7-12 published on the website A consistent understanding and ability to design developmental assessments.   IB MYP Command Words are embedded in the curriculum across Years 7 to 10 to encourage critical and creative thinking and metacognition. | | | | |
| **Success Indicators** | A documented and published curriculum from 7-12.  All assessments are supported with developmental rubrics. Teachers have deep understanding of the skill progression expected to be achieved by all students.  Heads of Faculty will develop and improve understanding of the use of data analysis improve student learning outcomes via effective differentiation.  IB MYP Command Words are embedded in the curriculum across Years 7 to 10 to encourage critical and creative thinking and meta-cognition. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Documented Compass Learning Tasks including Learning Intentions and Success Criteria. Term 1 and 2 - Provided exemplar lesson plans | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🞎 Equity funding will be used |
| Curriculum Day PL with Bronwyn Ryrie Jones  Developmental Rubrics in all assessments Engage Bronwyn Jones for Consultation | | 🗹 All Staff | 🗹 PLP Priority | from: Term 2  to: Term 4 | $10,000.00  🗹 Equity funding will be used |
| Patrick Ong (IB MYP ATL Skills) PL to embed the MYP Command words | | 🗹 All Staff | 🗹 PLP Priority | from: Term 2  to: Term 4 | $10,000.00  🗹 Equity funding will be used |
| Identifying and empowering staff with the skillset to develop and improve understanding of the use of data analysis amongst staff to improve student learning outcomes via effective differentiation. | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 2 | $2,000.00  🞎 Equity funding will be used |
| Documented GVC on Sharepoint and School website | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| KIS 2 Building practice excellence | Implement PLC's to a high standard at Werribee Secondary College | | | | |
| **Actions** | Implement PLC's to a high standard at WSC | | | | |
| **Outcomes** | Students will: demonstrate improved outcomes in identified areas of need  understand they are learning for improvement develop skills and knowledge   Teachers will: have an Improved understanding of data available and how to make use of it work collaboratively in teams and adhere to self devised norms complete ongoing reflection share accountability for ALL student outcomes improve their ability to support individual students and their repertoire of strategies  Leaders will: provide a meeting schedule to support the PLC structure map out and design the PL for term 1 empower leaders with PL focussed on data literacy and each step of the Inquiry Cycle specifically support role of the LT team for all PLC teams  share accountability for ALL student outcomes | | | | |
| **Success Indicators** | Students: Improved student outcomes and student learning growth in literacy as a result of the PLC cycle. AToSS Increased engagement Fewer detentions  Teachers: Minutes/Agendas of PLC work Teacher feedback Staff survey Evidence of student learning growth PDP goal successfully achieved Staff PL record/reflection  Leaders: Presentations of PL to engage staff Staff Survey data Observations of successful PLC engagement PDP conversations related to PLC | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Develop structure and protocols for PLC | | 🗹 PLC Leaders | 🗹 PLP Priority | from: Term 1  to: Term 1 | $5,000.00  🗹 Equity funding will be used |
| Train LT to be part of the PLC team | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 2 | $5,000.00  🗹 Equity funding will be used |
| PL workshops on analysing and using data | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 2 | $10,000.00  🗹 Equity funding will be used |
| Implement the PLC Inquiry Cycle | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🗹 Equity funding will be used |
| Goal 2 | Develop a whole school understanding of what a high quality distributive leadership is and its link to learning impact. | | | | |
| 12 Month Target 2.1 | Student Attitudes to School Survey  School Connectedness 3.75  Parent Opinion Survey School Improvement 5.91 Approachability 5.85 Teacher Morale 5.69 Parent Input 5.19 General Satisfaction 5.95 School Connectedness 5.59  School Staff Survey Climate: Trust in Colleagues 80 Climate: Parent and Community Involvement 70 Climate: Collective Focus on Student Learning 80 Climate: Guaranteed and Viable Curriculum 80 Climate: Shielding and Buffering 70 Staff Wellbeing: Staff Psychological Safety 70 Staff Wellbeing: Professional Safety 70 Staff Wellbeing: Social Behaviour 75 Staff Wellbeing: School Support for Staff Physical Safety 80 Staff Wellbeing: Build Resilience / Resilient Environment 70 Professional Learning: School Level Support 70 Professional Learning: Applicability of Professional Learning 75 Professional Learning: Coherence 75 Professional Learning: Feedback 75 School Leadership: Leading Change 70 School Leadership: Cultural Leadership 70 School Leadership: Flexibility 65 School Leadership: Intellectual Stimulation 70 School Leadership: Instructional Leadership 70 School Leadership: Parent and Community Involvement 72 School Leadership: Leaders’ Support for Change 70 School Leadership: Visibility 65 | | | | |
| KIS 1 Building leadership teams | Identify opportunities to activate distributive leadership and build leadership capacity. | | | | |
| **Actions** | Building leadership capacity within staff | | | | |
| **Outcomes** | Students will: be further engaged in learning. have an increase in school connectedness build resilience and confidence in their learning  Teachers will: undertake professional learning and contribute to continuous improvement create cohesive leadership team and shared vision and need for continuous improvement model collaborative behaviours with a shared moral purpose engage in professional learning to enhance leadership capacity  Increase applications for leadership roles  Leaders will: evaluate LT and POR roles align with the vision provide role clarity supported by clear communication and organisational chart/structure be involved across all PLCs | | | | |
| **Success Indicators** | Students: Improved learning outcomes Increased school connectedness in student school survey increased confidence in learning  Teachers: Demonstrate improved collective efficacy and improvement in job satisfaction within the staff survey Increased engagement in PL around PLCs   Leaders: Share a common purpose and vision Regardless of role, LTs are able to take the lead in all areas of college improvement engage in PL for building capacity | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| PL with Jennie Hill will lead to agreed team protocols, processes and procedures | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $20,000.00  🞎 Equity funding will be used |
| OTL at Bastow for all leaders | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🞎 Equity funding will be used |
| New committee structure to improve communication and make the decision making processes more streamlined | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Build leadership capacity specifically for Middle Leaders- eg HoFs using Talent Management Framework (Bastow) | | 🗹 Leadership Team  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 2  to: Term 4 | $5,000.00  🞎 Equity funding will be used |
| Goal 3 | Improve all students connectedness to their peers and the College | | | | |
| 12 Month Target 3.1 | Student Attitudes to School Survey School Connectedness 3.75 Stimulating Learning 3.5  School Staff Survey Climate: Parent and Community Involvement 70 Climate: Shielding and Buffering 70 School Leadership: Intellectual Stimulation 80 School Leadership: Visibility 70 | | | | |
| KIS 1 Empowering students and building school pride | Investigate middle years pedagogical framework to activate student agency in learning | | | | |
| **Actions** | Investigate potential for IB MYP candidacy Trial the IB MYP Framework in the Year 10 IB Link classes and selected subjects. | | | | |
| **Outcomes** | Students: • Students access learning through activities that are meaningful and relevant to them.  • Students set their learning goals and with guidance from teachers co-create the learning experiences.  • Students develop resilience and self-regulation to manage their learning.  Teachers: • Teachers demonstrate creativity, openness and flexibility in co-creating learning experiences with their students. • Teachers enable and support students through dynamic cycles of inquiry, action and reflection with the intention of shaping their students into socially responsible citizens. • Teachers model a culture of lifelong learning and continuous improvement in their own professional and personal growth which improves learning outcomes for their students.”  Leaders: • Collaboratively develop the vision to raise expectations, set directions and build trust within the organisation.  • Reshape conditions of teaching and learning to activate student agency in learning.  • Provide support and build capacity to enhance the quality of teaching and learning in the middle years.   Community:  • Collaboratively develop the vision to raise expectations, set directions and build trust within the organisation. • Provide support in developing and shaping students into socially responsible citizens. | | | | |
| **Success Indicators** | IB Link program refined and further developed Increased uptake in the IB courses in the senior years.  Staff opting in to IB professional learning and growth in confidence in teaching within the IB Framework (DP and MYP)  IB MYP Framework being used in the IB Link classes and across middle years. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| IB PL Adelaide | | 🗹 Assistant Principal  🗹 Curriculum Co-ordinator (s)  🗹 KLA Leader  🗹 Leading Teacher(s)  🗹 Learning Specialist(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $20,000.00  🞎 Equity funding will be used |
| IB Link Program for Year 10 2021 planning and documentation | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 3 | $0.00  🞎 Equity funding will be used |
| Collaboration with IB MYP Coordinator (Alamanda College) | | 🗹 Assistant Principal  🗹 Curriculum Co-ordinator (s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used |
| KIS 2 Setting expectations and promoting inclusion | Investigate School Wide Positive Behaviours Support (SWPBS) | | | | |
| **Actions** | Investigate School Wide Positive Behaviours Support (SWPBS) | | | | |
| **Outcomes** | Students will: be given the opportunity to learn how to self mange through the use of positive feedback and the teaching of positive skills and behaviours experience a consistent approach to classroom management be given the skills to self reflect and improve their behaviours and social skills  Teachers will: be provided a framework and the skills and knowledge to support students to learn positive behaviours work collaboratively to determine how best to teach positive behaviours experience positive experiences with students  Leaders will: be proactive rather than reactive to student behaviours support staff in the practice of SWPBS  Community will: benefit from an increased positive experience for all students | | | | |
| **Success Indicators** | Increased connectedness to school and their peers Increased stimulated learning Increased | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Develop a team of staff to engage the regional SWPBS support team to determine if the implementation of SWPBS is right for the college. | | 🗹 Leading Teacher(s)  🗹 Wellbeing Team  🗹 Year Level Co-ordinator(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Collect data through focus groups, to understand from a students perspective, what being connected to school means. | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 3 | $0.00  🞎 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

|  |  |  |
| --- | --- | --- |
| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $41,000.00 | $41,000.00 |
| Additional Equity funding | $335,800.00 | $335,800.00 |
| **Grand Total** | $376,800.00 | $376,800.00 |

Activities and Milestones

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Curriculum Day PL with Bronwyn Ryrie Jones  Developmental Rubrics in all assessments Engage Bronwyn Jones for Consultation | from: Term 2  to: Term 4 | 🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) | $10,000.00 | $10,000.00 |
| Patrick Ong (IB MYP ATL Skills) PL to embed the MYP Command words | from: Term 2  to: Term 4 | 🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) | $10,000.00 | $10,000.00 |
| Develop structure and protocols for PLC | from: Term 1  to: Term 1 | 🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) | $5,000.00 | $5,000.00 |
| Train LT to be part of the PLC team | from: Term 1  to: Term 2 | 🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) | $5,000.00 | $5,000.00 |
| PL workshops on analysing and using data | from: Term 1  to: Term 2 | 🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) | $10,000.00 | $10,000.00 |
| Implement the PLC Inquiry Cycle | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) | $1,000.00 | $1,000.00 |
| **Totals** | | | $41,000.00 | $41,000.00 |

Additional Equity spend

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outline here any additional Equity spend for 2020** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Karenni wellbeing support person Koorie support staff Literacy and Numeracy Coaches  Literacy and Numeracy software subscription Student Wellbeing employment Attendance Officer Junior Reading Program 7-8 (Team teaching) PAT R Testing Licence SurveyMonkey EdRolo Coaching (Leading Teachers 15 periods) Integration Support | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT  🗹 Support services | $335,800.00 | $335,800.00 |
| **Totals** | | | $335,800.00 | $335,800.00 |

**Professional Learning and Development Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Documented Compass Learning Tasks including Learning Intentions and Success Criteria. Term 1 and 2 - Provided exemplar lesson plans | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Curriculum Day PL with Bronwyn Ryrie Jones  Developmental Rubrics in all assessments Engage Bronwyn Jones for Consultation | 🗹 All Staff | from: Term 2  to: Term 4 | 🗹 Design of formative assessments  🗹 Moderated assessment of student learning  🗹 Curriculum development | 🗹 Whole School Pupil Free Day | 🗹 External consultants  Bronwyn Jones | 🗹 On-site |
| Patrick Ong (IB MYP ATL Skills) PL to embed the MYP Command words | 🗹 All Staff | from: Term 2  to: Term 4 | 🗹 Planning  🗹 Moderated assessment of student learning  🗹 Student voice, including input and feedback | 🗹 Timetabled Planning Day | 🗹 External consultants  Patrick Ong | 🗹 On-site |
| Identifying and empowering staff with the skillset to develop and improve understanding of the use of data analysis amongst staff to improve student learning outcomes via effective differentiation. | 🗹 All Staff | from: Term 1  to: Term 2 | 🗹 Collaborative Inquiry/Action Research team  🗹 Curriculum development  🗹 Formalised PLC/PLTs | 🗹 PLC/PLT Meeting | 🗹 PLC Initiative | 🗹 On-site |
| Documented GVC on Sharepoint and School website | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Develop structure and protocols for PLC | 🗹 PLC Leaders | from: Term 1  to: Term 1 | 🗹 Collaborative Inquiry/Action Research team  🗹 Formalised PLC/PLTs | 🗹 PLC/PLT Meeting | 🗹 PLC Initiative | 🗹 On-site |
| Train LT to be part of the PLC team | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Learning Specialist(s) | from: Term 1  to: Term 2 | 🗹 Collaborative Inquiry/Action Research team  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 PLC Initiative | 🗹 On-site |
| PL workshops on analysing and using data | 🗹 All Staff | from: Term 1  to: Term 2 | 🗹 Collaborative Inquiry/Action Research team  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 PLC Initiative | 🗹 On-site |
| Implement the PLC Inquiry Cycle | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Peer observation including feedback and reflection  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 PLC Initiative  🗹 Internal staff | 🗹 On-site |
| PL with Jennie Hill will lead to agreed team protocols, processes and procedures | 🗹 Leadership Team | from: Term 1  to: Term 4 | 🗹 Individualised Reflection | 🗹 Timetabled Planning Day | 🗹 External consultants  Jennie Hill | 🗹 On-site |
| OTL at Bastow for all leaders | 🗹 Leadership Team | from: Term 1  to: Term 4 | 🗹 Individualised Reflection | 🗹 Network Professional Learning | 🗹 Bastow program/course | 🗹 Off-site  Bastow |
| New committee structure to improve communication and make the decision making processes more streamlined | 🗹 Leadership Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 PLC Initiative  🗹 Internal staff  🗹 Learning Specialist  🗹 Maths/Sci Specialist  🗹 Pedagogical Model  🗹 Student Achievement Manager  🗹 MYLNS initiative professional learning  🗹 Numeracy leader  🗹 MYLYNS Improvement teacher | 🗹 On-site |
| Build leadership capacity specifically for Middle Leaders- eg HoFs using Talent Management Framework (Bastow) | 🗹 Leadership Team  🗹 Teacher(s) | from: Term 2  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Individualised Reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Bastow program/course | 🗹 On-site |
| IB PL Adelaide | 🗹 Assistant Principal  🗹 Curriculum Co-ordinator (s)  🗹 KLA Leader  🗹 Leading Teacher(s)  🗹 Learning Specialist(s)  🗹 Teacher(s) | from: Term 1  to: Term 1 | 🗹 Collaborative Inquiry/Action Research team  🗹 Curriculum development  🗹 Student voice, including input and feedback | 🗹 Timetabled Planning Day | 🗹 External consultants  IB Conference | 🗹 Off-site  Adelaide Conference |
| Develop a team of staff to engage the regional SWPBS support team to determine if the implementation of SWPBS is right for the college. | 🗹 Leading Teacher(s)  🗹 Wellbeing Team  🗹 Year Level Co-ordinator(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Student voice, including input and feedback | 🗹 Timetabled Planning Day | 🗹 Departmental resources  SWPBS Consultant | 🗹 On-site |
| Collect data through focus groups, to understand from a students perspective, what being connected to school means. | 🗹 All Staff | from: Term 1  to: Term 3 | 🗹 Collaborative Inquiry/Action Research team | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |