**2021 Annual Implementation Plan**

Submitted for review by Amanda Mullins (School Principal) on 28 April, 2021 at 02:57 PM  
Endorsed by Brent Richards (Senior Education Improvement Leader) on 03 May, 2021 at 06:40 PM  
Endorsed by Damian Marinaro (School Council President) on 04 May, 2021 at 08:44 AM

**for improving student outcomes**

Werribee Secondary College (8465)



**Self-evaluation Summary - 2021**

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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 | Evolving |
|  | Evaluating impact on learning | Evolving |

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

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

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

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| **Enter your reflective comments** | Werribee Secondary College underwent a review during term 4 of 2020. The AIP reflects the Strategic Plan goals set at the end of the review process. |
| **Considerations for 2021** | Werribee Secondary College underwent a review during term 4 of 2020. The AIP reflects the Strategic Plan goals set at the end of the review process. |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| 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 the individual learning growth of all students. |
| Target 2.1 | NAPLAN: Benchmark growth data between Years 7 and 9 in Literacy and Numeracy for high growth:   * Reading 27% (benchmark growth 2019) to 35% (target 2024) * Writing 32% (benchmark growth 2019) to 35% (target 2024) * Numeracy 25% (benchmark growth 2019) to 35% (target 2024). |
| Target 2.2 | VCE   * By 2024 subjects where 90% of the students achieve greater than predicted outcomes will go from 2% to 5%. * All VCE and IB subjects will have a minimum of 75% of students achieve greater than predicted outcomes. |
| Target 2.3 | AToSS: By 2024 the outcomes of:   * Differentiated learning challenge to be at or above 70% (2019 54%) * High expectations for success to be at or above 80% (2019 66%) |
| Target 2.4 | SSS: By 2024, the teaching and learning practice improvement variables will be at or above 75% (2020 55%). |
| Key Improvement Strategy 2.a Curriculum planning and assessment | Implement a whole school guaranteed and viable curriculum |
| Key Improvement Strategy 2.b Building practice excellence | Improve consistent school wide effective teaching practice |
| Key Improvement Strategy 2.c Evaluating impact on learning | Implement a whole school approach to developmental assessment |
| Goal 3 | Students are engaged as learners and empowered global citizens. |
| Target 3.1 | AToSS: By 2024 the outcomes of:   * Teacher concern to be at or above 60% (2019 34%) * Student voice and agency to be at or above 70% (2019 43%) * School stage transitions to be at or above 75% (2019 61%) * Advocate at school to be at or above 75% (2019 59%) |
| Target 3.2 | SSS: By 2024 the outcomes of:   * Trust in colleagues to be at or above 75% (2020 60%) * Believe student engagement is the key to student learning to be at or above 80% (2020 73%) * Use of student feedback to improve practice to be at or above 80% (2020 62%) * Promote student ownership of learning goals to be at or above 70% (2020 49%) |
| Key Improvement Strategy 3.a Empowering students and building school pride | Develop learner agency in students |
| Key Improvement Strategy 3.b Intellectual engagement and self-awareness | Empower students to determine their pathways |
| Key Improvement Strategy 3.c Vision, values and culture | Build positive relationships throughout the school |
| Goal 4 | To improve student wellbeing and connectedness to the school. |
| Target 4.1 | AToSS: By 2024 the outcomes of:   * Sense of connectedness to be at or above 70% (2019 56%) * Sense of confidence to be at or above 75% (2019 63%) * Respect for diversity to be at or above 70% (2019 48%) |
| Target 4.2 | SSS: By 2024 the outcomes of:   * Parent and community involvement to be at or above 60% (2020 47%) * Trust in student and parents to be at or above 75% (2020 62%) |
| Target 4.3 | POS:   * School Connectedness 2024 target at or above 90%, 2019 benchmark 88% * Confidence and resilience skills 2024 target at or above 84%, 2019 benchmark 82% * Teacher communication 2024 target at or above 75%, 2019 benchmark 52% |
| Key Improvement Strategy 4.a Setting expectations and promoting inclusion | Implement a whole school approach to positive behaviours |
| Key Improvement Strategy 4.b Parents and carers as partners | Improve the home school partnership |

**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. |
| 2021 Priorities Goal | Yes | Support for the 2021 Priorities | x |
| To improve the individual learning growth of all students. | No | NAPLAN: Benchmark growth data between Years 7 and 9 in Literacy and Numeracy for high growth:   * Reading 27% (benchmark growth 2019) to 35% (target 2024) * Writing 32% (benchmark growth 2019) to 35% (target 2024) * Numeracy 25% (benchmark growth 2019) to 35% (target 2024). |  |
| VCE   * By 2024 subjects where 90% of the students achieve greater than predicted outcomes will go from 2% to 5%. * All VCE and IB subjects will have a minimum of 75% of students achieve greater than predicted outcomes. |  |
| AToSS: By 2024 the outcomes of:   * Differentiated learning challenge to be at or above 70% (2019 54%) * High expectations for success to be at or above 80% (2019 66%) |  |
| SSS: By 2024, the teaching and learning practice improvement variables will be at or above 75% (2020 55%). |  |
| Students are engaged as learners and empowered global citizens. | No | AToSS: By 2024 the outcomes of:   * Teacher concern to be at or above 60% (2019 34%) * Student voice and agency to be at or above 70% (2019 43%) * School stage transitions to be at or above 75% (2019 61%) * Advocate at school to be at or above 75% (2019 59%) |  |
| SSS: By 2024 the outcomes of:   * Trust in colleagues to be at or above 75% (2020 60%) * Believe student engagement is the key to student learning to be at or above 80% (2020 73%) * Use of student feedback to improve practice to be at or above 80% (2020 62%) * Promote student ownership of learning goals to be at or above 70% (2020 49%) |  |
| To improve student wellbeing and connectedness to the school. | No | AToSS: By 2024 the outcomes of:   * Sense of connectedness to be at or above 70% (2019 56%) * Sense of confidence to be at or above 75% (2019 63%) * Respect for diversity to be at or above 70% (2019 48%) |  |
| SSS: By 2024 the outcomes of:   * Parent and community involvement to be at or above 60% (2020 47%) * Trust in student and parents to be at or above 75% (2020 62%) |  |
| POS:   * School Connectedness 2024 target at or above 90%, 2019 benchmark 88% * Confidence and resilience skills 2024 target at or above 84%, 2019 benchmark 82% * Teacher communication 2024 target at or above 75%, 2019 benchmark 52% |  |

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| Goal 1 | 2021 Priorities Goal | |
| 12 Month Target 1.1 | x | |
| **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**

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| Goal 1 | 2021 Priorities Goal | | | | |
| 12 Month Target 1.1 | x | | | | |
| KIS 1 Curriculum planning and assessment | Learning, catch-up and extension priority | | | | |
| **Actions** | Develop and implement the tutoring program | | | | |
| **Outcomes** | Students will: have had their skills and knowledge gaps identified and then participate in the tutoring program to demonstrate growth in their learning  Teachers (and tutors) will: have identified student learning gaps using data create resources and strategies to support student growth in learning work collaboratively in the PLC model to monitor and evaluate the process report to parents and students about student progress   Leaders will: provide teachers time to identify, collaborate and tutor students needing support support the leaders to implement a PLC model work with tutors to evaluate the program at the end of term 1 | | | | |
| **Success Indicators** | \* Identification of the 309 students who need extra support to catch up using pre-testing.  \*Setting up of catch up learning goals for students in the tutoring program. \*Learning growth is established in the students' learning goal measured through pre and post testing. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Develop a structure to deliver the Tutor Initiative program. | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 1 | $460,000.00  🞎 Equity funding will be used |
| Meet with SAM supporting the initiative. | | 🗹 Assistant Principal  🗹 Leading Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Online PL Tutor Learning Initiative | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Engage in PL with the whole school to identify the learning gaps of students. | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| KIS 2 Health and wellbeing | Happy, active and healthy kids priority | | | | |
| **Actions** | Strengthen sub-schools to focus on health and wellbeing priorities. | | | | |
| **Outcomes** | Students will:  Experience more success in classes through regular attendance and increased engagement. Increased participation in physical and co-curricular activities.  Be connected to allied health and mental health services as needed.   Teachers will:  Support students to engage in all classes and contribute to a positive and safe classroom culture  Identify at-risk students and provide targeted support in a timely manner.   Leaders will:  Work with the whole school community and share a common understanding of the whole school approach to wellbeing Strengthen engagement with regional and external support agencies. | | | | |
| **Success Indicators** | Students will:  Engage in wellbeing programs (feedback, participation, classroom observations) Use recommended wellbeing strategies in classes and at school.  Teachers will:  Document and monitor strategies students will use in classes and at school. Document referrals and communicate regarding monitoring and escalating wellbeing concerns.  Leaders will:  Document policies and programs to address student wellbeing.  Facilitate internal and external professional learning attendance and shared readings for staff are documented. Document resources for wellbeing programs. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Consult with staff on monitoring, referral and feedback processes of students at risk. Provide clarity of roles and responsibility of teachers, education support staff and leaders Conduct regular check-ins/conferencing with students in all classes.  Conduct check-ins with at-risk students. | | 🗹 All Staff  🗹 Sub School Leader/s  🗹 Wellbeing Team  🗹 Year Level Co-ordinator(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Develop curriculum units in consultation with wellbeing team members. Address RRP Curriculum through HRR classes and school assemblies. | | 🗹 Leadership Team  🗹 Teacher(s)  🗹 Wellbeing Team | 🗹 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Establish a regular time for the Wellbeing Team to work with and receive support with the referral processes.  CAse management process established. A | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Regular check-ins with families of at-risk students | | 🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| KIS 3 Building communities | Connected schools priority | | | | |
| **Actions** | Strengthen and embed the school-wide approach to communication with the whole-school community incorporating the new ways in which schools connected during remote and flexible learning | | | | |
| **Outcomes** | Students will:   Be connected to resources and learning opportunities. Have stronger digital literacy.  Teachers will:   Regularly connect with the parents/carers/kin of all students. Be confident in integrating digital learning pedagogy.  Leaders will:   Leaders will provide time for staff to communicate and build relationships with parents/carers/kin Ensure that the school community will feel welcome in the school. | | | | |
| **Success Indicators** | Students: Demonstrate increased class participation. Check-in and demonstrate interest and confidence in digital learning tasks.  Teachers:  Parent/carer/kin surveys and interviews Documented referrals and outcomes of student referral meetings Communications with parents/carers/kin  Leaders:   Documentation of school digital policies Whole school surveys (SSS, AToSS, POS) | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Plan for on-going professional development for effective communication using the digital platform. | | 🗹 All Staff  🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Facilitate school-based Koorie community events including Reconciliation Week and NAIDOC Week.  Support implementation of Marrung Framework | | 🗹 Leading Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🞎 Equity funding will be used |
| Expand community access to school newsletters, social media, and information sessions | | 🗹 Education Support | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Allocate time for teachers to communicate with parents/carers/kin through online conferences. | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 3 | $0.00  🞎 Equity funding will be used |
| Implement identified digital tools that facilitated improved communication during flexible and remote learning. | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

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| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $0.00 | $0.00 |
| Additional Equity funding | $0.00 | $0.00 |
| **Grand Total** | $0.00 | $0.00 |

Activities and Milestones

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

Additional Equity spend

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| --- | --- | --- | --- | --- |
| **Outline here any additional Equity spend for 2021** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| **Totals** | | | $0.00 | $0.00 |

**Professional Learning and Development Plan**

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| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Develop a structure to deliver the Tutor Initiative program. | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Principal | from: Term 1  to: Term 1 | 🗹 Planning  🗹 Preparation  🗹 Formalised PLC/PLTs | 🗹 Network Professional Learning  🗹 PLC/PLT Meeting | 🗹 PLC Initiative  🗹 Maths/Sci Specialist  🗹 Student Achievement Manager  🗹 MYLNS initiative professional learning | 🗹 On-site |
| Meet with SAM supporting the initiative. | 🗹 Assistant Principal  🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Maths/Sci Specialist  🗹 Student Achievement Manager | 🗹 On-site |
| Online PL Tutor Learning Initiative | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 1 | 🗹 Planning  🗹 Preparation | 🗹 Network Professional Learning | 🗹 Maths/Sci Specialist  🗹 Student Achievement Manager | 🗹 On-site |
| Engage in PL with the whole school to identify the learning gaps of students. | 🗹 All Staff | from: Term 1  to: Term 1 | 🗹 Preparation  🗹 Design of formative assessments | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Maths/Sci Specialist | 🗹 On-site |
| Develop curriculum units in consultation with wellbeing team members. Address RRP Curriculum through HRR classes and school assemblies. | 🗹 Leadership Team  🗹 Teacher(s)  🗹 Wellbeing Team | from: Term 2  to: Term 4 | 🗹 Curriculum development | 🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Plan for on-going professional development for effective communication using the digital platform. | 🗹 All Staff  🗹 Leadership Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Whole School Pupil Free Day  🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Implement identified digital tools that facilitated improved communication during flexible and remote learning. | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Design of formative assessments  🗹 Collaborative Inquiry/Action Research team  🗹 Curriculum development  🗹 Peer observation including feedback and reflection  🗹 Individualised Reflection  🗹 Student voice, including input and feedback  🗹 Demonstration lessons | 🗹 Whole School Pupil Free Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day  🗹 Network Professional Learning | 🗹 Internal staff  🗹 Bastow program/course  🗹 Learning Specialist  🗹 External consultants  Bronwyn Ryrie Jones | 🗹 On-site  🗹 Off-site  DET funded Coaching for Influence Core Program 2021 |