



2023 ANNUAL IMPROVEMENT PLAN (AIP)

2023 PRIORITIES GOAL		<i>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO 2.0.</i>		
DET PRIORITY GOALS	GOAL 1: KIS 1A - LEARNING: Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.	GOAL 1: KIS 1B - WELLBEING: Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	<i>Note: Highlighted sections are our focus in 2023</i>	
ACTION	<ul style="list-style-type: none"> Embed TLI and MYLYNS programs focusing on Numeracy CUSP Students 	<ul style="list-style-type: none"> To ensure student engagement by supporting students' wellbeing and mental health 		
WHAT WOULD THIS LOOK LIKE?	<p>Students will:</p> <ul style="list-style-type: none"> *Have had their skills and knowledge gaps identified and then participate in the TLI and MYLNS programs to demonstrate growth in their learning <p>Teachers (and tutors) will:</p> <ul style="list-style-type: none"> *Have identified student learning gaps using NAPLAN, PAT and teacher judgement data in a systematic manner *Implement strategies to address student learning gaps and implement IEPs where required Engage in whole school professional learning to improve reading outcomes for all students Support all learners in Mathematics to improve learning outcomes <p>Leaders will:</p> <ul style="list-style-type: none"> analyse the NAPLAN, PAT and teacher judgement data with support from region specialists provide teachers time to identify, collaborate and tutor students needing support develop data walls for at risk students <p>Community will:</p> <ul style="list-style-type: none"> Understand the reasons the support required for their learning. 	<p>Students will:</p> <ul style="list-style-type: none"> Engage with the activities on offer during lunchtime and after school. Engage with members of the Student Management Team and Wellbeing Team Respond to surveys providing feedback re current student management processes and procedures. <p>Teachers will:</p> <ul style="list-style-type: none"> Promote positive culture within the school. Ensure a safe and inclusive learning environment, building student teacher relationships <p>Leaders will:</p> <ul style="list-style-type: none"> Provide the resources to support an effective wellbeing team Provide opportunities for parents to engage with the college <p>Community will:</p> <ul style="list-style-type: none"> Engage in parent information sessions Link in with Community Organisations to offer support programs 	<p>2023 GOAL KIS 3: Connected schools' priority <i>(This is a focus this year, however, school connectedness is a school priority and therefore actions in this section are embedded in the other school priorities.) See below:</i></p> <ul style="list-style-type: none"> Students will be connected to resources and learning opportunities and have stronger digital literacy skills. Teachers will regularly connect with the parents/carers/kin of all students and be confident in integrating digital learning pedagogy. Leaders will provide time for staff to communicate and build relationships with parents/carers/kin and ensure that the school community will feel welcome in the school. 	
<i>Link to data:</i>				
ACTIONS	GOAL 2: To improve the individual learning growth of all students.	GOAL 3: Students are engaged as learners and empowered global citizens.	GOAL 4: To improve student wellbeing and connectedness to the school.	
	<ul style="list-style-type: none"> KIS 2a. Implement and embed a whole school guaranteed and viable curriculum. KIS 2b. Improve consistent school wide effective teaching practice. KIS 2c. Implement a whole school approach to developmental assessment 	<ul style="list-style-type: none"> KIS 3a. Develop and support opportunities for student voice and learner agency. KIS 3b. Empower students to determine their pathways. KIS 3c. Build positive relationships throughout the school. 	<ul style="list-style-type: none"> KIS 4a. Implement a whole school approach to positive behaviours. 	
OUTCOMES	<p>S T U D E N T S</p> <ul style="list-style-type: none"> Understanding the Learning Intention and Success Criteria for each lesson. Students can independently identify and understand the content and skills that make up their learning Apply learned strategies within their work. Understand the assessment, how and what is being measured. Know how to access support within classroom and do so readily. Monitor their own learning growth. 	<ul style="list-style-type: none"> Continue to utilise the AMPLIFY framework in student leadership Be consulted as key stakeholders in school committees to improve student learning and wellbeing outcomes. Engage in local and global connections, including First Nations culture and history. Participate in and give feedback on home group implementation and other school initiatives Develop their voice and confidence in discussing issues and opportunities with teachers and leaders Use initiative to demonstrate global citizenship by taking action Participate in the development of IEPs alongside teachers and leaders 	<ul style="list-style-type: none"> Engage with the positive rewards system Participate in community engagement programs. Actively respond to surveys providing feedback regarding current student management processes and procedures. Lead and participate in student wellbeing activities. 	
<i>What would this look like?</i>	<p>T E A C H E R S</p> <ul style="list-style-type: none"> Collaborate to implement the Guaranteed and Viable Curriculum. Understand what to teach and assess by using the Victorian Curriculum/ VCAA guidelines. Teachers develop and use Learning Intentions and Success Criteria that students readily engage with and are published on Compass for each lesson. Use evidence-based strategies and ENGAGE model to structure lessons in order to provide explicit opportunities for differentiation, stimulated learning and student voice and learner agency. Understand how to design and implement developmental assessments. Embed the PLC Framework in Teaching and Learning and collect evidence of impact on student learning, including the use of peer observations. Embed high quality teaching and learning and global citizenship through collaboration. 	<ul style="list-style-type: none"> Understand the AMPLIFY framework Participate in the implementation of the AMPLIFY framework **Collaborate with students in committees where students are consulted as key stakeholders in improving student learning and wellbeing outcomes. **Encourage students to engage in local and global connections through curricular and extra-curricular activities. Implement home groups and assist in the feedback and creation of resources Understand the role of the Marrung Aboriginal Education Plan and how they can embed Aboriginal and Torres Strait Islander perspectives in curriculum 	<ul style="list-style-type: none"> Develop an understanding of the SWPBS Framework to build a more positive culture within the school. Develop a Positive Behaviour Matrix and Scope and Sequence of Positive Behaviours Engage in developing the positive rewards system to align with SWPBS Ensure a safe and inclusive learning environment by building student teacher relationships Understand the Disability Inclusion Framework Analyse Attitudes to School data and collaborate on actions to improve students' school experience Model positive behaviours in the College Develop and participate effectively in the homegroup program 	
<i>What are the success indicators for these?</i>	<p>L E A D E R S</p> <ul style="list-style-type: none"> Continue to clearly articulate what the GVC is and its purpose in high quality teaching and learning. Provide leadership structure that supports a consistent and focused whole school approach to improving student growth. Build teachers' capability by facilitating targeted professional learning opportunities on evidence-based strategies through coaching, development workshops, professional reading and PLCs. Embed the PLC inquiry cycle (through provision of PLC in the meeting schedule). Expand use of the Pivot Software to provide opportunities to capture student voice and empower teachers to better address the needs of students Provide opportunities to embed high quality teaching and learning and global citizenship through collaboration. CAR will develop a Curriculum Unit Index for all subjects and units 	<ul style="list-style-type: none"> Provide opportunities for students to be consulted as key stakeholders in improving student learning and wellbeing outcomes. Provide opportunities for students to engage in local and global connections through curricular and extra-curricular activities. Ensure that Vision and Values are embedded in school culture and teaching and learning practice through home groups Embed Marrung Aboriginal Education Plan for Werribee Secondary College 	<ul style="list-style-type: none"> Implement the SWPBS Framework to build a more positive culture within the school. Work with staff to develop, monitor and support staff in using the positive rewards system. Model positive behaviours in the College Collaboratively evaluate, current student management processes and procedures that underpin the future implementation of SWPBS framework. Student Managers promote community engagement programs Provide resources and structures for homegroup 	
TEAMS/ COMMITTEES	PCO, ILT, CAR, LS and Faculty leaders	Student Leadership Coordinators, Student Leaders, Student Management Teams, Careers and Pathways Team, Wellbeing Team, PCO.	Student Leadership Coordinators, Student Leaders, Student Management Teams, Wellbeing Team, PCO.	
PROFESSIONAL LEARNING ACTIVITIES	<ul style="list-style-type: none"> PLC Session on Data, Coaching for Influence (LS)- Coaching Framework implementation Evidence-based teaching and learning strategies PL, VCAA provided PL on Study Design, IB Workshops PL Calendar Exemplar work samples, course outlines, assessments, unit and lesson plans, moderated assessment samples. Faculties have three units of work per year level, per semester, per subject documented by the end of 2023 PIVOT feedback Data walls (MYLNS) 	<ul style="list-style-type: none"> Amplify and Student Leadership Training Staff meeting led by student leaders. Student led- Definition of High-Quality Teaching and Learning Home group Program New timetable structure to support the early access of VCE. Strategies to encourage learner agency using the Amplify Framework. CUST training First Nations curriculum day 24th April 2023 Child Safe and Disability Inclusion training 	<ul style="list-style-type: none"> Ongoing Professional Learning and staff meetings for effective student management and school-home communication using digital platforms (Compass and SharePoint). SWPBS Training and Resources Positive Rewards system Inclusive Community Information Sessions (WCEC, Settlement Services) IEP plans for Koorie students, PSD students, attendance referral. Harmony Week, Reconciliation Week, Marrung Framework and NAIDOC resources 	
<i>Resources/ evidences to be developed to Support these</i>				