

2021 Annual Implementation Plan

for improving student outcomes

Wonthaggi Secondary College (8736)



*Achieving success in a
caring and creative environment*

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	Emerging moving towards Evolving
	Curriculum planning and assessment	Emerging
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	Growth has been made in areas of curriculum development, formal processes and structures and development of teams supporting various cohorts within the school. Further development is needed in the areas of evaluating teacher practice, observation, coaching, use of evidence based high impact teaching strategies, assessment and evaluation and use of data.
Considerations for 2021	SSP Review - Term 1 2021
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	Improve student learning growth across the college
Target 2.1	<p>By 2024 the proportion of students achieving high benchmark growth in:</p> <ul style="list-style-type: none"> • Reading will increase 23 per cent in 2019 to 26 per cent, • Writing will increase 26 per cent in 2019 to 28 per cent, • Numeracy will increase 25 per cent in 2019 to 27 per cent.
Target 2.2	<p>By 2024 the proportion of students maintaining top 2 bands in:</p> <ul style="list-style-type: none"> • Reading will increase 51 per cent in 2019 to 60 per cent, • Writing will increase 25 per cent in 2019 to 40 per cent, • Numeracy will increase 56 per cent in 2019 to 65 per cent.

Target 2.3	<p>By 2024 the number of students assessed above age expected level at year 7-10</p> <ul style="list-style-type: none"> • Reading and Viewing will increase 18 per cent in 2019 to 20 per cent, • Writing will increase 15 per cent in 2019 to 20 per cent, • Number and Algebra will increase from 16 per cent in 2019 to 20 per cent.
Target 2.4	<p>By 2024 the proportion of positive response in the School Staff Survey element</p> <ul style="list-style-type: none"> • Academic emphasis will increase from 38 per cent in 2019 to 50 per cent, • Collective efficacy will increase from 45 per cent in 2019 to 57 per cent, • Teacher collaboration will increase from 47 per cent in 2019 to 55 per cent.
Key Improvement Strategy 2.a Instructional and shared leadership	Develop capability and cohesion in the college extended leadership team (Principal class; Leading Teachers; Learning Specialists)
Key Improvement Strategy 2.b Building practice excellence	Develop and implement an agreed Instructional model
Key Improvement Strategy 2.c Building practice excellence	Embed teacher learning and collaboration through an evidence based Professional Learning Community
Key Improvement Strategy 2.d Evaluating impact on learning	Develop a whole school approach to classroom observation
Goal 3	Improve student outcomes in all senior certificates

Target 3.1	By 2024 the VCE all study mean will increase from 27.2 in 2019 to 28.8
Target 3.2	By 2024 the VCE mean study score for English will increase from 25.9 in 2019 to 28.5
Target 3.3	By 2024 the proportion of VCE study scores of 40 or more will increase from 3.0 per cent in 2019 to 5.0 per cent
Target 3.4	By 2024 the VASS Report 20 matched cohort percentile from Year 9 will increase from -24 per cent to -10 per cent
Key Improvement Strategy 3.a Curriculum planning and assessment	Review and develop improved processes practices for student transitions and pathways
Key Improvement Strategy 3.b Curriculum planning and assessment	Review and adjust scope and sequence across years to provide essential skills for VCE, VCAL and VET programs
Goal 4	Improve student engagement
Target 4.1	<p>By 2024 the proportion of positive response to Student voice and agency in the Student Attitude to School Survey will increase</p> <ul style="list-style-type: none"> • from 34 per cent across Year 7-9 in 2019 to 43 per cent • from 29 per cent across Year 10-12 in 2019 to 43 per cent

Target 4.2	<p>By 2024 the proportion of positive response to Motivation and interest in the Student Attitude to School Survey will increase</p> <ul style="list-style-type: none"> • from 51 per cent across Year 7-9 in 2019 to 57 per cent • from 52 per cent across Year 10-12 in 2019 to 60 per cent
Target 4.3	By 2024 average absence days per student will decrease form 23.2 days in 2019 to 19 days.
Key Improvement Strategy 4.a Empowering students and building school pride	Build teacher and student understanding of student voice and agency
Key Improvement Strategy 4.b Intellectual engagement and self-awareness	Develop and implement student agency incorporating individual learning goals
Goal 5	Improve engagement and wellbeing for identified vulnerable students
Target 5.1	By 2024 the proportion of students re-engaging into viable pathways will increase from 30 per cent in 2020 to 50 per cent.

<p>Target 5.2</p>	<p>By 2024, for those students with attendance above 50 per cent, the proportion of students successfully completing three or more Individual Education Plan goals per cycle will increase from 15 per cent in 20 to 40 per cent.</p>
<p>Key Improvement Strategy 5.a Networks with schools, services and agencies</p>	<p>Further develop FLO programs for identified vulnerable students to successfully transition them into appropriate pathways</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>* Year7 and 8 will be realigned to provide purposeful connection to a broad range of subjects * Scope and sequence documents will be available in all KLAs * programs such as FLOW, MYLNS and Tutoring will be coordinated to support at-risk students * Staff will be given professional development in the area of SV&A *PLTs will continue with an initial focus on Vocabulary in all subjects</p>
Improve student learning growth across the college	No	<p>By 2024 the proportion of students achieving high benchmark growth in:</p> <ul style="list-style-type: none"> • Reading will increase 23 per cent in 2019 to 26 per cent, • Writing will increase 26 per cent in 2019 to 28 per cent, • Numeracy will increase 25 per cent in 2019 to 27 per cent. 	

		<p>By 2024 the proportion of students maintaining top 2 bands in:</p> <ul style="list-style-type: none"> • Reading will increase 51 per cent in 2019 to 60 per cent, • Writing will increase 25 per cent in 2019 to 40 per cent, • Numeracy will increase 56 per cent in 2019 to 65 per cent. 	
		<p>By 2024 the number of students assessed above age expected level at year 7-10</p> <ul style="list-style-type: none"> • Reading and Viewing will increase 18 per cent in 2019 to 20 per cent, • Writing will increase 15 per cent in 2019 to 20 per cent, • Number and Algebra will increase from 16 per cent in 2019 to 20 per cent. 	
		<p>By 2024 the proportion of positive response in the School Staff Survey element</p> <ul style="list-style-type: none"> • Academic emphasis will increase from 38 per cent in 2019 to 50 per cent, • Collective efficacy will increase from 45 per cent in 2019 to 57 per cent, 	

		<ul style="list-style-type: none"> Teacher collaboration will increase from 47 per cent in 2019 to 55 per cent. 	
Improve student outcomes in all senior certificates	No	By 2024 the VCE all study mean will increase from 27.2 in 2019 to 28.8	
		By 2024 the VCE mean study score for English will increase from 25.9 in 2019 to 28.5	
		By 2024 the proportion of VCE study scores of 40 or more will increase from 3.0 per cent in 2019 to 5.0 per cent	
		By 2024 the VASS Report 20 matched cohort percentile from Year 9 will increase from -24 per cent to -10 per cent	
Improve student engagement	No	<p>By 2024 the proportion of positive response to Student voice and agency in the Student Attitude to School Survey will increase</p> <ul style="list-style-type: none"> from 34 per cent across Year 7-9 in 2019 to 43 per cent 	

		<ul style="list-style-type: none"> • from 29 per cent across Year 10-12 in 2019 to 43 per cent 	
		<p>By 2024 the proportion of positive response to Motivation and interest in the Student Attitude to School Survey will increase</p> <ul style="list-style-type: none"> • from 51 per cent across Year 7-9 in 2019 to 57 per cent • from 52 per cent across Year 10-12 in 2019 to 60 per cent 	
		<p>By 2024 average absence days per student will decrease form 23.2 days in 2019 to 19 days.</p>	
Improve engagement and wellbeing for identified vulnerable students	No	<p>By 2024 the proportion of students re-engaging into viable pathways will increase from 30 per cent in 2020 to 50 per cent.</p>	
		<p>By 2024, for those students with attendance above 50 per cent, the proportion of students successfully completing three or more Individual Education Plan</p>	

		goals per cycle will increase from 15 per cent in 20 to 40 per cent.	
--	--	--	--

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	<ul style="list-style-type: none"> * Year7 and 8 will be realigned to provide purposeful connection to a broad range of subjects * Scope and sequence documents will be available in all KLAs * programs such as FLOW, MYLNS and Tutoring will be coordinated to support at-risk students * Staff will be given professional development in the area of SV&A *PLTs will continue with an initial focus on Vocabulary in all subjects 	
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	<ul style="list-style-type: none"> * Year7 and 8 will be realigned to provide purposeful connection to a broad range of subjects * Scope and sequence documents will be available in all KLAs * programs such as FLOW, MYLNS and Tutoring will be coordinated to support at-risk students * Staff will be given professional development in the area of SV&A *PLTs will continue with an initial focus on Vocabulary in all subjects
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>This year Wonthaggi Secondary College have chosen the following actions:</p> <ul style="list-style-type: none"> - review of the Years 7, 8 curriculum structures. It is envisaged that a model will be created to provide an enhanced connection to key skills in subjects prior to specialist offerings occurring in Year 9. - review of structure of the Year 10 program, to align subjects to support VCE access for students and enhances pathways is the focus. - continue with the development and shared documentation of Scope and Sequencing in all KLA areas. - support student learning through the Intervention programs: MYLNS, Tutoring and FLOW.
Outcomes	<p>The school expects to see the following Outcomes (changes in knowledge, skills or behaviours) :</p> <p>Leaders will:</p> <ul style="list-style-type: none"> -research curriculum models for yrs 7, 8 and 10 and provide examples. -facilitate staff collaboration through structured meeting time to develop revised curriculum documents -provide framework for the Scope and Sequence development -attend KLA meetings to actively support the work -establish specific intervention programs teams -develop a Tutoring framework -monitor the intervention programs and adjust as needed <p>Staff will:</p>

	<p>-expand their consideration of curriculum requirements across year levels -have a clear understanding of the essential Knowledge and Skills -develop Scope and Sequence to support new programs -collaborate to develop shared documentation</p> <p>Intervention Program staff will: -identify students at-risk and develop learning plans to support individuals, in MYLNS, FLOW and Tutoring programs -directly support students and also support capability development for other staff.</p> <p>Students will: -provide input into new curriculum program -contribute to Individual learning planning</p>			
Success Indicators	<p>Documentation to include:</p> <p>-curriculum model development (Minutes, presentation materials, handbooks) -completed 'scope and sequence' records -Individual learning plans -Intervention program meeting records (eg. PLC)</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Leaders to coordinate implementation of new curriculum model	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Scope and sequence finalisation	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

Intervention programs planned and implemented	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	This year Wonthaggi Secondary College have chosen the following actions: - training for staff in the area of Student Voice and Agency will commence. (Initially through PD and staff presentations) - Pivot surveys used as a trial for a wider school rollout.			
Outcomes	The school expects to see the following Outcomes (changes in knowledge, skills or behaviours) : Leaders will: -upskill to have a good understanding of what is Student Voice and Agency -support Learning Specialists to roll out the trial -provide data and present to staff to support the need for improving Student Voice and Agency Staff will: -have an understanding of what Student Voice and Agency is -have an increased awareness of the impact Student Voice and Agency can have on School Climate -have an increased understanding of how Pivot Surveys can improve their practice -improve skills in knowing how to read and use data -volunteer to model practice using Pivot Surveys and present to peers Students will: -gain an understanding of what Pivot Surveys are -have a greater understanding of what Student Voice and Agency is -learn how to complete the surveys and use results to enhance agency in their learning -feel more connected to their learning			
Success Indicators	Documentation to include: -PD sessions completed			

	<p>-pivot surveys trialled -staff reflection in PLT and Staff meetings -pivot Survey feedback from students</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PD sessions will be coordinated and delivered to all teaching staff.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Pivot surveys trialled by volunteer staff (including LS staff) and feedback/guidance presented to whole college.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$3,000.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	This year Wonthaggi Secondary College have chosen the following actions: -PLTs will continue in 2021 -skills in teaching Vocabulary across all subject areas will be developed and trialled			
Outcomes	The school expects to see the following Outcomes (changes in knowledge, skills or behaviours) : Leaders will: -coordinate PLC team structures -facilitate professional development (internal and external) -support staff collaboration through structured meeting time -attend PLT meetings to actively support the work -connect work to PDP -provide training to PLT leaders to support the work			

	<p>Staff will:</p> <ul style="list-style-type: none"> -continue to develop skills in data interpretation to inform practice -gain an understanding and of Tiered Vocabulary Framework -create and share teaching strategies with colleagues to facilitate growth in student use of identified vocabulary -identify PDP vocabulary goals <p>Students will:</p> <ul style="list-style-type: none"> -gain an understanding of tiered words -identify, interpret and utilise vocabulary -understand how improved vocabulary connects to improved learning outcomes 			
Success Indicators	<p>Documentation to include:</p> <ul style="list-style-type: none"> -student assessment data -minutes of PLT meetings -presentations from PLTs to colleagues in staff forums -PDP documentation 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Led by LS and LT staff, PLTs will be created that are based on KLA groupings.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
PLT Leaders will be trained/supported in developing relevant vocabulary strategies to enhance student learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Teaching staff will work together in KLA groupings to undertake a 'cycle of improvement'; sharing the process with each other and the wider staff	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
PDPs will remained aligned to PLTs and PLT Leaders	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> 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	\$0.00	\$0.00
Grand Total	\$0.00	\$0.00

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 (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PD sessions will be coordinated and delivered to all teaching staff.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants TBC <input checked="" type="checkbox"/> Departmental resources TBC	<input checked="" type="checkbox"/> On-site