

Annual Implementation Plan - 2021

Define Actions, Outcomes and Activities

Wantirna College (8428)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	XXX
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	The implementation of the Tutor Learning Initiative will provide support to year 10, 11 and 12 Maths/English students whose learning progression has been adversely impacted due to the pandemic in 2020. Tutors will work alongside teachers in the classroom to provide additional support to identified students. Student learning will be monitored and tracked using Developmental Rubrics with a focus on students achieving learning growth. Tutors will meet regularly with English/Maths Learning Area Leaders, MYLNS capability builders and classroom teachers to ensure consistent strategies for improvement are used across classes.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Provide on-going support to teachers and tutors to achieve learning growth for identified students Monitor student learning growth using developmental rubrics and formative assessments Identify students who need support Work with tutors to provide explicit strategies to support students in their learning <p>Teachers will:</p> <ul style="list-style-type: none"> Work with tutors in their classrooms to ensure identified students are given opportunities to access the learning at their level Use developmental rubrics and formative assessments to track learning Collaborate with Capability builders and tutors to implement explicit teaching strategies that will support students <p>Students will:</p> <ul style="list-style-type: none"> Engage with their teacher and tutor for additional support in their learning Monitor and self assess their learning and growth using developmental rubrics
Success Indicators	Developmental Rubrics to show learning growth and progression

	<p>Tutors working in classrooms with groups of students and/or individuals</p> <p>Students can talk about what skills/knowledge they are learning, why they are learning it, and where to go for assistance.</p> <p>Students can produce evidence of their learning to demonstrate key skills/knowledge</p> <p>Growth in PAT R data (year 10)</p> <p>Learning progression and growth evidenced in Developmental Rubrics</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
MYLNS, TLI, Quicksmart, HAP.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$248,791.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<p>To support our students to be happy, active and healthy kids we will:</p> <ul style="list-style-type: none"> • Re-develop our approaches to responding to student disengagement around the principles of Connect, Protect and Respect (CPR). • Enhance health promotion and prevention activities by developing and implementing a whole school health and wellbeing plan. • Build the capability of staff, students and parents to support student's mental health and wellbeing. 			

	<ul style="list-style-type: none"> • Build a culture of inclusivity through the development and implementation of Respectful Relationships.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • Engage the support of an external consultant to build their capacity and to inform decision making around whole school wellbeing programs and processes • Use a whole school health and wellbeing plan to build and embed mental health promotion, prevention programs and strategies within the school. • Build the capacity of staff to support student health and wellbeing and by facilitating the delivery of Professional Learning on Trauma Informed Practice, Connect, Protect, Respect (CPR) and Respectful Relationships • Build the capacity of parents and students to understand and support the mental health of young people • Have developed a Respectful Relationships Action Plan and implemented the identified strategies for Year 1. <p>Teachers will:</p> <ul style="list-style-type: none"> • Engage in professional learning to better understand the wellbeing needs of adolescents • Use Connect, Protect, Respect and the Trauma Informed Practice framework when responding to disengaged students. • Support the implementation of Respectful Relationships by engaging with the identified strategies for Year 1 of the action plan • Anticipate student diversity within their classes and therefore plan their lessons to be inclusive, working toward benefiting all students. • Plan their lessons to build a sense of connectedness and belonging between student – student, student – teacher, student – space. • Support the implementation of mental health initiatives and preventive programs for students <p>Students will:</p> <ul style="list-style-type: none"> • Feel a sense of connectedness and belonging • Engage with health and wellbeing programs and initiatives • Have a voice in wellbeing program development and implementation • Provide feedback to teachers and leaders on school health and wellbeing programs and initiatives
Success Indicators	<ul style="list-style-type: none"> • Improved results in Students Attitudes to School Survey in the areas of ‘Sense of Connectedness’ and ‘Respect for Diversity’ • Improved positive responses in the School Staff Survey for ‘Collective efficacy’ and ‘Trust in students and parents’ • Documented approaches and strategies to responding to student disengagement around the principles of Connect, Protect and Respect (CPR). • Documented whole school health and wellbeing plan • Documented Respectful Relationships Action Plan and first year evaluation.

	<ul style="list-style-type: none"> • Students engaged in wellbeing programs and initiatives (feedback, participation and observations). • Parents engaged in wellbeing initiatives (feedback, participation and observations). 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Employment of additional local Wellbeing team member	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$36,333.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	<p>To deliver on the connected schools priority we will:</p> <ol style="list-style-type: none"> 1. Build the capability of all staff to design and facilitate challenging learning through: <ul style="list-style-type: none"> -Understanding where each individual student in year 7 and 11 is on the learning continuum and targeting learning towards their stretch skills. 2. Create rich learning environments that will enhance engagement by: <ul style="list-style-type: none"> -Developing the physical environment in classrooms to ensure they are rich in resources and stimuli 3. Build Student Voice and Agency through: <ul style="list-style-type: none"> -The implementation of the Wantirna 21+ curriculum including Explore and Amplify 			
Outcomes	<ol style="list-style-type: none"> 1. Leaders will: <ul style="list-style-type: none"> -Support the development and implementation of learning continuums through professional learning, coaching and ongoing review. -Provide resources to the enrichment of classroom spaces -Collect, monitor, analyse and evaluate data related to the implementation of the new curriculum. 2. Teachers will: <ul style="list-style-type: none"> -Monitor the learning progress of year 7 and 11 students by assessing against learning continuums and develop learning continuums 			

	<p>for other year levels in preparation for 2022.</p> <ul style="list-style-type: none"> -Use Maestro for tracking and monitoring student learning data. -Create resource rich classroom environments through use of visual displays and artefacts; -Implement the new curriculum at year 7-10 including Technology rotations (Year 7 and 8), new Health courses (Year 7 and 8), combined electives (year 9 and 10), new Maths Pathways (year 9 and 10), Amplify and Explore programs (year 9 and 10) <p>3.Students will:</p> <ul style="list-style-type: none"> -Self monitor their own learning based on the learning continuums -Lead student conferences (PTS interviews) -Support teachers in the development of enriched classroom spaces -Be more engaged in their learning in year 7-10. 			
Success Indicators	<p>Improved student learning data (NAPLAN, PAT, Vic Curric) Improved student engagement data (SATS)</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Use of developmental assessment at year 7 and 11	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implementation of new curriculum choices	<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
Update of classroom teaching spaces	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used
Goal 2	Maximise the learning growth of every student.			
12 Month Target 2.1	Reading from 26 to 26.5% Writing from 20 to 22% Numeracy from 15 to 17%			
12 Month Target 2.2	Reading from 19% to 20% Writing from 9% to 10%% Numeracy from 23% to 24%			
12 Month Target 2.3	Year 7 Read and View 90% Write 85% Number Algebra 80% Year 8 Read and View 85% Write 80% Number Algebra 80% Year 9 Read and View 80% Write 80% Number Algebra 75%			
12 Month Target 2.4	From 27.48 to 28.0			
12 Month Target 2.5	From 6.8% (2020) to 8%			
KIS 1 Instructional and shared leadership	Build the capability of high performing teams and improve instructional leadership.			
Actions	If we action the learning from the Professional Learning Community (PLC) training with the module focus on building instructional leadership, then we will:			

	<ul style="list-style-type: none"> - Increase the capacity for leaders to support staff "Leading the inquiry at the teacher level" - Build the strategies that will support the whole school focus on developmental assessment - Shift the culture away from a reliance on summative assessment to one that focuses on assessment for learning - Better evaluate the learning growth of students not just across different subjects but within particular skills and areas of knowledge - Use the understanding of student development to better inform and target teaching
<p>Outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> • provide adequate resources (time and money) to allow for the PLC training to be completed and the resulting actions implemented • be actively involved in the PLC training and leverage the training to build the capacity of others • ensure that the PLC training supports the implementation of existing priorities including developmental assessment and the Student Centred Learning Model and is not an add on • engage with other schools in the PLC network to further improve practice <p>Instructional leaders (members of the PLC training):</p> <ul style="list-style-type: none"> • will be actively involved in the training and implementing learnings in their own classrooms • operating collegiately to implement PLCs • leading and building the capacity of others in their team, particularly with the use of developmental assessment <p>Teachers will:</p> <ul style="list-style-type: none"> • work with PLC and LA leaders to design learning continuums and developmental rubrics • use developmental rubrics as the basis for assessment (Year 7 and 11) • use the developmental assessment rubrics to inform and target their teaching • review and improve developmental assessment rubrics <p>Students will:</p> <ul style="list-style-type: none"> • self-assess their own learning using the developmental continuums and rubrics • use the development assessment rubrics to pin point the next steps in their learning • encourage the teacher to reassess them when they have met a developmental milestone
<p>Success Indicators</p>	<ul style="list-style-type: none"> • Developmental rubrics embedded in unit plans with a strong focus on formative assessment (Year 7 and 11) • Improved NAPLAN Learning Growth in all elements • Improved accuracy in teacher judgements • MYLNS, TLI and HAP students to experience high learning growth (teacher judgements - Victorian Curriculum)

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Completion of PLC training	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Implement structured PLC meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Embed a student-centred culture of teaching and learning through targeted professional learning.			
Actions	In 2020, the College developed an Instructional Model based on a student-centred approach to teaching and learning. With the implementation of using Developmental Rubrics to track learning progression and growth, the Instructional Model gives students agency in their learning to navigate their pathways and evaluate their progression. In 2021, teachers will engage in targeted professional learning to better understand each part of the Student-Centred Learning Model through collaboration and peer observation.			
Outcomes	<p>Leaders will: Embed the Student-Centred Learning Model to achieve consistency in quality teaching across the College Empower teachers to collaborate and work together to develop a shared understanding of quality teaching Facilitate PL through Professional Learning Communities that challenges teachers to set goals, action them and evaluate their successes in the classroom</p> <p>Teachers will: Develop an understanding of what quality teaching looks like in a student-centred classroom Empower students to have agency in their learning by giving them tools to evaluate what they have learned and how to progress to the next level of learning Evaluate their teaching practice and set goals for improvement</p>			

	<p>Students will: Be familiar with the language of the Student-Centred Learning Model Use Developmental Rubrics to assist them in the Apply and Evaluate part of lessons Be actively engaged at the beginning of lessons by thinking, acting, writing or doing.</p>			
Success Indicators	<p>Developmental Rubrics for year 7 and year 11 students are visible in classrooms and used by students and teachers to Evaluate learning. Year 7 and year 11 students use Developmental Rubrics to lead conversations in Semester Two about their learning at Student Conferences Teacher surveys to show an improvement in the data from pre survey to post survey Teachers regularly engaging in peer observations and accessing video resources of best practice Teachers attendance at targeted professional learning workshops</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Learning Specialists and Leader of Teacher Practice to develop a teacher survey based on the ATTS and SCLM</p> <p>Learning Specialists to group teachers into 7 PL groups</p> <p>Learning Specialists and LT of Teacher Practice to conduct 3 x PL sessions per term</p> <p>Learning Specialists and LT of Teacher Practice to build video resources of best practice on each aspect of the SCLM</p> <p>Learning Specialists and LT of Teacher Practice to contribute resources to Teaching and Learning SCLM One Note</p>	<p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
KIS 3 Building practice excellence	Implement data driven school improvement.			

Actions	<p>To maximise the learning growth of every student by implementing data driven school improvement we will:</p> <ul style="list-style-type: none"> - complete the Professional Learning Community training - partner with Analytics for Schools and implement student, class and cohort learning data dashboards - partner with Analytics for Schools to develop the Maestro platform, an online developmental assessment tool - implement a clear and consistent assessment schedule, including standardised testing such as NAPLAN and PAT - use data to target students who require additional support eg. MYLNS, TLI, Quicksmart, HAP - ensure thorough and consistent moderation and ranking processes
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • provide adequate resources (time and money) to allow Analytics for Schools to be able to implement Dashboards and Maestro • build their capacity to understand, influence the development of and train staff in the use of dashboards and Maestro • facilitate and support the training of required staff to ensure adequate use of data tools • build the capacity of parents to understand how to interpret and use the data available in dashboards and Maestro <p>Teachers will:</p> <ul style="list-style-type: none"> • use individual student dashboards to identify learning growth and target teaching • use class and cohort data to identify learning growth and target teaching • use individual student dashboards to report learning growth to parents • use Maestro to implement a developmental assessment approach via a web portal that includes learning continua and developmental rubrics • use Maestro to allocate development rubrics for units to classes • use Maestro to record learning growth using developmental rubrics to assess achievement of skills and key knowledge • use Maestro to measure growth of skills and key knowledge within and across subjects • use the learning data within Maestro to better target teaching and planning <p>Students will:</p> <ul style="list-style-type: none"> • self-assess their own learning using the developmental continuums and rubrics within Maestro • use the development assessment rubrics to pin point the next steps in their learning • encourage the teacher to reassess them when they have met a developmental milestone
Success Indicators	<ul style="list-style-type: none"> • Improved learning growth in PAT outcomes • Improved NAPLAN Learning Growth in all elements • Improved accuracy in teacher judgements • Improved VCE outcomes, value add data and quality and consistency of assessments

	<ul style="list-style-type: none"> Improved SASS outcomes in Effective teacher practice for cognitive engagement, Teacher-student relations, Learner characteristics and disposition Improved parent opinion outcomes in Excellence in teaching and learning Improved staff opinion outcomes in Teaching and learning <p>We can quantify student learning growth???</p> <p>Improved accuracy and breadth of teacher judgements on student learning and VC standards</p> <p>Teachers can provide multiple sources of data / evidence of student learning</p> <p>Developmental rubrics are visible in all year 7 and 11 classrooms.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Meeting schedule prioritises time for effective PLC's</p> <p>Distributed leadership is evident across all levels to proactively lead and support collaboration among PLCs</p> <p>PLC inquiry improvement cycle is embedded within all PLC meetings</p> <p>Multiple sources of data and evidence informs and drives the work of PLCs</p> <p>Students are using development rubrics to identify where they are at and what steps are next in their learning</p> <p>Students can provide evidence of learning to support their learning growth</p> <p>Students are provided opportunities to provide feedback to teachers and peers</p> <p>Students can set personal learning goals based on feedback</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$50,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used