**Annual Implementation Plan - 2025**

**Define actions, outcomes, success indicators and activities**

Wantirna College (8428)



Submitted for review by Carrie Wallis (School Principal) on 19 December, 2024 at 02:45 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

**Define actions, outcomes, success indicators and activities**

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| Goal 2 | Improve student learning growth | | | | |
| 12-month target 2.1 target | Increase the 2025 percentage students in NAPLAN Exceeding: -Year 9 reading from 16% (2024) to 17% -Year 9 writing from 17% (2024) to 18% -Year 9 numeracy from 5% (2024) to 7%  Decrease the 2025 percentage students in NAPLAN Needs Additional Support: -Year 9 reading from 9% to 8% -Year 9 reading from 5% to 4% -Year 9 reading from 5% to 4% | | | | |
| 12-month target 2.2 target | TBC | | | | |
| 12-month target 2.3 target | Increase the percentage of students to be at or above expected levels for teacher judgement: -English from 60% (2024) to 65% -Maths 2.0 tbc | | | | |
| 12-month target 2.4 target | Increase 2025 VCE outcomes  - Study Score Mean from 28.9 (2024) to 30 - Percentage of students 37+ in English from 5% (2024) to 8% - Percentage of students 37+ in General Mathematics from 12% (2024) to 15% | | | | |
| 12-month target 2.5 target | Increase the 2025 percentage of positive endorsement in Attitudes to School Survey (AtoSS): -Differentiated learning challenge from 56% to 57% -Stimulating learning from 47% to 48% -Student voice and agency from 38% to 39% | | | | |
| 12-month target 2.6 target | Increase the 2025 percentage of positive endorsement in Attitudes to School Survey (AtoSS): -Academic emphasis from 36% to 40% -Feedback from 56% to 57% | | | | |
| KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Embed the use of developmental rubrics to; foster student agency, inform day-to-day teaching, and design both formative and summative assessments. | | | | |
| **Actions** | Create exemplar curriculum documentation to audit the current curriculum (Unit Plans, OneNote lesson sequences & resources) and improve the quality and consistency of documents within and between learning area. Improve all current VCE rubrics using the new good design principles and assessment practices   Roll out the Maestro developmental assessment platform for all subjects 7-12 | | | | |
| **Outcomes** | Students will: • Have access to consistent curriculum documentation, quality assessment and resources between subjects and within subject area • Understand and articulate what skills/knowledge they are learning, how they will be assessed and regularly self assess learning in the rubrics.  • Use the developmental rubrics to study and revise for assessments   Teachers will: • Plan and develop high quality differentiated curriculum to meet student learning needs, foster cognitive engagement and enhance student agency • Use rubrics to formatively assess learning within and between lessons and provide students with differentiated assessments to measure their achievement  • Provide students with regular and timely feedback (esp. through Maestro) on their learning progress based on the developmental rubric   Leaders will: •Build teacher capacity to use developmental rubrics as teaching and learning tools • Monitor the learning growth and learning experiences of students through learning walks, tracking students chronicles and VCE SAC spreadsheets.  Develop and administer a termly student pulse-check survey around core elements of engagement, wellbeing and learning and teaching | | | | |
| **Success Indicators** | Early indicators:  • All developmental rubrics on Maestro and ongoing feedback given within units of learning through Maestro (using the audit tool)  • Students report that teachers are using the rubrics throughout the unit of learning and expect students to self-assess.  • Audits of VCE assessments show adherence to good assessment design principles.  • Termly student Pulse-check survey data shows improvements from term 1 to 2 in learning and teaching measures.    Late indicators: • Improvement in summative assessment performances and VCE study scores • Decrease in numbers of VCE students requiring redemption activities Decrease in VCE students going unscored and 'N' results.   Data Targets • Differentiated learning challenge to be at or above 60%. (56% in 2024, SS 55%) • Stimulating learning to be at or above 50% by 2028. (47% in 2024, SS 50%) • Student voice and agency to be at or above 42%. (38% in 2024, State 42%). Sense of confidence to be at or 57%. (54% in 2024, 57% State) | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Develop Pulse-check survey core elements of engagement, wellbeing and learning and teaching | | þ Assistant principal  þ Principal | ¨ PLP Priority | from: Term 1  to: Term 4 | $0.00  þ Other funding will be used |
| Establish role clarity with leaders about the core responsibilities in their roles related to the AIP | | þ Leadership team | ¨ PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Launch Maestro 2.0, and promote and monitor the use of developmental rubrics within and between terms | | þ All staff | ¨ PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Develop exemplar curriculum documentation within learning areas | | þ All staff  þ KLA leader | ¨ PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Create a schedule for leader learning walks to gather data and evidence on the impact of professional development | | þ Leadership team | ¨ PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Reimagine a defined and precise instructional model informed by the Victorian Teaching and Learning Model (VTLM) 2.0. | | | | |
| **Actions** | Align SCLM with VTLM  Develop and embed some guiding principles for Learning and Teaching that underpin effective curriculum documentation and reliable pedagogies to support Explicit instruction   Plan and implement a PLC inquiry cycle on explicit instruction and use appropriate pedagogies to teach explicitly in the Guide and Apply phase of SCLM - with a particular focus on the 'We Do' phase of Explicit Teaching  Create a range of examples/exemplars of effective lessons / sequences that chunk content for students and explicitly state the 'what' and the 'how' of the three phases of the Explicit Instruction within the SCLM  Develop and implement monitoring strategies (learning walks, curriculum auditing and student surveys / feedback) to evaluate and track the quality of curriculum and the use of explicit teaching and assessment strategies. | | | | |
| **Outcomes** | Students will: • Understand and articulate (using common language) the elements of the SCLM and purpose of these elements • See and hear visible reinforcements of how lessons are structured (posters, One Notes, verbal)   Teachers will: • Plan and develop high quality differentiated curriculum to meet student learning needs, foster cognitive engagement and enhance student agency • Deliver structured lessons using the Student Centred Learning Model, which prioritises explicit teaching - making clear the I do We do You do stages • Engage in the PLC inquiry cycle, trial new strategies and reflect on their practice improvements    Leaders will: • Deliver quality professional learning through the PLC inquiry cycle and track the teacher learning activities through the PLC tracking process  • Maximise learning area collaboration time to develop quality differentiated curriculum resources to support explicit instruction  • Build capacity of teachers deliver high quality lessons that incorporate explicit teaching in the Guide and Apply phase of instruction • Embed the teaching and learning principles into learning areas and use the principles to make decisions about resourcing and priorities.  • Develop a consistent approach within each learning area to lesson/instructional planning that clearly illustrates how to teacher explicitly in the Guide and Apply phase of instruction  • Support individual teacher development through instructional coaching, mentoring, demonstration lessons (videos) and engaging in quality conversation. | | | | |
| **Success Indicators** | Early indicators: • Learning Walks data that shows an increase in fast formative strategies, the 'we-do' - collaborative classroom activities and elements of explicit instruction  • Visible lesson learning sequences detailing all aspects of the SCLM, chunk learning, differentiated application tasks and provide suggested pedagogies that support explicit instruction.  • Termly student Pulse-check survey data shows improvements from term 1 to 2 in learning and teaching measures.    Late indicators: • Students and staff using a common language to explain each phase of the lesson and how/why they are doing what they are doing • Increased measures on AtoSS for - all questions in the Effective Teaching Time section  Data Targets • Differentiated learning challenge to be at or above 60%. (56% in 2024, SS 55%) • Stimulating learning to be at or above 50% by 2028. (47% in 2024, SS 50%) • Student voice and agency to be at or above 42%. (38% in 2024, State 42%). Sense of confidence to be at or 57%. (54% in 2024, 57% State | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Plan, implement and monitor the impact of the PLC cycle on Explicit Teaching in term 1 and 2. | | þ PLC leaders | þ PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Create a schedule for leader learning walks to gather data and evidence on the impact of professional development | | þ Leadership team | þ PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Create a professional development and meeting schedule that supports professional development in target areas | | þ Leadership team | þ PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Goal 3 | Improve student wellbeing and engagement outcomes | | | | |
| 12-month target 3.1 target | Reduce the 2024 percentage of students with 20+ absence days -Years 7 to 12 overall from 47% (2023) to 45% -Equity funded students from 59% (2023) to 57% | | | | |
| 12-month target 3.2 target | Increase 2025 percentage positive endorsement in student Attitudes to School Survey for: -Advocate at school from 60% to 61%  -Teacher concern from 30% to 31%  -Sense of confidence from 54% to 55%  -Perseverance from 52% to 53% | | | | |
| KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Implement a cohesive, whole school wellbeing and inclusion framework. | | | | |
| **Actions** | Evaluate and diagnose the effectiveness of current wellbeing practices   Research evidence-bas ed wellbeing and engagement frameworks   Develop a whole school tiered Wellbeing and Inclusion framework   Improve communication and cohesion across Student Services Team and classroom teachers  Review, develop and implement Tier 1 and 2 wellbeing and engagement program across the College | | | | |
| **Outcomes** | Students will: • Engage in and provide feedback through student focus groups and surveys relevant to AToSS measures. • Have improved positive relationships and connections with teachers and peers • Engage in the SWPBS and learning routines that are consistent across every class, every day.  Teachers/ES will: • Establish and sustain positive relationships with students in their classes and programs.  • Engage in the PLC cycle to monitor, track and improve relationships, engagement and a sense of belonging in the classroom through the use of micro data collection • Be supported by the student services team to know their students and establish positive relationships • Use improved processes to communicate between student services teams • Share resources and documentation that will better support students at tier 1, 2 and 3   Leaders will: • Have greater clarity in processes, roles and responsibilities across the student services team • Leaders will support the continuous development, documentation and review of whole school wellbeing and engagement approaches / programs / initiatives • Provide targeted professional learning and support in building and sustaining positive relationships • Document and implement a whole school tired wellbeing and inclusion framework • Engage in regular learning walks to support consistent practices across the College. | | | | |
| **Success Indicators** | Early indicators: • Complete and collect data through pivot / check in surveys, student focus groups and micro data. • Improvement in teacher concern / relationships through pivot / check in surveys, student focus groups and micro data. • Through data see improvement in teacher - student and student -student relationships. • Through learning walks teachers will know students as learners and …… • Students across sub schools have a defined case manager • Office restructure to better support students and programs in tier 1, 2 and 3  • Late indicators: • A multi-tiered response model “whole school framework” to wellbeing and including. • Refined student services processes, including roles and responsibilities, to improve the case managing of students and classes.  • Whole school overview of our tier 1 and 2 engagement and wellbeing programs / initiatives. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Review and evaluate (de-implement where required) current practices, polices and processes across wellbeing, inclusion and sub schools. | | þ Assistant principal | ¨ PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Define roles and update processes for collaboration between wellbeing, sub schools, inclusion | | þ Assistant principal  þ Leadership team | ¨ PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Build a dynamic, cohesive and visible Wellbeing team with clear and defined vision, roles, processes and polices. | | þ Wellbeing team | ¨ PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Restructure of Wellbeing spaces and roles to support the strategic direction in the tier 1 and 2 space. | | þ Wellbeing team | ¨ PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| 9. Improve documentation and communication to improve cohesion across the school community (admin, wellbeing, inclusion, sub school, classroom teachers) | | þ Leadership team  þ Wellbeing team | ¨ PLP Priority | from: Term 1  to: Term 4 | $20,000.00  þ Equity funding will be used  þ Disability Inclusion Tier 2 Funding will be used |
| Undertake research, including visiting similar schools, to determine best practice and evidence based approaches around a multi tired wellbeing approach. | | þ Assistant principal  þ Leadership team | ¨ PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| 15. Introduce and embed Thursday briefings and structured meetings to improve communication across Student Services Team (wellbeing, subschool, inclusion) and classroom teachers. | | þ All staff  þ Leadership team | ¨ PLP Priority | from: Term 1  to: Term 4 | $20,000.00  þ Equity funding will be used  þ Disability Inclusion Tier 2 Funding will be used |
| Facilitate PLC cycle in establishing pre conditions to learning, including SWPBS, learning routines and relationships | | þ All staff  þ Leadership team | þ PLP Priority | from: Term 1  to: Term 2 | $10,000.00  þ Equity funding will be used  þ Disability Inclusion Tier 2 Funding will be used |
| Establish and implement school, cohort and small group tier 2 programs and initiatives focussed on improving student wellbeing and engagement | | þ All staff  þ Leadership team | ¨ PLP Priority | from: Term 1  to: Term 4 | $50,000.00  þ Disability Inclusion Tier 2 Funding will be used  þ Schools Mental Health Menu items will be used which may include DET funded or free items |