**Annual Implementation Plan - 2025**

**Select annual goals and KIS**

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

**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. |
| Improve student learning growth | Yes | By 2028, increase the 2024 percentage of students in NAPLAN Exceeding:* Year 9 reading from 16% to 20%
* Year 9 writing from 17% to 20%
* Year 9 numeracy from 5% to 10%.

By 2028, decrease the 2024 percentage of students in NAPLAN Needs Additional Support:* Year 9 reading from 9% to 3%
* Year 9 writing from 5% to 3%
* Year 9 numeracy from 5% to 3%.
 | Increase the 2025 percentage students in NAPLANExceeding:* 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%
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| Placeholder\* When benchmark growth data is available at the end of 2025, NAPLAN benchmark growth targets to be developed | TBC |
| By 2028, increase the percentage of students to be at or above expected levels for teacher judgement:* English from 60% (2024) to 78%
* \* Placeholder for Mathematics TBC with implementation of Maths 2.0.
 | 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
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| By 2028, increase 2023 VCE outcomes:* Study Score Mean from 29.18 to 31.0
* percentage of students 37 or above in English from 6% to 8%
* percentage of students 37 or above in Further Mathematics from 12% to 15%.
 | 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%
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| By 2028, increase the 2024 percentage positive endorsement in the student Attitudes to School Survey (AtoSS):* Differentiated learning challenge from 56% to 60%
* Stimulating learning from 47% to 50%
* Student voice and agency from 38% to 42%.
 | 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%
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| By 2028, increase the 2024 percentage positive endorsement in the AtoSS:* Academic emphasis from 36% to 55%
* Feedback from 56% to 60%.
 | Increase the 2025 percentage of positive endorsement in Attitudes to School Survey (AtoSS)* Academic emphasis from 36% to 40%-Feedback from 56% to 57%
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| Improve student wellbeing and engagement outcomes | Yes | By 2028, reduce the 2023 percentage of students with 20 or more absence days : * Years 7 to 12 overall from 47% to 40%
* Equity funded students from \*63% to 53% (\*please check 63% baseline as panorama is indicating 59%?)
 | 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%
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| By 2028, increase the 2024 percentage positive endorsements in the student Attitudes to School Survey (AtoSS) for:* Advocate at school from 60% to 63%
* Teacher concern from 30% to 35%
* Sense of confidence from 54% to 57%
* Perseverance from 52% to 55%.
 | 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%
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| Goal 2 | **Improve student learning growth** |
| 12-month target 2.1-month 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-month target | TBC |
| 12-month target 2.3-month 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-month target | Increase 2025 VCE outcomes - Study Score Average from 26.3 (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-month 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-month 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% |
| **Key Improvement Strategies** | Is this KIS selected for focus this year? |
| **KIS 2.a**Teaching and learning | Embed the use of developmental rubrics to; foster student agency, inform day-to-day teaching, and design both formative and summative assessments. | Yes |
| **KIS 2.b**Teaching and learning | Enhance the effectiveness and impact of Professional Learning Communities (PLCs).  | No |
| **KIS 2.c**Teaching and learning | Reimagine a defined and precise instructional model informed by the Victorian Teaching and Learning Model (VTLM) 2.0.  | Yes |
| **KIS 2.d**Teaching and learning | Ensure learning is differentiated and students are supported, challenged and extended.  | No |
| 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. | We are focused on two KIS as they build on the work we have already been doing for the past four years. We began our developmental approach to assessment in 2020 and we have laid strong foundations for learning and teaching through embedded learning continua for every discipline and developmental rubrics for every unit of learning. Our priority work next year is to embed the use of rubrics as a learning and teaching tool so that students can have agency in their learning and teachers can use rubrics to be responsive in their day-to-day teaching. Another KIS is to align the Guide and Apply phase of our Student-Centred Learning Model (instructional model) with the VTLM. Our prioritised PLC work will deliver targeted professional learning on what explicit teaching is, why it is critical to student learning and what evidence-based strategies are most effective. Our PLC inquiries will support teachers in embedding consistent high quality explicit instruction in their practice. |
| Goal 3 | **Improve student wellbeing and engagement outcomes** |
| 12-month target 3.1-month 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-month 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% |
| **Key Improvement Strategies** | Is this KIS selected for focus this year? |
| **KIS 3.a**Engagement | Implement a cohesive, whole school wellbeing and inclusion framework.  | Yes |
| **KIS 3.b**Teaching and learning | Enhance student agency, positive relationships and connection through implementation of the High Impact Wellbeing Strategies (HIWS). | No |
| **KIS 3.c**Engagement | Empower student leadership to be both representative and active in school improvement. | No |
| 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. | We have chosen to focus on the development of a whole school wellbeing and inclusion framework as this is fundamental to creating a vision, setting goals, providing role clarity and devising an action for plan. We need to take time to develop the framework, ensure that is evidence based, de-implement current structures and processes (if need be) and co-develop the new framework with key stakeholders.  |