

2020 Annual Implementation Plan

Williamstown High School (8475)



Submitted for review by Giorgio Catalano (School Principal) on 25 November, 2019 at 05:24 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

SSP Goals Targets and KIS

Goal 1	To extend the achievement and learning growth of every student across the school.
Target 1.1	<p><u>NAPLAN:</u></p> <ul style="list-style-type: none"> • Mean for each of Year 9 Reading and Writing is more than 25 points above the state mean by 2021. • Mean for Year 9 Numeracy is more than 20 points above the state mean by 2021. • More than 30% of Year 9 students will be in the top two bands in Reading, Writing and Numeracy by 2021. • Less than 22% of Year 9 students have low relative growth from Year 7 in 2019 to Year 9 in 2021 for Reading, Writing and Numeracy. <p><u>VCE:</u></p> <ul style="list-style-type: none"> • The mean All-Study score to be in the range of 31 to 32 by 2020. • At least 8% of students awarded 40+ scores by 2020. • The VCE adjusted score (VASS Graph 10) to have the median no less than -1 for any subject. • More than 15% of VCE students to receive an ATAR above 90 by 2020. • Less than 32% of VCE students to receive an ATAR less than 60 by 2020.
Target 1.2	<p><u>VCAL:</u></p> <ul style="list-style-type: none"> • By 2021 VCAL will be perceived as a viable option with regular class sizes of more than 15 in the senior year. <p><u>Parent Opinion Survey (2017 format):</u></p> <p>By 2021 the following positive percentages will be achieved at both Bayview and Pasco Campuses:</p>

	<ul style="list-style-type: none"> • Positive Transitions: more than 90% positive.
Key Improvement Strategy 1.a Building practice excellence	Build a school culture of collaboration to ensure a consistent approach to teaching and assessment of student learning growth.
Key Improvement Strategy 1.b Building practice excellence	Create a program of professional learning, coaching and peer observations for all Mathematics teachers, Years 7-12, to build capability in the use of high impact teaching and learning strategies, and extend students' learning growth.
Key Improvement Strategy 1.c Building practice excellence	Design and implement a program of professional learning, coaching and peer observations for all teachers across the curriculum, to build understandings of the links between literacy and learning and how these can be pursued to enhance learning growth.
Key Improvement Strategy 1.d Building practice excellence	Develop and promote viable pathways for senior students through Years 11 and 12 that improves parent, staff and student perceptions of career opportunities.
Goal 2	To enhance the intellectual engagement and self-regulation of all students and foster their ability to take responsibility for their own learning.
Target 2.1	<p><u>Student Attitudes to School Survey (2017 format):</u> By 2021 the following positive percentages will be achieved at both Bayview and Pasco campuses:</p> <ul style="list-style-type: none"> • Student voice and agency: more than 50% positive. • Self-regulation and goal setting: more than 70% positive. • Learning confidence: more than 70% positive. • Stimulated Learning: more than 65% positive. <p><u>Attendance:</u></p>

	<ul style="list-style-type: none"> • The absence rate for Year 7 to 12 students to be less than 11.5 days per student by 2020. • The absence rate for Year 9 students to be less than 15 days per student by 2020. • Attitudes to attendance: more than 90% positive. <p><u>Retention:</u></p> <ul style="list-style-type: none"> • 85% of students who started at WHS in February, 2017 will be retained at the school in Year 10 by August, 2020. • 95% of Year 10 students at WHS in February, 2019 will be retained at the school in Year 11 by August, 2020. • 95% of Year 11 students at WHS in February, 2019 will be retained at the school in Year 12 by August, 2020.
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Build teacher capacity to foster intellectual engagement involving the design of open-ended tasks that develop students' critical and creative thinking, and their metacognitive and problem solving skills.
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Design and implement ways of increasing student agency and ownership of the direction of their learning, the products of their learning and their learning growth.
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Design protocols so that teachers engage students in setting learning goals, develop students' monitoring and self-regulation skills, and enhance their self-efficacy and confidence as learners.
Goal 3	To strengthen the social and emotional wellbeing of all students.
Target 3.1	<p><u>Student Attitudes to School Survey (2017 format):</u> By 2021 the following positive percentages will be achieved at both Bayview and Pasco campuses:</p> <ul style="list-style-type: none"> • Respect for diversity: more than 70% positive. • School Connectedness: more than 70% positive.

	<ul style="list-style-type: none"> • Resilience: more than 70% positive. • Classroom behaviour: more than 70% positive. <p><u>Parent Opinion Survey (2017 format):</u> By 2021 the following positive percentages will be achieved at both Bayview and Pasco Campuses:</p> <ul style="list-style-type: none"> • Confidence and resiliency skills: more than 80% positive.
<p>Key Improvement Strategy 3.a Health and wellbeing</p>	<p>Establish and embed a whole school Social and Emotional Learning (SEL) curriculum that strengthens student resilience.</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To extend the achievement and learning growth of every student across the school.	Yes	<p><u>NAPLAN:</u></p> <ul style="list-style-type: none"> • Mean for each of Year 9 Reading and Writing is more than 25 points above the state mean by 2021. • Mean for Year 9 Numeracy is more than 20 points above the state mean by 2021. • More than 30% of Year 9 students will be in the top two bands in Reading, Writing and Numeracy by 2021. • Less than 22% of Year 9 students have low relative growth from Year 7 in 2019 to Year 9 in 2021 for Reading, Writing and Numeracy. <p><u>VCE:</u></p> <ul style="list-style-type: none"> • The mean All-Study score to be in the range of 31 to 32 by 2020. • At least 8% of students awarded 40+ scores by 2020. • The VCE adjusted score (VASS Graph 10) to have the median no less than -1 for any subject. • More than 15% of VCE students to receive an ATAR above 90 by 2020. • Less than 32% of VCE students to receive an ATAR less than 60 by 2020. 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Year 9 Numeracy is more than 20 points above the state mean Year 9 Writing is more than 20 points above the state mean Year 9 Reading is maintained at 25 points or above the state mean Maintain or exceed 38% of Year 9 students in the top two Bands in Reading More than 25% of Year 9 students will be in the top two Bands in Writing Maintain or exceed 30% of Year 9 students in the top two Bands in Numeracy 75% of students with high or medium gains (years 7 to 9) for Numeracy 78% or above of students with high or medium gains (Year 7 to 9) for Reading At least 75% or above of Year 9 students with high or medium relative growth for Grammar and Punctuation, and Spelling Less than 23% of Year 9 students will have low relative growth from Year 7 to Year 9 for Reading, Writing & Numeracy</p> <p>Mean All-Study score to be in the range of 31 to 32 At least 8% of students awarded 40+</p>

			<p>scores. The VCE adjusted score to have a median no less than -1.5 for any subject More than 14% of VCE students receive an ATAR above 90 Less than 32% of VCE students to receive an ATAR less than 60</p>
		<p><u>VCAL:</u></p> <ul style="list-style-type: none"> • By 2021 VCAL will be perceived as a viable option with regular class sizes of more than 15 in the senior year. <p><u>Parent Opinion Survey (2017 format):</u></p> <p>By 2021 the following positive percentages will be achieved at both Bayview and Pasco Campuses:</p> <ul style="list-style-type: none"> • Positive Transitions: more than 90% positive. 	<p>Positive transitions more than 85% in parent opinion survey VCAL class sizes to be more than 15</p>
<p>To enhance the intellectual engagement and self-regulation of all students and foster their ability to take responsibility for their own learning.</p>	<p>Yes</p>	<p><u>Student Attitudes to School Survey (2017 format):</u> By 2021 the following positive percentages will be achieved at both Bayview and Pasco campuses:</p> <ul style="list-style-type: none"> • Student voice and agency: more than 50% positive. • Self-regulation and goal setting: more than 70% positive. • Learning confidence: more than 70% positive. • Stimulated Learning: more than 65% positive. 	<p>Student voice and agency: more than 47% positive Self-regulation and goal setting: more than 68% positive Learning confidence: more than 68% positive Stimulated learning: more than 60% positive</p> <p>The absence rate for Years 7-12 students</p>

		<p><u>Attendance:</u></p> <ul style="list-style-type: none"> • The absence rate for Year 7 to 12 students to be less than 11.5 days per student by 2020. • The absence rate for Year 9 students to be less than 15 days per student by 2020. • Attitudes to attendance: more than 90% positive. <p><u>Retention:</u></p> <ul style="list-style-type: none"> • 85% of students who started at WHS in February, 2017 will be retained at the school in Year 10 by August, 2020. • 95% of Year 10 students at WHS in February, 2019 will be retained at the school in Year 11 by August, 2020. • 95% of Year 11 students at WHS in February, 2019 will be retained at the school in Year 12 by August, 2020. 	<p>to be less than 13 days per student The absence rate for Year 9 students to be less than 16 days per student Engagement-the Attendance rate to be at 93% Attitudes to attendance: more than 88% positive</p> <p>85% of students who started at WHS in February, 2017 will be retained at the school in Year 10 by August, 2020. 95% of Year 10 students at WHS in February, 2019 will be retained in Year 11 by August 2020 95% of Year 11 students at WHS in February, 2019 will be retained in Year 12 by August 2020</p>
<p>To strengthen the social and emotional wellbeing of all students.</p>	<p>Yes</p>	<p><u>Student Attitudes to School Survey (2017 format):</u> By 2021 the following positive percentages will be achieved at both Bayview and Pasco campuses:</p> <ul style="list-style-type: none"> • Respect for diversity: more than 70% positive. • School Connectedness: more than 70% positive. • Resilience: more than 70% positive. • Classroom behaviour: more than 70% positive. <p><u>Parent Opinion Survey (2017 format):</u> By 2021 the following positive percentages will be achieved at both Bayview and Pasco Campuses:</p>	<p>Respect for diversity: more than 63% positive School connectedness: more than 68% positive. Resilience: more than 67% positive Classroom behaviour: more than 67% positive. Attitudes to attendance: more than 88% positive</p> <p>Maintain or exceed 80% in Confidence and resiliency skills</p>

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Goal 1	To extend the achievement and learning growth of every student across the school.	
12 Month Target 1.1	<p>Year 9 Numeracy is more than 20 points above the state mean Year 9 Writing is more than 20 points above the state mean Year 9 Reading is maintained at 25 points or above the state mean Maintain or exceed 38% of Year 9 students in the top two Bands in Reading More than 25% of Year 9 students will be in the top two Bands in Writing Maintain or exceed 30% of Year 9 students in the top two Bands in Numeracy 75% of students with high or medium gains (years 7 to 9) for Numeracy 78% or above of students with high or medium gains (Year 7 to 9) for Reading At least 75% or above of Year 9 students with high or medium relative growth for Grammar and Punctuation, and Spelling Less than 23% of Year 9 students will have low relative growth from Year 7 to Year 9 for Reading, Writing & Numeracy</p> <p>Mean All-Study score to be in the range of 31 to 32 At least 8% of students awarded 40+ scores. The VCE adjusted score to have a median no less than -1.5 for any subject More than 14% of VCE students receive an ATAR above 90 Less than 32% of VCE students to receive an ATAR less than 60</p>	
12 Month Target 1.2	Positive transitions more than 85% in parent opinion survey VCAL class sizes to be more than 15	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	Build a school culture of collaboration to ensure a consistent approach to teaching and assessment of student learning growth.	Yes

Building practice excellence		
KIS 2 Building practice excellence	Create a program of professional learning, coaching and peer observations for all Mathematics teachers, Years 7-12, to build capability in the use of high impact teaching and learning strategies, and extend students' learning growth.	Yes
KIS 3 Building practice excellence	Design and implement a program of professional learning, coaching and peer observations for all teachers across the curriculum, to build understandings of the links between literacy and learning and how these can be pursued to enhance learning growth.	Yes
KIS 4 Building practice excellence	Develop and promote viable pathways for senior students through Years 11 and 12 that improves parent, staff and student perceptions of career opportunities.	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.	The school aims to embed all KISs in the third year of the Strategic Plan	
Goal 2	To enhance the intellectual engagement and self-regulation of all students and foster their ability to take responsibility for their own learning.	
12 Month Target 2.1	<p>Student voice and agency: more than 47% positive Self-regulation and goal setting: more than 68% positive Learning confidence: more than 68% positive Stimulated learning: more than 60% positive</p> <p>The absence rate for Years 7-12 students to be less than 13 days per student The absence rate for Year 9 students to be less than 16 days per student Engagement-the Attendance rate to be at 93% Attitudes to attendance: more than 88% positive</p> <p>85% of students who started at WHS in February, 2017 will be retained at the school in Year 10 by August, 2020.</p>	

	95% of Year 10 students at WHS in February, 2019 will be retained in Year 11 by August 2020 95% of Year 11 students at WHS in February, 2019 will be retained in Year 12 by August 2020	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Intellectual engagement and self-awareness	Build teacher capacity to foster intellectual engagement involving the design of open-ended tasks that develop students' critical and creative thinking, and their metacognitive and problem solving skills.	Yes
KIS 2 Intellectual engagement and self-awareness	Design and implement ways of increasing student agency and ownership of the direction of their learning, the products of their learning and their learning growth.	Yes
KIS 3 Intellectual engagement and self-awareness	Design protocols so that teachers engage students in setting learning goals, develop students' monitoring and self-regulation skills, and enhance their self-efficacy and confidence as learners.	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.	The school aims to embed all KISs in the third year of the Strategic Plan	
Goal 3	To strengthen the social and emotional wellbeing of all students.	
12 Month Target 3.1	Respect for diversity: more than 63% positive School connectedness: more than 68% positive. Resilience: more than 67% positive Classroom behaviour: more than 67% positive. Attitudes to attendance: more than 88% positive Maintain or exceed 80% in Confidence and resiliency skills	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Establish and embed a whole school Social and Emotional Learning (SEL) curriculum that strengthens student resilience.	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.	The school aims to embed all KIS in the third year of the Strategic Plan	

Define Actions, Outcomes and Activities

Goal 1	To extend the achievement and learning growth of every student across the school.
12 Month Target 1.1	<p>Year 9 Numeracy is more than 20 points above the state mean Year 9 Writing is more than 20 points above the state mean Year 9 Reading is maintained at 25 points or above the state mean Maintain or exceed 38% of Year 9 students in the top two Bands in Reading More than 25% of Year 9 students will be in the top two Bands in Writing Maintain or exceed 30% of Year 9 students in the top two Bands in Numeracy 75% of students with high or medium gains (years 7 to 9) for Numeracy 78% or above of students with high or medium gains (Year 7 to 9) for Reading At least 75% or above of Year 9 students with high or medium relative growth for Grammar and Punctuation, and Spelling Less than 23% of Year 9 students will have low relative growth from Year 7 to Year 9 for Reading, Writing & Numeracy</p> <p>Mean All-Study score to be in the range of 31 to 32 At least 8% of students awarded 40+ scores. The VCE adjusted score to have a median no less than -1.5 for any subject More than 14% of VCE students receive an ATAR above 90 Less than 32% of VCE students to receive an ATAR less than 60</p>
12 Month Target 1.2	<p>Positive transitions more than 85% in parent opinion survey VCAL class sizes to be more than 15</p>
KIS 1 Building practice excellence	Build a school culture of collaboration to ensure a consistent approach to teaching and assessment of student learning growth.
Actions	<ol style="list-style-type: none"> 1. Protocols in place for PLCs. Review/implement 2020 cycle using feedback from 2019 2. Protocols in place for Peer Observation Process. Need to review/implement phase two using feedback from phase one semester two 2019 3. Implement whole school moderation practices that includes timely feedback processes for all classes 4. Expand teachers' repertoire of High Impact Teaching Strategies (HITS), with a focus on SIMPLE and AVID

Outcomes	1. PLCs in 2020 are scheduled through the meeting cycle -In PLCs staff collaborate with an understanding that all students will experience appropriate growth 2. Peer Observation is being run according to Phase Two 3. Students are more challenged and engaged in the classroom 4. Staff utilise a variety of HITS and AVID strategies	
Success Indicators	1. PLC protocols in place and 2020 cycle implemented. Staff engaging actively in PLCs, including peer observation, sharing practice, data and ideas for ongoing improvement 2.a Phase two of Peer Observation implemented across college and documented as a strategy/evidence in staff performance and development plans and evident in PLC cycle minutes b. Collect data on peer observation across the college on staff who have completed full peer observation cycle 3.a Consistent teacher judgement of assessment and increased understanding of the Victorian Curriculum Achievement Standards (Years 7 to 10). b. Students to articulate higher levels of success and challenge in the classroom 4. In the Attitudes to School Survey the Stimulated Learning survey factor has a higher percentage positive result than in 2019	
Activities and Milestones	Who	When
1a. Professional learning provided to all new staff about PLC process and leaders training in PL Week. PLC Cycles scheduled through Meeting Cycle. b. 2020 PLCs launched through staff meeting in term 1	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4
2. Staff undertake professional learning in regards to Phase 2 of the Peer Observation Process . All Staff engage in Peer Observation in 2020 b. Review of phase 2 of peer observation in order to update protocols and resources c. 15% of staff across the college to complete a full peer observation cycle with a Learning Specialist	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4
3a. Build capacity of middle leaders (CAT, SML) to facilitate and lead moderation via professional development in developmental	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1

<p>rubric construction b. Moderation professional learning sessions provided to all staff across the school via CAT Leaders. c. Collect data and analyse student learning data and effectively use it to inform teaching and learning practices (developmental rubrics continue to be developed within CATs). d. Moderation processes shared and in place for all CATs with opportunities for Years 7 to 10 students to work above the expected levels in the Victorian Curriculum Framework so they can demonstrate higher levels of achievement e. Review Parent Teacher Interview program f. Organise and facilitate CAT leaders day</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator 	<p>to: Term 4</p>
<p>4a. Professional learning of HITS delivered to staff through campus learning, curriculum days and professional learning weeks. b. Further embed the school's SIMPLE instructional model throughout Years 7 to 12 ensuring clear learning intentions and success criteria c. Extend staff capacity to collect student learning data, understand it, thoroughly understand it, thoroughly analyse it, and effectively use it to inform teaching and learning practices d. Extend the work on individual student challenge and differentiation throughout Years 7 to 12</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator 	<p>from: Term 1 to: Term 4</p>
<p>KIS 2 Building practice excellence</p>	<p>Create a program of professional learning, coaching and peer observations for all Mathematics teachers, Years 7-12, to build capability in the use of high impact teaching and learning strategies, and extend students' learning growth.</p>	
<p>Actions</p>	<ol style="list-style-type: none"> 1. Collaborate beyond the boundaries of WHS to improve teaching and learning 2. Develop programs that cater to the ability and interest of our students 3. Develop retention strategies to improve learning progressions 4. Manage students in the lower and upper bands 	
<p>Outcomes</p>	<ol style="list-style-type: none"> 1. Strengthen professional learning networks to improve teaching and learning 2. Students are challenged, retain learning and have a positive attitude to learning mathematics 3. Students retain foundation knowledge 	

	4. Students have a growth mindset in the lower band and resultant skill increase, and students in upper band facilitated to deepen their skills		
Success Indicators	<p>1 a. Engage in open classroom visits through Hobsons Bay CoP network</p> <p>b. Collaborate with Bastow's Leading Mathematics schools</p> <p>c. Establish partnerships with LLEN, NAB Trade Markets and C&D Racing Team</p> <p>2 a. Learning program caters to the ZPD for all students</p> <p>b. Projects/application tasks are embedded in learning programs</p> <p>c. Student voice is used to improve learning programs</p> <p>3. Students engaged in retention tasks each fortnight</p> <p>4. Intervention and extension programs are delivered weekly from Years 7 to 10</p>		
Activities and Milestones	Who	When	
<p>1a. Conduct at least four visits to observe and share learning programs, with a particular focus on academic transition from year 6 to year 7</p> <p>b. Commence work with Leading Mathematics schools and establish meeting dates to review our mathematics strategic and implementation plans</p> <p>c. Continue mentoring programs with the Australian Mathematical Sciences Institute, register with LLEN, secure trade market programs with National Australia Bank and arrange incursion with C&D Racing Team</p>	<p><input checked="" type="checkbox"/> Numeracy Leader</p> <p><input checked="" type="checkbox"/> Numeracy Network Teacher</p>	<p>from: Term 1 to: Term 4</p>	
<p>2a. Identify lower and upper band students and link appropriate resources to learning programs</p> <p>b. Create projects to build in to Mathematics program and application tasks to build in to Numeracy program</p> <p>c. Establish student feedback group at each year level to inform learning programs</p>	<p><input checked="" type="checkbox"/> Numeracy Leader</p> <p><input checked="" type="checkbox"/> Numeracy Network Teacher</p>	<p>from: Term 1 to: Term 4</p>	

3. Create retention tasks and build this into the Numeracy program each fortnight. Results are tracked and shared with parents	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Numeracy Network Teacher	from: Term 1 to: Term 4
4.a Identify suitable students for intervention and extension programs b. Intervention and extension programs are developed and delivered weekly from Years 7 to 10 -Bayview - DCE & BWG to deliver weekly programs in Numeracy and/or Maths classes with another Yr7 to 9 teacher -Pasco - ARO to deliver weekly front-loading program at Yr10	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Numeracy Network Teacher <input checked="" type="checkbox"/> Numeracy Support	from: Term 1 to: Term 4
KIS 3 Building practice excellence	Design and implement a program of professional learning, coaching and peer observations for all teachers across the curriculum, to build understandings of the links between literacy and learning and how these can be pursued to enhance learning growth.	
Actions	<ol style="list-style-type: none"> 1. Embed the 6 Traits of Writing conferences in Years 7 to 9 English curriculum. 2. Embed the Reader's Notebook and reading conferences in English Curriculum Years 7-9 3. Implement the whole school literacy teaching strategies of explicitly teaching vocabulary and reading comprehension. 4. Research across college and in network relevant intervention strategies and/or programs. 5. Deliver whole school professional learning to staff on reading, writing, grammar, punctuation and spelling strategies. 	
Outcomes	<ol style="list-style-type: none"> 1. 6 Traits of Writing conferences being used by all 7-9 classes 2. Staff and students using conferences to encourage growth mindset in skill development 3. All staff will have increased knowledge of literacy teaching strategies and implementation in place 4. Network community of practice to influence intervention strategies at WHS Successful completion of the vertical Bastow Literacy Leadership Program 5. Staff literacy skills and knowledge increased 	
Success Indicators	<ol style="list-style-type: none"> 1a. Consistent and agreed upon writing skills being explicitly taught across Years 7 to 9 English curriculum and evidenced through peer observations b. 6 Traits of Writing are clearly evident in student writing, identified by teams through the moderation process 2a. Documented Reading conference structure and process in place b. Evidence of student learning and reflection of self-regulation present in Reader's Notebook 	

	<p>3a. Key vocabulary identified through the renewed accreditation process</p> <p>b. Key vocabulary visible in classrooms and evident in student work</p> <p>c. Greater confidence in staff to support students in explicit teaching of vocabulary and reading comprehension in their classrooms</p> <p>d. Vocabulary based problems of practice evident in PLC's across college</p> <p>4. Investigation of literacy intervention proposal</p> <p>5. Data collection on staff confidence in teaching literacy strategies (specifically grammar, punctuation and spelling) for targeted professional learning</p>	
Activities and Milestones	Who	When
<p>1a. Ongoing professional learning provided to the Year 7 to 9 English teachers to implement and embed the 6 Traits of Writing Conferences, including the links between the marking guides for the 6 Traits, NAPLAN and VCE English</p> <p>b. Literacy LT to continue work with English CAT Leader (Bayview) and Hobson's Bay network to embed the Writer's Notebook in Years 7-9 English curriculum</p> <p>c. The development of an English teaching induction program to support staff in understanding the curriculum and teaching frameworks within the subject</p>	<p><input checked="" type="checkbox"/> KLA Leader</p> <p><input checked="" type="checkbox"/> Literacy Leader</p>	<p>from: Term 1 to: Term 4</p>
<p>2a. Review the English sustained reading sessions timetabled in the library and trial high impact teaching strategies to maximise growth for students</p> <p>b. Professional learning to Years 7 to 9 English teachers in how to conduct Reading conferences and explicitly teach reading strategies</p> <p>c. Peer observations and school visits within our network (primary and secondary) taking place</p>	<p><input checked="" type="checkbox"/> KLA Leader</p> <p><input checked="" type="checkbox"/> Literacy Leader</p>	<p>from: Term 1 to: Term 4</p>
<p>3a. Literacy LT to continue work with curriculum leaders to identify key vocabulary to be taught in each unit and reflected in course accreditation process</p> <p>b&c. Provide professional learning modules to whole staff sharing strategies to explicitly teach vocabulary and reading</p>	<p><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</p> <p><input checked="" type="checkbox"/> KLA Leader</p> <p><input checked="" type="checkbox"/> Literacy Leader</p>	<p>from: Term 1 to: Term 4</p>

<p>comprehension strategies d. Cross campus vertical literacy team to complete Bastow Literacy Leadership program in 2020 e. Literacy Leader to provide professional learning about Secondary Literacy Toolkit to CAT Leaders in 2020 f. Literacy leader to collaborate with Teaching and Learning Leaders to guide PLC's with the development of their problems of practice.</p>	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	
<p>4a. Create a literacy intervention/extension working party b. Visit and observe other schools and create new partnerships c. Trial and track new strategies and interventions to guide development</p>	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	from: Term 1 to: Term 4
<p>5a. Explicitly teach spelling, punctuation and grammar as a means of boosting student's writing success with the support of the IXL Program b. Professional learning to Years 7 to 9 English teachers in how to explicitly teach spelling, grammar and punctuation strategies</p>	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4
KIS 4 Building practice excellence	Develop and promote viable pathways for senior students through Years 11 and 12 that improves parent, staff and student perceptions of career opportunities.	
Actions	<ol style="list-style-type: none"> 1. Senior pathway program implemented at Year 9 parent information sessions 2. Develop and enhance Years 9 and 10 Homegroup curriculum to incorporate DE&T "My Career Insights' and knowledge of pathways into VCAL, VCE and how to develop VET options within these programs 3. Year 7 & 8 careers workshops delivered, and e-potfolios in place 7-12 4. Implement a Williamstown High School Careers website for whole school community access to careers information 	
Outcomes	<ol style="list-style-type: none"> 1. Increased pathways understanding for Year 9-12 students and families 2. Pathway planning to commence earlier for students 3. Increased Careers and Pathways knowledge for year 7-12 students 4. Website created and utilised by relevant stakeholders in the school community 	

Success Indicators	1. Year 9 students and families have a broader and more informed understanding of the senior pathway programs offered at WHS 2. Students and families having greater access to pathways information and making more informed decisions about pathway options 3. Workshops in place as part of Year 7 & 8 program, completion of the Morrisby assessments for Year 9 students, and e-portfolios for 7-12 4. Active website in place	
Activities and Milestones	Who	When
1a. Promotion and information session planned and implemented (VCE, VCAL, VET) for Year 9 students and families at parent information night b. Morrisby online testing to be provided for all Year 9 students with parent meetings if funded c. Explore options to modify and develop the established weekly university visit presentations into a school based career based expo, Years 9 to 12 students incorporating both vocational and university pathways with a possible option of a Careers week focus across both campuses d. Increase the visibility of Careers & Pathways for all students. For example, to develop a "Careers Corner" or space at both Campus libraries to promote all pathways including vocational and university pathways information	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4
2a. Collaborating with the Student Engagement and Wellbeing Leaders at each campus to update, enhance and incorporate Careers Curriculum Framework into the Year 9 and 10 homegroup program in term 3 b. Pathways Leader to promote School Based Apprenticeship and Traineeships (SBAT's) opportunities and School Workplace Learning Placement (SWL) for VCAL students in 2019 c. A Careers Co-ordinator based at the Bayview Campus to facilitate new Career insights and DET initiatives for Year 9s	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4
3a. Implement the organisation of delivering Year 7 & 8 workshops to all students, including the possibility of this sitting in the Year 7 & 8 homegroup curriculum	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1

<p>b. e-portfolios for all 7-12 students c. A Careers Co-ordinator based at the Bayview Campus to facilitate new Career insights and DET initiatives for Year 7 & 8s</p>	<p><input checked="" type="checkbox"/> Team Leader(s)</p>	<p>to: Term 4</p>
<p>4a. Development and implementation of new whole school Careers website b. Promotion of new Careers website to students via assemblies, to staff via PL sessions and parent communication</p>	<p><input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)</p>	<p>from: Term 1 to: Term 4</p>
<p>Goal 2</p>	<p>To enhance the intellectual engagement and self-regulation of all students and foster their ability to take responsibility for their own learning.</p>	
<p>12 Month Target 2.1</p>	<p>Student voice and agency: more than 47% positive Self-regulation and goal setting: more than 68% positive Learning confidence: more than 68% positive Stimulated learning: more than 60% positive</p> <p>The absence rate for Years 7-12 students to be less than 13 days per student The absence rate for Year 9 students to be less than 16 days per student Engagement-the Attendance rate to be at 93% Attitudes to attendance: more than 88% positive</p> <p>85% of students who started at WHS in February, 2017 will be retained at the school in Year 10 by August, 2020. 95% of Year 10 students at WHS in February, 2019 will be retained in Year 11 by August 2020 95% of Year 11 students at WHS in February, 2019 will be retained in Year 12 by August 2020</p>	
<p>KIS 1 Intellectual engagement and self-awareness</p>	<p>Build teacher capacity to foster intellectual engagement involving the design of open-ended tasks that develop students' critical and creative thinking, and their metacognitive and problem solving skills.</p>	
<p>Actions</p>	<ol style="list-style-type: none"> 1. Continue to offer professional learning program to build staff capacity around metacognition 2. Learning specialists to model metacognitive strategies to staff 3. Course accreditation to include exemplars of explicit teaching of metacognition and problem solving 	

Outcomes	1. All teachers are knowledgeable in the importance of metacognitive strategies 2. Staff to engage in modeled metacognition strategies leading to the increase in awareness and using specific strategies in the classroom around metacognition 3. Increased visibility of metacognition exemplars	
Success Indicators	1. Metacognitive strategies evident in the classroom 2. In the Attitudes to School Survey the Self-regulation and goal setting survey factor has a higher percentage positive result than in 2019 3. Course accreditation process drives the explicit teaching of metacognition and problem solving	
Activities and Milestones	Who	When
1. Lead staff in gaining knowledge and understanding of metacognition through forums such as: -Curriculum Day focus -College Professional Learning time -Campus Professional Learning time -CAT Professional Learning	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4
2. Toolbox of strategies (practical teaching and learning) to increase metacognition activities in the classroom to be developed, promoted and shared with the intention of providing support and guidance to teachers in this area	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4
3. Explicit metacognition criteria integrated into course accreditation process and documentation. This to be achieved through initial focus at CAT meetings and then through completing the next cycle of our rolling course accreditation process	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4

KIS 2 Intellectual engagement and self-awareness	Design and implement ways of increasing student agency and ownership of the direction of their learning, the products of their learning and their learning growth.	
Actions	<ol style="list-style-type: none"> 1. Continue to develop staff knowledge and understanding of student agency 2. Develop staff capacity in the use of Self-Reported Grades (SRG) alongside Developmental Rubrics 3. Create a student agency action team (teachers) and develop student agency workshops for students in Years 7-12 4. Investigate student led conferences as part of the three way partnership between the school, students and families at Year 8. Embed and review VCAL student led conferences 	
Outcomes	<ol style="list-style-type: none"> 1. Teachers to value and understand the impact of allowing and facilitating high level student agency within their classrooms, with staff explicitly utilising Student Agency knowledge to guide practice. 2. Students having increased agency of the learning journey- including explicit understanding of the purpose of learning, including self-assessment and reflection 3. Student agency action team working towards implementing agency centered strategies 4. Student led conferences are scheduled for VCAL and a model developed for Year 8 	
Success Indicators	<ol style="list-style-type: none"> 1a. Teachers are embedding strategies and practices that enable students to be agents of their learning b. Opportunities provided for all students to engage in interesting, personally relevant and intellectually challenging tasks 2. Staff trialing the Self-Reported Grades and Developmental Rubrics in classroom situations and sharing outcomes in collaborative teams 3.a Students openly reflecting and articulating on their learning, achievement of learning goals and areas for improvement b. In the Attitudes to School Survey the Self-regulation and goal setting survey factor has a higher percentage positive result than in 2019 4. Student led conferences further developed in VCAL and model proposed for Year 8 	
Activities and Milestones	Who	When
<ol style="list-style-type: none"> 1. Professional learning continues to be implemented on student agency at: <ul style="list-style-type: none"> -Curriculum Days -College Professional Learning time -Campus Professional Learning time -Professional Learning Weeks 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator 	from: Term 1 to: Term 4

<p>2.a Professional learning to be delivered and modeled in the instruction of Self-Reported Grades when using Developmental Rubrics b. Develop teacher capacity in the use of self-reported grades, success criteria, capacity matrices and developmental rubrics.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator 	<p>from: Term 1 to: Term 4</p>
<p>3 a. Action team focusing on Student Agency. b. Conduct student agency workshops for students in Years 7-12.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator 	<p>from: Term 1 to: Term 4</p>
<p>4. Student-led conference model trialed at Years 8 and enhanced at VCAL</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s) 	<p>from: Term 1 to: Term 4</p>
<p>KIS 3 Intellectual engagement and self-awareness</p>	<p>Design protocols so that teachers engage students in setting learning goals, develop students' monitoring and self-regulation skills, and enhance their self-efficacy and confidence as learners.</p>	
<p>Actions</p>	<ol style="list-style-type: none"> 1. Self-reported grades used to explicitly make learning purposeful for the students and as a protocol to reflect and understand their progress and achievement by setting appropriate goals 2. Teachers work with Mathematics, Literacy Leaders and students to create Individual Learning Plans (ILPs) for all students working two or more levels above or below the standards 3. To review and update the homegroup goals intent/process to allow for purposeful goal setting across all subject areas with a focus on growth mindset 	
<p>Outcomes</p>	<ol style="list-style-type: none"> 1. Self-Reported Grades are used by students to guide goal-setting 2. Students with ILPs have voice in the development and implementation of the plan 3. Students have growth mindsets with an increased understanding of what they individually need to do for growth <ul style="list-style-type: none"> -Leaders facilitating a focus on Growth Mindset across the school community -Students becoming better agents of their learning and possessing growth mindsets re: their progression 	

Success Indicators	1. Self-Reported Grades are used by students effectively and are evident in their learning goals 2. ILPs developed in Term 1, regularly updated and lodged on Compass with clear student involvement 3. Students setting learning goals, with a growth mindset, based upon learning becoming more purposeful for individual students and goals to also strive for growth	
Activities and Milestones	Who	When
1a. CAT Teams ensure that developmental rubrics are effective to allow SRGs to occur	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4
2. Teachers work with Mathematics, Literacy Leaders and students to create Individual Learning Plans (ILPs) for all students working two or more levels above or below the standards	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4
3. Create and implement working party to review Homegroup Goals Process to enhance student understanding and engagement of goal setting	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 1 to: Term 4
Goal 3	To strengthen the social and emotional wellbeing of all students.	
12 Month Target 3.1	Respect for diversity: more than 63% positive School connectedness: more than 68% positive.	

	Resilience: more than 67% positive Classroom behaviour: more than 67% positive. Attitudes to attendance: more than 88% positive Maintain or exceed 80% in Confidence and resiliency skills	
KIS 1 Health and wellbeing	Establish and embed a whole school Social and Emotional Learning (SEL) curriculum that strengthens student resilience.	
Actions	1. Continue implementation of Resilience, Rights and Respectful Relationship (4Rs) team which has members from all areas of the school. 2. Implementation and professional learning of the SWPBS via a peer observation model. 3. Continue implementation and professional learning of the WHS Mental Health and Wellbeing processes and practices. 4. Develop a school wide Positive Attitude to Attendance initiative as part of SWPBS	
Outcomes	1. 4Rs knowledge base increased for all community members. 2. Implement stage 1 of SWPBS Classroom Systems 3. Supports in place to provide Mental Health and Wellbeing responses 4. Positive mindset re: Attendance expectations	
Success Indicators	1. Completed Year One as a RRRRs Lead School 2. a Explicit teaching of the SWPBS positive behaviour expectations is further implemented and is supported by the peer observation model b. Staff interacting with available resources to continue developing positive relationships with all students 3. WHS school community are engaged and proactive in all areas outlined in Mental Health and Wellbeing 4. Documentation of a Positive Attitude to Attendance Plan based on current data and DET guidelines and resources	
Activities and Milestones	Who	When
1a. 4Rs team in place and meeting regularly b. Continue implementation of 4Rs action plan with school community c. Participate as a 4Rs lead school d. 4Rs team accessing lead school professional learning	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 1 to: Term 4

<p>e. Build the capacity of SMLs by providing them with professional learning on 4Rs during SEWT meetings</p>		
<p>2a. Build capacity of SMLs to lead staff professional learning in both formal and informal settings b. Staff professional learning of the implementation of explicit teaching of SWPBS expected behaviours c. Regular SWPBS team meetings d. Use of data to inform progress of SWPBS implementation (Compass Chronicles and SAS) e. Staff professional learning of the implementation of Classroom Systems peer observation model and record of peer observations related to SWPBS f. Build the capacity of SMLs by providing them with professional learning on SWPBS during SEWT meetings</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s) 	<p>from: Term 1 to: Term 4</p>
<p>3a. Building staff capacity to understand tiered response in relation to wellbeing observations (Inc. SafeMinds) b. Professional learning on staff and student disclosures (i.e. family violence policy) c. Youth Mental Health First Aid professional learning (staff, students and parents/guardians) d. Continued professional learning regarding Child Safe expectations e. Build the capacity of SMLs by providing them with professional learning on Mental Health and Wellbeing during SEWT meetings</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team 	<p>from: Term 1 to: Term 4</p>
<p>4a. Investigate reasons behind students attitude to attendance by running student focus groups b. Develop strategies for improving the school community's attitudes towards attendance c. Staff professional learning about strategies to improve student's attitude to attendance d. Regular publication of the importance of a positive attitude to attendance and regular recognition of improvements in attendance</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s) 	<p>from: Term 1 to: Term 4</p>

e. Build the capacity of SMLs by providing them with professional learning on attitudes to attendance during SEWT meetings		
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