

Annual Implementation Plan - 2019

Williamstown High School (8475)



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 15 points above the state mean.</p> <p>Year 9 Reading and Writing is more than 20 points above the state mean.</p> <p>More than 27% of Year 9 students will be in the top two Bands in Reading, Writing and Numeracy.</p> <p>75% of students with high or medium gains (years 7 to 9) for Numeracy.</p> <p>80% of students with high or medium gains (Year 7 to 9) for Reading.</p> <p>Less than 24% of Year 9 students will have low relative growth from Year 7 in 2019 to Year 9 for Reading, Writing & Numeracy.</p> <p>Mean All-Study score to be in the range of 31 to 32.</p> <p>At least 8% of students awarded 40+ scores.</p> <p>The VCE adjusted score to have a median no less than -2 for any subject.</p> <p>More than 13% of VCE students receive an ATAR above 90.</p> <p>Less than 34% of VCE students to receive an ATAR less than 60.</p>
12 Month Target 1.2	<p>Positive transitions more than 83% in parent opinion survey.</p> <p>VCAL class sizes to be more than 14.</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. Development of protocols for PLC's including peer observation. 2. Implement whole school moderation model that includes timely feedback processes for all classes. 3. Expand teachers' repertoire of High Impact Teaching Strategies (HITS), SIMPLE, AVID and differentiation. 4. Investigate engaging programs for girls and boys specific education alongside increasing affirming actions for female students and gender equality.
Outcomes	<p>Staff Collaborating with Growth Mindsets re: all students will experience appropriate growth.</p> <p>Staff explicitly utilising Student Agency knowledge to guide practice.</p> <p>Leaders facilitating a focus on Growth Mindset and Student Agency across the school community.</p> <p>Students becoming better agents of their learning and possessing growth mindsets re: their progression.</p> <p>Increased knowledge around equality in education for all.</p>
Success Indicators	<ol style="list-style-type: none"> 1a. PLC protocols developed and professional learning undertaken by all teaching staff (curriculum day). b. Staff engaging actively in PLCs, including peer observation, sharing practice, data and ideas for ongoing improvement.

	<p>2. Consistent teacher judgement of assessment and increased understanding of the Victorian Curriculum Achievement Standards (Years 7 to 10).</p> <p>3. Students to articulate higher levels of success and challenge in the classroom.</p> <p>4. 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.</p> <p>5. Staff receive regular information on current teaching pedagogy.</p> <p>6.a Students at all year levels to be exposed to activities on matters of respect and equality.</p> <p>b. Affirming strategies in place for female students providing opportunities within the classroom and wider school and community.</p>	
Activities and Milestones	Who	When
1. Professional learning provided to all staff around effective function of PLCs (protocols, norms, inquiry cycle, peer observation).	<input checked="" type="checkbox"/> Teaching and Learning Coordinator (s) SWA & DPE	from: Term 1 to: Term 4
<p>2a. Build capacity of middle leaders (CAT, SML) to facilitate and lead moderation and other collaborative practices.</p> <p>b. Moderation professional learning sessions provided to all staff across the school via CAT Leaders.</p> <ul style="list-style-type: none"> 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). <p>c. Documented moderation schedule in place for all CATs</p> <ul style="list-style-type: none"> Provide 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. Organise and facilitate CAT leaders day. 	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) GCL & SVI <input checked="" type="checkbox"/> CAT Leaders <input checked="" type="checkbox"/> Strategic Learning Leader STH <input checked="" type="checkbox"/> Teaching and Learning Coordinator (s) SWA & DPE	from: Term 1 to: Term 4
<p>3a. Professional learning of HITS delivered to staff through campus learning, PLC's, curriculum days and professional learning weeks.</p> <p>b. Further embed the school's SIMPLE instructional model throughout Years 7 to 12 ensuring clear learning intentions and success criteria.</p> <p>c. Extend the work on differentiation throughout Years 7 to 12.</p>	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator (s) SWA & DPE <input checked="" type="checkbox"/> Strategic Learning Leader	from: Term 1 to: Term 4

d. Develop teacher capacity in the use of self-reported grades, success criteria, capacity matrices and developmental rubric.	STH	
4a. Create a working party to investigate a pedagogical approach to boys education. b. Increase resourcing, both staffing and budget, to deliver a school commitment to gender equality and the affirmation of female students within our classrooms, wider school, and community.	<input checked="" type="checkbox"/> Bayview Campus Principal TST	from: Term 1 to: Term 4
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.	
Actions	<ol style="list-style-type: none"> 1. Develop a cross college Mathematics working party. 2. Collaborate beyond the boundaries of WHS. 3. Implement mathematics intervention strategies 7-10. 4. Deliver CAT derived values and beliefs (Every student can improve and mathematics exists beyond the textbook). 	
Outcomes	<p>Effective whole school communications in place with all mathematics staff. Intervention strategies for students 2 years behind in place. Growth mindset re: Mathematics experience for all students.</p>	
Success Indicators	<ol style="list-style-type: none"> 1a. Regular meetings between LT and CAT leaders to ensure that key strategies are channeled through CAT leader roles. 1b. Organised cross-campus observations during PL Week. 2a. Establish a math network where our key feeder schools are involved. 2b. Set four occasions where math lessons are available for each school to observe. 3a. Front-loading program is delivered from Years 7 to 10. 3b. Students, parents and teachers establish a plan for support and release from intervention. 4a. Curriculum (work programs and capacity matrices) are structured in developmental sequences and shared with students. 4b. Curriculum (work programs) have embedded purpose/meaning (immerse) prior to skills and knowledge. 4c. Assessments reflect the range of developmental sequences. 	

Activities and Milestones	Who	When
1. Mathematics working party, including the Vertical Mathematics Team, initiatives are communicated and agreed prior to implementation at each campus. All meetings documented.	<input checked="" type="checkbox"/> Leading Teacher DCE <input checked="" type="checkbox"/> Mathematics Teachers	from: Term 1 to: Term 4
2a. Establish professional relationship with feeder primary schools and high schools that share similar goals. 2b. Explore the sharing of student data and maths lesson observations	<input checked="" type="checkbox"/> Leading Teacher DCE	from: Term 1 to: Term 4
3a. Year 7 & 8: Appoint program leader to implement front loading program in numeracy classes each week. 3b. Year 9 & 10: Appoint teacher to front load outside class time. 3c. Professional collaboration in Numeracy classes to deliver consistency and rigor in activities. 3d. intervention plans developed with involvement from all stakeholders	<input checked="" type="checkbox"/> Bayview Assistant Campus Principal SPR <input checked="" type="checkbox"/> CAT Leader BWO <input checked="" type="checkbox"/> Leading Teacher DCE	from: Term 1 to: Term 4
4a. Develop learning progressions for each work program and ensure that it aligns with the assessment. 4b. Class observations in relation to the instructional aspect of this goal. 4c. Developmental sequence assessments developed.	<input checked="" type="checkbox"/> Leading Teacher DCE <input checked="" type="checkbox"/> Mathematics Teacher(s)	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. Implement the 6 Traits for Reading and Writing conferences in Years 7 to 9 English curriculum. 2. Establish Reading and Writing conferences for Years 7 to 9 students in the English curriculum to ensure all students are challenged and extended. (Adapt with: Introduce the Reader's Notebook and embed 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. 	
Outcomes	Staff and students using conferences to encourage growth mindset in skill development. All staff will have increased knowledge of literacy teaching strategies and implementation in place. Network community of practice to influence intervention strategies at WHS.	
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. 1b. 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. 2b. Challenging and personalised Reading goals are evident at Years 7 to 9. 2c. Evidence of student learning and reflection of self-regulation present in Reader's Notebook. 3a. Key vocabulary identified through the accreditation process. 3b. Key vocabulary visible in classrooms and evident in student work. 3c. Greater confidence in staff to support students in explicit teaching of vocabulary and reading comprehension in their classrooms. 4. Creation of literacy intervention proposal for 2020. 	
Activities and Milestones	Who	When
<ol style="list-style-type: none"> 1a. Professional learning provided to the Year 7 to 9 English teachers to implement and embed the 6 Traits of Writing and Writing Conferences, including the links between the marking guides for the 6 Traits, NAPLAN and VCE English. 1b. Literacy LT to work with English CAT Leader (Bayview) and Hobson's Bay network to embed the Writer's Notebook in Years 7-9 English curriculum. 	<input checked="" type="checkbox"/> Literacy Leader ECO	from: Term 1 to: Term 4

1c. Student Writing goals to be incorporated in to reporting process to parents and guardians.		
2a. Professional learning to Years 7 to 9 English teachers in how to conduct Reading conferences and explicitly teach reading strategies. 2b. Student Reading goals to be incorporated into reporting process to parents and guardians. 2c. Peer observations and school visits within our network (primary and secondary) taking place.	<input checked="" type="checkbox"/> Literacy Leader ECO <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4
3a. Literacy LT to work with curriculum leaders to identify key vocabulary to be taught in each unit and reflected in course accreditation process. 3b&c. Provide professional learning modules to whole staff sharing strategies to explicitly teach vocabulary and reading comprehension strategies. 3d. Review and redesign whole school literacy policy in line with the key improvement strategies of the school.	<input checked="" type="checkbox"/> Literacy Leader ECO	from: Term 1 to: Term 4
4a. Create a literacy intervention/extension working party. 4b. Visit and observe other schools and create new partnerships. 4c. Trial and track new strategies and interventions to guide development of proposal for implementation in 2020.	<input checked="" type="checkbox"/> Literacy Leader ECO	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	1. Senior pathway program implemented at Year 9 parent information sessions. 2. Develop and enhance Years 9 and 10 Homegroup curriculum to incorporate Careers Curriculum Framework and knowledge of pathways into VCAL, VCE and how to develop VET options within these programs. 3. Year 7 & 8 careers workshops delivered.	

Outcomes	Increased pathways understanding for Year 9 students and families. Pathway planning to commence earlier for students. Increased knowledge for year 7 & 8 students.	
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.	
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. 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. 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.	☑ Pathways & Transition Leader ABS	from: Term 1 to: Term 3
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.	☑ Pathways & Transition Leader ABS	from: Term 1 to: Term 3
3. 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.	☑ Pathways & Transition Leader ABS	from: Term 1 to: Term 4

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 48% positive.</p> <p>Self-regulation and goal setting: more than 68% positive.</p> <p>Learning confidence: more than 68% positive.</p> <p>Stimulated learning: more than 61% positive.</p> <p>The absence rate for Years 7-12 students to be less than 13 days per student.</p> <p>The absence rate for Year 9 students to be less than 16 days per student.</p> <p>Engagement-the Attendance rate to be at 93%</p> <p>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> <p>95% of Year 10 students at WHS in February, 2019 will be retained in Year 11 by August 2020.</p> <p>95% of Year 11 students at WHS in February, 2019 will be retained in Year 12 by August 2020.</p>
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.
Actions	<ol style="list-style-type: none"> 1. Continue to offer professional learning program to build staff capacity around growth mindset. 2. Learning specialist to model growth mindset strategies. 3. Course accreditation to include explicit teaching of metacognition and problem solving.
Outcomes	<p>All members of the WHS community are knowledgeable in the importance of a growth mindset for all members of the 3-way partnership (students, staff and parents).</p> <p>Increased visibility of growth mindset strategies.</p>
Success Indicators	<ol style="list-style-type: none"> 1. Evidence through classroom observation to student application of the growth mindset strategies. 2. Shared learning, application and understanding of PLC's. 3. Course accreditation process reflects explicit teaching of metacognition and problem solving.

Activities and Milestones	Who	When
1. Lead staff in gaining knowledge and understanding of growth mindset.	<input checked="" type="checkbox"/> Strategic Learning Leader STH <input checked="" type="checkbox"/> Teaching and Learning Coordinator (s) SWA & DPE	from: Term 1 to: Term 4
2. PLC's facilitated during campus learning sessions.	<input checked="" type="checkbox"/> Teaching and Learning Coordinator (s) SWA & DPE	from: Term 1 to: Term 4
3. Toolbox of strategies, open ended tasks and problem solving skills (practical teaching and learning) to reinforce and support teachers in the classroom.	<input checked="" type="checkbox"/> Teaching and Learning Coordinator (s) SWA & DPE	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	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. Establish student led conferences as part of the three way partnership between the school, students and families at Year 8 and VCAL (Similar to Year 9 student led conferences).	
Outcomes	Students having increased agency of the learning journey- including explicit understanding of the purpose of learning, including self-assessment and reflection. Teachers to value and understand the impact of allowing and facilitating high level student agency within their classrooms.	

Success Indicators	1. Opportunities provided for all students to engage in interesting, personally relevant and intellectually challenging tasks. 2. Staff trialing the Self-Reported Grades in classroom situations and sharing outcomes in collaborative teams. 3. Students openly reflecting and articulating on their learning, achievement of learning goals and areas for improvement.	
Activities and Milestones	Who	When
1. Professional learning program for staff developed and implemented around student agency.	<input checked="" type="checkbox"/> Teaching and Learning Coordinator (s) SWA & DPE	from: Term 1 to: Term 2
2. Professional learning to be delivered in the effective understanding of Dinham's interpretation of Hattie's Self-Reported Grade's and Developmental Rubrics.	<input checked="" type="checkbox"/> Teaching and Learning Coordinator (s) SWA & DPE	from: Term 1 to: Term 4
3. Model developed and trialed student-led conferences at Years 8 and VCAL.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) GCL & SVI	from: Term 3 to: Term 4
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.	
Actions	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. 2. Teachers work with Teaching and Learning, Mathematics, Literacy Leaders and AEN Coordinators and students to create Individual Learning Plans (ILPs) for all students working two or more levels above or below the standards. 3. Continue to utilise the AVID program to enhance Teaching and Learning in Years 7-12. 4. Expand the Advancement Via Individual Determination (AVID) program to all students in Years 7-12 to improve their study skills and habits.	

Outcomes	<p>Students have growth mindsets with an increased understanding of what they individually need to do for growth.</p> <p>Students with ILPs have increased agency in the development and implementation of the plan.</p> <p>Staff teaching practice influenced by AVID protocols.</p>	
Success Indicators	<ol style="list-style-type: none"> 1. Students setting learning goals based upon learning becoming more purposeful for individual students and goals to also strive for growth. 2. ILP's developed, regularly updated and lodged on Compass with clear student involvement. 3. AVID site team drives renewed Professional learning focus with offerings to staff, leading to protocols used in 7-12 classes, as observed through peer observation trials. 4. Peer observations to evidence students utilising study skills AVID protocols. 	
Activities and Milestones	Who	When
<p>1a. Professional learning delivered on strategies to make the learning purposeful in all classes, across all curriculum areas.</p> <p>b. Professional learning delivered on effective feedback, including student to student, student to teacher, and teacher to student.</p>	<input checked="" type="checkbox"/> Strategic Learning Leader STH <input checked="" type="checkbox"/> Teaching and Learning Coordinator (s) SWA & DPE	from: Term 1 to: Term 4
<p>2. Teachers work with Teaching and Learning, Mathematics, Literacy Leaders and AEN Coordinators and students to create Individual Learning Plans (ILPs) for all students working two or more levels above or below the standards.</p>	<input checked="" type="checkbox"/> Teaching and Learning Coordinator (s) SWA & DPE	from: Term 1 to: Term 2
<p>3. Continue to utilise the AVID program to enhance Teaching and Learning in Years 7-12.</p>	<input checked="" type="checkbox"/> Teaching and Learning Coordinator (s) SWA & DPE <input checked="" type="checkbox"/> AVID Site Team Leader ONI	from: Term 1 to: Term 4

4. Expand the Advancement Via Individual Determination (AVID) program to all students in Years 7-12 to improve their study skills and habits.	<input checked="" type="checkbox"/> Teaching and Learning Coordinator (s) SWA & DPE <input checked="" type="checkbox"/> AVID Site Team Leader ONI	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 60% positive. School connectedness: more than 67% positive. Resilience: more than 66% positive. Classroom behaviour: more than 63% positive. Attitudes to attendance: more than 88% positive. Confidence and resiliency to be more than 76% positive from parent opinion survey	
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 and implement a school wide Positive Attitude to Attendance initiative.	
Outcomes	4Rs knowledge base increased for all community members. Implementation of SWPBS- Classroom Systems Positive mindset re: Attendance expectations.	

Success Indicators	1. Completed Year Two of the 4Rs action plan. 2. Staff interacting with available resources to continue developing positive relationships with all students. 3. Explicit teaching of the SWPBS positive behaviour expectations is further implemented and is supported by the peer observation model. 4. WHS school community are engaged and proactive in all areas outlined in Mental Health and Wellbeing. 5. 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. Year Two of the action implemented with all staff. c. Participate as a 4Rs lead school.	<input checked="" type="checkbox"/> Wellbeing Team SPR & APO LKE & SME AHY & AGO All SML's	from: Term 1 to: Term 4
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 a peer observation model and record of peer observations related to SWPBS.	<input checked="" type="checkbox"/> Assistant Principal (s) SPR & APO <input checked="" type="checkbox"/> Wellbeing Team LKE & SME AHY & AGO All SML's	from: Term 1 to: Term 4
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).	<input checked="" type="checkbox"/> Student Wellbeing Leader (s) LKE & SME <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator (s) AHY & AGO	from: Term 1 to: Term 4

d. Continued professional learning regarding Child Safe expectations.		
<p>4a. Data analysis of reasons behind students attitude to attendance.</p> <p>b. Review whole school process for identification and strategies for students 'At Risk'.</p> <p>c. Staff professional learning about strategies to improve student's attitude to attendance.</p> <p>d. Regular publication of importance of a positive attitude to attendance and regular recognition of improvements in attendance.</p> <p>e. Organise and facilitate SML day.</p>	<input checked="" type="checkbox"/> Student Wellbeing Leader (s) LKE & SME	from: Term 1 to: Term 4
<p>5. Organize a Student Engagement and Wellbeing Team Conference to provide targeted PL to all team members with regard to actions 2, 3 and 4.</p>	<input checked="" type="checkbox"/> Student Wellbeing Leader (s) LKE & SME	from: Term 1 to: Term 4