

2018 Annual Implementation Plan

for improving student outcomes

Williamstown High School (8475)



Submitted for review by Gino Catalano (School Principal) on 19 December, 2017
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 20 December, 2017
Endorsed by Andrew Egan by School Council President on 21 February, 2018

Goal 1	To extend the achievement and learning growth of every student across the school.		
12 month target 1.1	<p>Year 9 Reading and Writing is more than 15 points above the state mean. Year 9 Numeracy is more than 12 points above the state mean. More than 25% of Year 9 students will be in the top two Bands in Reading, Writing and Numeracy. Less than 25% of Year 9 students will have low relative growth from Year 7 in 2019 to Year 9 for Reading, Writing & Numeracy. 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 -2 for any subject. More than 12% of VCE students receive an ATAR above 90. Less than 35% of VCE students to receive an ATAR less than 60.</p>		
FISO Initiative	Building practice excellence		
Key Improvement Strategy 1	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 collaborative teams and practices. 2. Develop 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. 		
Evidence of impact	<ol style="list-style-type: none"> 1a. Collaboration protocols developed and professional learning undertaken by all teaching staff (curriculum day). b. Staff engaging actively in collaborative teams, sharing practice, data and ideas for ongoing improvement. 2. Consistent teacher judgement of assessment and increased understanding of the Victorian Curriculum Achievement Standards (Years 7 to 10). 3. Students to articulate higher levels of success and challenge in the classroom. 		
Activities and Milestones	Who	When	
<ol style="list-style-type: none"> 1a. Active participation in DET professional learning communities PD in 2018. b. Professional learning provided to all staff around effective function of teacher collaborative models (protocols and norms). c. All collaborative teams create and develop an action plan. d. Once collaborative model is in place, review of meeting structure conducted to support and facilitate best model in moving forward. 	Teaching and Learning Coordinator SWA & DPE	from: Term 1 to: Term 4	
<ol style="list-style-type: none"> 2a. Moderation professional learning sessions provided to all staff across the school. b. Build capacity of middle leaders (CAT, SML) to facilitate and lead moderation and other collaborative practices. <ul style="list-style-type: none"> • Collect data and analyse student learning data and effectively use it to inform teaching and learning practices (valid assessment tools developed). 	Curriculum Co-ordinator (s) GCL AND SVE	from: Term 1 to: Term 4	

<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. 		
<p>3a. Professional learning of HITS delivered to staff through campus learning, collaborative teams, 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> <p>d. Develop teacher capacity in the use of success criteria, capacity matrices and developmental rubric.</p>	Teaching and Learning Coordinator SWA & DPE	from: Term 1 to: Term 4

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12 month target 1.1	Year 9 Reading and Writing is more than 15 points above the state mean. Year 9 Numeracy is more than 12 points above the state mean. More than 25% of Year 9 students will be in the top two Bands in Reading, Writing and Numeracy. Less than 25% of Year 9 students will have low relative growth from Year 7 in 2019 to Year 9 for Reading, Writing & Numeracy. 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 -2 for any subject. More than 12% of VCE students receive an ATAR above 90. Less than 35% of VCE students to receive an ATAR less than 60.
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	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.Appoint a Leading Teacher to lead Mathematics professional learning and implement professional learning between Mathematics teachers across Years 7 to 10. 2.Resource time for a Mathematics Professional Learning Facilitator to support the Mathematics Leading Teacher in building the capacity of Mathematics teachers across Years 7 to 10. 3.Develop a cross college Mathematics collaborative team. 4.Investigate Mathematics intervention and extension programs/strategies.
Evidence of impact	<ol style="list-style-type: none"> 1. In place day one 2018. 2. Documented and evidence of change of teacher practice (e.g. peer observations, micro teaching). 3. High Impact Teaching Strategies evident in lesson plan and classroom practice. 4. Specific intervention and extension programs/strategies evident in the Mathematics classroom.

Activities and Milestones	Who	When
1. Appoint Mathematics Leading Teacher, ready for the 2018 school year.	Principal GCA	from: Term 1 to: Term 1
2. Mathematics Professional Learning Facilitator model identified, agreed upon and implemented.	Mathematics Leading Teacher DCE	from: Term 1 to: Term 4
3a. Identification and formation of members for a Mathematics collaborative team, with identified and agreed upon protocols for how we will support the development of each member. b. Develop capacity of Mathematics teachers in using High Impact Teaching Strategies to challenge and extend all students (including the development of collaborative study groups at Year 10). c. Bastow vertical learning team established from the Mathematics collaborative team and role of each team member clarified.	Mathematics Leading Teacher(s) DCE	from: Term 1 to: Term 2
4a. Review, research and develop a range of targeted strategies to support students identified as "must change" and "cruising". b. Research and trial targeted intervention strategies for students who are identified with a numerical understanding that is well below expected level. c. Research and trial targeted extension strategies for students who are identified with a numerical understanding that is well above expected level.	Mathematics Leading Teacher(s) DCE	from: Term 2 to: Term 4

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12 month target 1.1	<p>Year 9 Reading and Writing is more than 15 points above the state mean.</p> <p>Year 9 Numeracy is more than 12 points above the state mean.</p> <p>More than 25% of Year 9 students will be in the top two Bands in Reading, Writing and Numeracy.</p> <p>Less than 25% 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 12% of VCE students receive an ATAR above 90.</p> <p>Less than 35% of VCE students to receive an ATAR less than 60.</p>
FISO Initiative	Building practice excellence

Key Improvement Strategy 3	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. Appoint a Literacy Leading Teacher to lead all teachers in professional learning of literacy. 2. Implement the 6 Traits for Writing in Years 7 to 9 English curriculum. 3. Establish Reading and Writing conferences for Years 7 to 9 students in the English curriculum to ensure all students are challenged and extended. 4. Active participation in the Hobsons Bay Community of Practice (CoP) Writing Moderation team. 		
Evidence of impact	<ol style="list-style-type: none"> 1. Leadership in place for 2019 year. 2a. Consistent and agreed upon writing structure being explicitly taught across Years 7 to 9 English curriculum. 2b. 6 Traits of Writing are clearly evident in student writing. 3a. Documented Reading and Writing conference structure and process in place. 3b. Challenging and personalised Reading and Writing goals are evident at Years 7 to 9. 4. Strong cross school relationships developed to share understanding and resources. 		
Activities and Milestones	Who	When	
1. Advertise and appoint Literacy Leading Teacher during the 2018 school year.	Principal GCA	from: Term 2 to: Term 3	
2. Professional learning provided to the Year 7 to 9 English teachers to implement and embed the 6 Traits of Writing.	Leading Teacher(s) TST	from: Term 1 to: Term 2	
3a. Professional learning to Years 7 to 9 English teachers in how to conduct Reading and Writing conferences. b. Student Reading and Writing goals to be incorporated into reporting process to parents and guardians.	Leadership Team TST	from: Term 1 to: Term 2	
4. Year 7 English teachers actively participating the Hobsons Bay Moderation Community of Practice (CoP).	Leadership Team TST	from: Term 1 to: Term 4	

Goal 1	To extend the achievement and learning growth of every student across the school.
12 month target 1.2	Senior pathway program implemented at Year 9 parent information sessions.
FISO Initiative	Building practice excellence
Key Improvement Strategy 4	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 programs 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.		
Evidence of impact	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 making more informed decisions about pathway options.		
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. Enhance the careers newsletter promoting senior pathways (VCE, VET, VCAL) options to inform parents/ guardians, students and staff about viable pathways. 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.	Managed Individual Pathways Coordinator 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.	Managed Individual Pathways Coordinator ABS	from: Term 1 to: Term 3	

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	Student voice and agency: more than 47% positive. Self-regulation and goal setting: more than 67% positive. Learning confidence: more than 68% positive. Stimulated learning: more than 58% positive. The absence rate for Years 7-12 students to be less than 14 days per student. The absence rate for Year 9 students to be less than 17 days per student. Attitudes to attendance: more than 88% positive.
FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategy 1	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. Design and implement a professional learning program to build staff capacity around a growth mindset. 2. Staff to understand the theory that underpins the importance of fostering intellectual engagement. 3. Teaching and learning strategies investigated and trailed with a focus on open ended tasks. 		
Evidence of impact	<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 action research projects. 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 the growth mindset.	Teaching and Learning Coordinator SWA & DPE, STH	from: Term 1 to: Term 2	
2. Action research groups facilitated during campus learning sessions.	Teaching and Learning Coordinator SWA & DPE	from: Term 2 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.	Teaching and Learning Coordinator SWA & DPE, STH	from: Term 2 to: Term 3	

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.</p> <p>Self-regulation and goal setting: more than 67% positive.</p> <p>Learning confidence: more than 68% positive.</p> <p>Stimulated learning: more than 58% positive.</p> <p>The absence rate for Years 7-12 students to be less than 14 days per student.</p> <p>The absence rate for Year 9 students to be less than 17 days per student.</p> <p>Attitudes to attendance: more than 88% positive.</p>
FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategy 2	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. Develop staff knowledge and understanding of student agency. 2. Develop staff capacity in the use of Self-Reported Grades (SRG). 3. Establish student led conferences as part of the three way partnership between the school, students and families at Year 8, 9 and VCAL. 		
Evidence of impact	<ol style="list-style-type: none"> 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.	Teaching and Learning Coordinator 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 Grades.	Teaching and Learning Coordinator SWA & DPE, STH		from: Term 1 to: Term 4
3. Model developed and trialed student-led conferences at Years 8 and 9 and VCAL.	Curriculum Co-ordinator (s) GCL & SVE		from: Term 3 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 55% positive. School connectedness: more than 67% positive. Resilience: more than 65% positive. Classroom behaviour: more than 63% positive.		
FISO Initiative	Health and wellbeing		
Key Improvement Strategy 1	Establish and embed a whole school Social and Emotional Learning (SEL) curriculum that strengthens student resilience.		
Actions	<ol style="list-style-type: none"> 1. Implement Resilience, Rights and Respectful Relationship (4Rs) team which has members from all areas of the school. 2. Implementation, and professional learning of the updated SWPBS matrix and framework. 3. Implementation and professional learning of the WHS Mental Health and Wellbeing processes and practices. 		
Evidence of impact	<ol style="list-style-type: none"> 1. Completed Year one of the 4Rs action plan. 2. 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. 		

Activities and Milestones	Who	When
1a. 4Rs team in place and meeting regularly. b. Year one of the action implemented with all staff.	Wellbeing Team SFA & SBE	from: Term 1 to: Term 4
2a. Staff professional learning of the implementation of seven key areas of SWPBS framework. b. Regular SWPBS team meetings. c. Use of data (Tiered Fidelity and SET).	Wellbeing Team SFA & SBE	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). d. Continued professional learning regarding Child Safe expectations.	Wellbeing Team SFA & SBE	from: Term 3 to: Term 4