2022 Annual Implementation Plan

for improving student outcomes

Williamstown High School (8475)

Submitted for review by Giorgio Catalano (School Principal) on 08 April, 2022 at 08:59 AM
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 27 April, 2022 at 01:25 PM
Endorsed by Kane Harnden (School Council President) on 29 April, 2022 at 01:33 PM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricular programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embedding
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	During the Self Evaluation it was clear that evidence of key work is in place and we are on a journey to move from embedding to excelling.
Considerations for 2022	Students returning to face to face learning and reconnecting, re-engaging and having a wellbeing focus.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Extend the achievement and learning growth of every student across the school.
Target 2.1	By 2025, improve the NAPLAN high relative growth percentages for Year 9 in numeracy from a four-year average of 22.5% to 28%, in writing from a four-year average of 25% to 27%, and in reading from a four-year average of 28% to 32%.
Target 2.2	By 2025, more than 40% of Year 9 students will be in the top two bands in reading and numeracy (from a four-year average of 36%), and more than 20% of Year 9 students will be in the top two bands in writing (from 12% in 2021).
Target 2.3	By 2025, improve the NAPLAN above benchmark growth for Year 9 students in writing from 19% in 2021 to 26%, and in reading from a three-year average (2018-19, 2021) of 28.6% to above 30%.

Target 2.4	By 2025, improve the percentages of students at Years 7-10 deemed above level by teacher judgements (semester 1) in writing from 14% in 2021 to 20%, and in number and algebra from 22% in 2021 to 25%
Target 2.5	By 2025 improve the percentage of 37+ scores in VCE (based on 2021 figures) for: • English from the three-year average of 21% (2019-2021) to 22% in 2024 • Business Management from the three-year average of11% (2019-2021) to 14% in 2024 • Further Mathematics from the three-year average of 28% (2019-2021) to 29% in 2024 • Mathematical Methods from the three-year average of 12% (2019-2021) to 14% in 2024 • Biology from the three-year average of 29% (2019-2021) to 31% in 2024 • Psychology from the three-year average of 19% (2019-2021) to 21% in 2024 • Health & Human Development from the three-year average of 17% (2019-2021) to 20% in 2024 • Media from the three-year average of 26% (2019-2021) to 28% in 2024
Target 2.6	By 2025 100% of VCAL students to either complete Year 12 certificate or move to employment or external studies.
Target 2.7	By 2025, increase the positive response percentages on the School Staff Survey for: • Guaranteed and viable curriculum from 61% in 2021 to 65% • Academic emphasis from 53% in 2021 to 57% • Teacher collaboration from 66% in 2021 to 68% • Understand how to analyse data from 44% in 2021 to 50%

Key Improvement Strategy 2.a Instructional and shared leadership	Strengthen a whole school approach to the improvement of teaching and learning.
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Enhance the whole school approach to the effective teaching of literacy.
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Enhance the whole school approach to the effective teaching of mathematics
Goal 3	Enhance student engagement in their learning.
Target 3.1	By 2025, the percentage of positive responses in the Attitudes to School Survey, to increase for: • Student voice and agency from 39% in 2021 to 45% • Stimulated learning from 51% in 2021 to 56% • Self-regulation and goal setting from 57% in 2021 to 63% • Differentiated learning challenge from 54% to 58% • Motivation and interest from 54% in 2021 to 60%
Target 3.2	By 2025, decrease the percentage of students with 20+ absence days from 26% in 2019 to 17% in 2025.
Target 3.3	By 2025, the percentage of positive responses in the School Staff Survey, to increase for: • Believe evaluating impact improves practice from 59% in 2021 to 64% • Use student feedback to improve practice from 56% in 2021 to 61% • Promote student ownership of learning goals from 64% in 2021 to 68%.

Key Improvement Strategy 3.a Empowering students and building school pride	Strengthen student voice and capabilities to be agents of their own learning.
Key Improvement Strategy 3.b Empowering students and building school pride	Enhance a culture of pride and achievement in learning.
Goal 4	Strengthen the social and emotional wellbeing of all students.
Target 4.1	By 2025, the percentage of positive responses in the Attitudes to School Survey to increase for: - Advocate of school from 65% in 2021 to 68% - Respect for diversity from 43% in 2021 to 50% - Perceptions of LGBTIQ+ from 28% in 2021 to 38% - Managing bullying from 47% in 2021 to 54% - Teacher concern from 35% in 2021 to 40%
Target 4.2	By 2025, the percentage of positive responses in the Parent Opinion Survey to increase for: - Stimulated learning from a three-year average 2018-2020 of 76% to 80% - Student motivation from a three-year average 2018-2020 of 65% to 68% - Parent community engagement - parent participation and involvement from a three-year average 2018-2020 of 66% to 70% - Promoting positive behaviour from a three-year average 2018-2020 of 82% to 85% - Student voice and agency from a three-year average 2018-2020 of 75% to 78% - Teacher communication from a three-year average 2018-2020 of 65% to 68%
Target 4.3	By 2025, increase the positive response percentages on the School Staff Survey for:

	• Support growth and learning of whole students from 51% in 2021 to 60% • Believe student engagement is the key from 82% in 2021 to 85%
Key Improvement Strategy 4.a Health and wellbeing	Refine and embed effective structures and processes to support student wellbeing.
Key Improvement Strategy 4.b Building practice excellence	Develop and implement a strategy to embed the wellbeing capabilities across the school.
Key Improvement Strategy 4.c Health and wellbeing	Strengthen and embed the Respectful Relationships initiative.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	Yes	Support for the 2022 Priorities	The 2022 target is reflected in Goal 2.
Extend the achievement and learning growth of every student across the school.	Yes	By 2025, improve the NAPLAN high relative growth percentages for Year 9 in numeracy from a four-year average of 22.5% to 28%, in writing from a four-year average of 25% to 27%, and in reading from a four-year average of 28% to 32%.	• From a four year average of 22.5% in Year 9 in Numeracy to 24% • From a four year average of 25% in Year 9 in Writing to 25.5% • From a four year average of 28% in Year 9 Reading to 29%
		By 2025, more than 40% of Year 9 students will be in the top two bands in reading and numeracy (from a four-year average of 36%),	• From a four year average of 36% in Year 9 Reading and Numeracy to 37%

		and more than 20% of Year 9 students will be in the top two bands in writing (from 12% in 2021).	• From a four-year average of 12% in Year 9 Writing to 14%
		By 2025, improve the NAPLAN above benchmark growth for Year 9 students in writing from 19% in 2021 to 26%, and in reading from a three-year average (2018-19, 2021) of 28.6% to above 30%.	• From a three year average of 19% in Year 9 Writing to 20% • From a three year average of 28.6% in Year 9 Reading to 29%
		By 2025, improve the percentages of students at Years 7-10 deemed above level by teacher judgements (semester 1) in writing from 14% in 2021 to 20%, and in number and algebra from 22% in 2021 to 25%	• From 14% in Writing to 16% • From 22% in Number and Algebra 23%
		By 2025 improve the percentage of 37+ scores in VCE (based on 2021 figures) for: • English from the three-year average of 21% (2019-2021) to 22% in 2024 • Business Management from the three-year average of 11% (2019-2021) to 14% in 2024 • Further Mathematics from the three-year average of 28% (2019-2021) to 29% in 2024 • Mathematical Methods from the three-year average of 12% (2019-2021) to 14% in 2024 • Biology from the three-year average of 29% (2019-2021) to 31% in 2024 • Psychology from the three-year average of 19% (2019-2021) to 21% in 2024	• Maintain a three year average of 21% in English to 21% • From a three year average of 11% in Bus Man to 13%, • From a three year average of 28% in Further Mathematics to 28.5% • From a three year average of 12% in Mathematical Methods to13% • From a three year average of 29% in Biology to 29.5% • From a three year average of 19% in Psychology to19.5% • From a three year average of 17% in Health and Human Development to 18%, From a three year average of 26% in Media to 26.5%

		• Health & Human Development from the three-year average of 17% (2019-2021) to 20% in 2024 • Media from the three-year average of 26% (2019-2021) to 28% in 2024	
		By 2025 100% of VCAL students to either complete Year 12 certificate or move to employment or external studies.	100% of VCAL students to complete Year 12 Certificate, employment or external studies
		By 2025, increase the positive response percentages on the School Staff Survey for: • Guaranteed and viable curriculum from 61% in 2021 to 65% • Academic emphasis from 53% in 2021 to 57% • Teacher collaboration from 66% in 2021 to 68% • Understand how to analyse data from 44% in 2021 to 50%	• Guaranteed and viable curriculum from 61% to 62.5% • Academic emphasis from 53% to 54% • Teacher collaboration from 66% to 66.5% • Understand how to analyse data from 44% to 45.5%
Enhance student engagement in their learning.	Yes	By 2025, the percentage of positive responses in the Attitudes to School Survey, to increase for: • Student voice and agency from 39% in 2021 to 45% • Stimulated learning from 51% in 2021 to 56% • Self-regulation and goal setting from 57% in 2021 to 63% • Differentiated learning challenge from 54% to 58% • Motivation and interest from 54% in 2021 to 60%	• Student voice and agency from 39% to 41% • Stimulated learning from 51% to 52% • Self-regulation and goal setting from 57% to 59% • Differentiated learning challenge from 54% to 55% • Motivation and interest from 54% to 56%

		By 2025, decrease the percentage of students with 20+ absence days from 26% in 2019 to 17% in 2025.	Students with 20+ absences from 26% to 25% (aside from mandated isolation reasons)
		By 2025, the percentage of positive responses in the School Staff Survey, to increase for: • Believe evaluating impact improves practice from 59% in 2021 to 64% • Use student feedback to improve practice from 56% in 2021 to 61% • Promote student ownership of learning goals from 64% in 2021 to 68%.	• Believe evaluating impact improves practice from 59% to 60% • Use student feedback to improve practice from 56% to 57% • Promote student ownership of learning goals from 64% to 65%.
Strengthen the social and emotional wellbeing of all students.	Yes	By 2025, the percentage of positive responses in the Attitudes to School Survey to increase for: • Advocate of school from 65% in 2021 to 68% • Respect for diversity from 43% in 2021 to 50% • Perceptions of LGBTIQ+ from 28% in 2021 to 38% • Managing bullying from 47% in 2021 to 54% • Teacher concern from 35% in 2021 to 40%	• Advocate of school from 65% to 66% • Respect for diversity from 43% to 45% • Perceptions of LGBTIQ+ from 28% to 30% • Managing bullying from 47% to 49% • Teacher concern from 35% to 37%
		By 2025, the percentage of positive responses in the Parent Opinion Survey to increase for: • Stimulated learning from a three-year average 2018-2020 of 76% to 80% • Student motivation from a three-year average 2018-2020 of 65% to 68%	• Stimulated learning from a three-year average of 76% to 77% • Student motivation from a three-year average of 65% to 66% • Parent community engagement - parent participation and involvement

		• Parent community engagement - parent participation and involvement from a three-year average 2018-2020 of 66% to 70% • Promoting positive behaviour from a three-year average 2018-2020 of 82% to 85% • Student voice and agency from a three-year average 2018-2020 of 75% to 78% • Teacher communication from a three-year average 2018-2020 of 65% to 68%	from a three-year average of 66% to 67% • Promoting positive behaviour from a three-year average of 82% to 83% • Student voice and agency from a three-year average of 75% to 76% • Teacher communication from a three-year average of 65% to 66%
		By 2025, increase the positive response percentages on the School Staff Survey for: • Support growth and learning of whole students from 51% in 2021 to 60% • Believe student engagement is the key from 82% in 2021 to 85%	• Support growth and learning of whole students from 51% to 53% • Believe student engagement is the key from 82% to 83%

Goal 1	Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	
12 Month Target 1.1	The 2022 target is reflected in Goal 2.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	Extend the achievement and learning growth of every student across the school.	
12 Month Target 2.1	• From a four year average of 22.5% in Year 9 in Numeracy to 24% • From a four year average of 25% in Year 9 in Writing to 25.5% • From a four year average of 28% in Year 9 Reading to 29%	
12 Month Target 2.2	• From a four year average of 36% in Year 9 Reading and Numeracy to 37% • From a four year average of 12% in Year 9 Writing to 14%	
12 Month Target 2.3	• From a three year average of 19% in Year 9 Writing to 20%	

	• From a three year average of 28.6% in Year 9 Reading to 29%
12 Month Target 2.4	• From 14% in Writing to 16% • From 22% in Number and Algebra 23%
12 Month Target 2.5	• Maintain a three year average of 21% in English to 21% • From a three year average of 11% in Bus Man to 13%, • From a three year average of 28% in Further Mathematics to 28.5% • From a three year average of 12% in Mathematical Methods to13% • From a three year average of 29% in Biology to 29.5% • From a three year average of 19% in Psychology to19.5% • From a three year average of 17% in Health and Human Development to 18% • From a three year average of 26% in Media to 26.5%
12 Month Target 2.6	100% of VCAL students to complete Year 12 Certificate, employment or external studies
12 Month Target 2.7	• Guaranteed and viable curriculum from 61% to 62.5% • Academic emphasis from 53% to 54% • Teacher collaboration from 66% to 66.5% • Understand how to analyse data from 44% to 45.5%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Instructional and shared leadership	Strengthen a whole school approach to the improvement of teaching and learning.	Yes
KIS 2 Evidence-based high-impact teaching strategies	Enhance the whole school approach to the effective teaching of literacy.	Yes
KIS 3 Evidence-based high-impact teaching strategies	Enhance the whole school approach to the effective teaching of mathematics	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.	Following the School Review the panel noted that NAPLAN growth was varied and identified writing as an area of focus. Through the PRSE and the fieldwork, and given that very few staff operated across both campuses, the panel also determined that inconsistent practice across classrooms and between campuses, particularly in the variety of engagement strategies and differentiated approaches to teaching, impacted student progress. The school has adopted the panel's recommendation that the development of consistent high-quality practices and processes will be a focus for improving the learning growth of every student.

Goal 3	Enhance student engagement in their learning.

12 Month Target 3.1	• Student voice and agency to from 39% to 41% • Stimulated learning from 51% to 52% S • Self-regulation and goal setting from 57% to 59% • Differentiated learning challenge from 54% to 55% • Motivation and interest from 54% to 56%
12 Month Target 3.2	Students with 20+ absences from 26% to 25% (aside from mandated isolation reasons)
12 Month Target 3.3	• Believe evaluating impact improves practice from 59% to 60% • Use student feedback to improve practice from 56% to 57% • Promote student ownership of learning goals from 64% to 65%.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Strengthen student voice and capabilities to be agents of their own learning.	Yes
KIS 2 Empowering students and building school pride	Enhance a culture of pride and achievement in learning.	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.	Following the School Review the panel found there were limited opportunities for students to direct their own learning, which impacted upon student agency and for some students, taking responsibility for their own learning. The school has adopted the panel's recommendation that the development of student voice and agency across the school and developing the capabilities of all students to be confident, self-motivated learners will be a focus for maximizing their engagement and the learning of every student.

Goal 4	Strengthen the social and emotional wellbeing of all students.
12 Month Target 4.1	• Advocate of school from 65% to 66% • Respect for diversity from 43% to 45% • Perceptions of LGBTIQ+ from 28% to 30% • Managing bullying from 47% to 49% • Teacher concern from 35% to 37%
12 Month Target 4.2	• Stimulated learning from a three-year average of 76% to 77% • Student motivation from a three-year average of 65% to 66% • Parent community engagement - parent participation and involvement from a three-year average of 66% to 67% • Promoting positive behaviour from a three-year average of 82% to 83% · Student voice and agency from a three-year average of 75% to 76% • Teacher communication from a three-year average of 65% to 66%
12 Month Target 4.3	• Support growth and learning of whole students from 51% to 53% • Believe student engagement is the key from 82% to 83%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Refine and embed effective structures and processes to support student wellbeing.	Yes
KIS 2 Building practice excellence	Develop and implement a strategy to embed the wellbeing capabilities across the school.	Yes

KIS 3 Health and wellbeing	Strengthen and embed the Respectful Relationships initiative.	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 impact of remote learning for our students, and the growing need to monitor and support the health and wellbeing of all students has meant this is a continued focus for our school. We need to know and support all students through positive relationships and strengthened integrated support structures.	

Define Actions, Outcomes and Activities

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	The 2022 target is reflected in Goal 2.
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	i) Teachers use all available data sources to focus on student learning. ii) Effective Tutor Learning Initiative (TLI) in place including literacy & numeracy tutor guided sessions with students identified through the data analysis of the WHS Data Dashboard. iii) Individual Education Support Plans (IEPs) for students with additional educational needs, this will include Koori students. We will have the MYLNS literacy & numeracy direct instruction intervention Initiative is in place. iv) Mathematics Extension Program 7-9 in place.
Outcomes	i) Staff use the data dashboard for planning to differentiate and cater for all students. ii) Students most affected by RaFL will be identified using a range of Data Sources (PAT, OnDemand, NAPLAN & Teacher Grades) and supported in Literacy and Numeracy by the Tutor Team. Tutors analyse data and make evidence based decisions on areas and skills to support identified students. iii) Targeted literacy & numeracy support provided through various structures for Year 8, Year 9 and Year 10 students. Teachers access the AEN IEPs to use the individualised classroom recommendations and to offer the special assessment provisions for students. iv) Extension Mathematics session for students run before school in the library to support above standard students. Teacher's plan for extension in mathematics classes.
Success Indicators	i) Students growth evident in; Teacher Judgement PAT

NAPLAN
Teachers have increased proficiency in the use of the data dashboard
ii) Tutors are able to analyse data on dashboard to identify skills deficits and record details on Tutor Tracking sheets.
Student growth monitored.
iii) For literacy:
- Individualised goals measured against Literacy Skills Sequence for identified students.
- Classroom strategies from IEPs see AEN students more engaged in their learning.
- Students are using the special assessment provisions they have been given.
For numeracy:
- Waypoints growth data
- Assessment results
- Diagnostic testing growth (NAPLAN, PAT, OnDemand)
- Classroom teacher consultations
iv)
- Number of attending students
- Waypoints growth data
- Assessment results
- Diagnostic testing growth (NAPLAN, PAT, OnDemand)

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
WHS will actively implement DET priorities, specifically the MYLNs project, the TLI and our own programs. Capacity building activities will be provided for teachers focused on; - WHS Data Dashboard development and staff PL to access and use to inform teacher practice. - Student growth activities for extension, intervention and catch up due to RaFL.	☑ Assistant Principal ☑ Leadership Team ☑ Literacy Leader ☑ Numeracy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$510,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may

					include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable				
Actions	i) SWPBS & 4R's is implemented and explicitly taught in the Year 7-10 homegroup curriculum. WHS Mental Health and Wellbeing processes and practices in place to support and refer students as required. ii) All students referred to the SEWT are supported and an appropriate support plan is in place for Tier Three students. iii) Capacity building of student management leaders and wider school staff in student wellbeing.				
Outcomes	i) - Students are aware of the different support's strategies in place. - Ongoing targeted Staff PD through the year to implement the SWPBS & 4R'scurriculum. ii) Teachers and staff are aware of student's wellbeing and mental health and refer to SEWT as required. Relevant policies are reviewed and implemented annually. iii) - SML's have clear role clarity - New SML's complete the induction program in 2022 - Teachers have the knowledge and understanding of the tiered response expectations in relation to wellbeing.				
Success Indicators	i) Improved student wellbeing and mental health as evidenced by the AtSS. As indicated by the AtSS on emotional engagement and regulation. ii) Students receive the required support in a timely manner and support plans in place for Tier Three students. iii) SML's actively participate in induction program. Improved student wellbeing and mental health as evidenced by the AtSS. As indicated by the AtSS on Teacher Concern				
Activities and Milestones		**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
PL for all staff in student wellbeing processes will be provided to all staff focused on; - Safe Schools. - SWPBS. - 4Rs implementation. - SMLs Capacity Training.		☑ Assistant Principal ☑ Leadership Team ☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 2	$10,000.00 ☐ Equity funding will be used

- Mental Health First Aid Training for all Student Management Leaders.	☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	Extend the achievement and learning growth of every student across the school.
12 Month Target 2.1	From a four-year average of 22.5% in Year 9 in Numeracy to 24% From a four-year average of 25% in Year 9 in Writing to 25.5% From a four-year average of 28% in Year 9 Reading to 29%
12 Month Target 2.2	From a four-year average of 36% in Year 9 Reading and Numeracy to 37% From a four year average of 12% in Year 9 Writing to 14%
12 Month Target 2.3	From a three-year average of 19% in Year 9 Writing to 20% From a three-year average of 28.6% in Year 9 Reading to 29%
12 Month Target 2.4	From 14% in Writing to 16% From 22% in Number and Algebra 23%
12 Month Target 2.5	Maintain a three year average of 21% in English to 21% From a three year average of 11% in Bus Man to 13%, From a three year average of 28% in Further Mathematics to 28.5% From a three year average of 12% in Mathematical Methods to13% From a three year average of 29% in Biology to 29.5% From a three year average of 19% in Psychology to19.5% From a three year average of 17% in Health and Human Development to 18%, From a three year average of 26% in Media to 26.5%
12 Month Target 2.6	100% of VCAL students to complete Year 12 Certificate, employment or external studies

12 Month Target 2.7	• Guaranteed and viable curriculum from 61% to 62.5% • Academic emphasis from 53% to 54% • Teacher collaboration from 66% to 66.5% • Understand how to analyse data from 44% to 45.5%
KIS 1 Instructional and shared leadership	Strengthen a whole school approach to the improvement of teaching and learning.
Actions	i) Guaranteed and viable 7-10 curriculum and assessment to be reviewed through the Course Accreditation process and agreed timelines. ii) A focus on whole school moderation including cross-campus collaboration.. iii) Professional learning provided on the value and importance of the SIMPLE Instructional Model. iv) Foster a culture of peer observation and collegiate learning throughout the school via the WHS Peer Observation Model. v) Developmental assessment tools to be regularly used across all curriculum areas 7-12.
Outcomes	i) All courses comply with DET requirements and WHS checklist. CATs to be aware of accreditation expectations for 2022 and teacher planning, collaboration and preparation time utilised to effectively update courses. ii) Viable scope and sequence from 7-10 with a focus on assessment and teacher judgements in place. Consistency in accurately assigning Victorian Curriculum levels. iii) Teachers structure their lessons using the SIMPLE Instructional Model. This is evident in all classrooms. Greater teacher collaboration across learning areas on aspects of SIMPLE with an outline of the stages of SIMPLE. iv) The peer observation model will be included in the meeting structure to ensure collaboration time. Recorded peer observations will be visible to the T&L team via the Peer Observation Request forms. In addition, allocated time during PLT structure for adequate pre and post observation discussions. v) Students use the developmental assessment tools to complete self-reported grades and are able to identify their zone of proximal development and what 'next steps' are required to move to the next level. All CAT areas collaborate to ensure developmental assessment tools are in place to inform and provide challenge to all students.
Success Indicators	i) All courses due for accreditation clearly identified by curriculum leaders. All courses scheduled for accreditation in 2022 have occurred. ii) Cross campus moderation practices ensure assessment structure and judgements are consistent across both campuses. Learning tasks are sufficiently robust to ensure a distribution of grades. iii) Course outlines include evidence of planning using the SIMPLE Instructional Model. All students have a clear understanding of what the learning intention is for every lesson. As evidenced by the AtSS;

teacher effectiveness data.
Data collected from student and staff internal surveys about their use and understanding of SIMPLE indicates improved impact.
iv) 100% of teaching staff participate in peer observation.
v) Developmental assessment tools are included in the Course Accreditation process
and professional learning provided via the PLT meetings. Data collected from staff internal survey will indicate an increase from 2021 survey data.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
PL to improve the quality of teaching at WHS and ensure a guaranteed and viable curriculum is in place focused on; - PLT sessions & CAT sessions on peer observation. - Moderation. - HITS, - The agreed Instructional Model.	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Evidence-based high-impact teaching strategies	Enhance the whole school approach to the effective teaching of literacy.			
Actions	i) Professional Learning in Literacy delivered to all teaching staff to drive writing improvement across the school. ii) 3L (Literacy and Language for Learning) initiative training provided for eight lead staff. iii) Professional Learning on the explicit teaching of vocabulary continues.			

Outcomes	i) Teachers are able to identify the key text types they use, and teach key structure and language features to support student growth in Literacy within their subject area/s. ii) The eight lead staff to commence training of all teachers. iii) Staff explicitly teaching vocabulary.
Success Indicators	i) - Literacy curriculum day delivered - Literacy focus in PLT meetings ii) Model texts developed across all learning areas aligned to the 3L initiative. iii) As evidenced within curriculum documentation, classroom environment and end of semester assessment.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop and implement a whole school literacy plan with a particular emphasis on writing and vocabulary. Specific activities to enhance literacy outcomes include; - PL at curriculum day in Vocabulary and Text Types. - 3L whole school training. - PLT meeting time focused on literacy. - The meeting schedule reflects time allocated for literacy in CAT, Campus and College meetings.	☑ Curriculum Co-ordinator (s) ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 3 Evidence-based high-impact teaching strategies	Enhance the whole school approach to the effective teaching of mathematics				
Actions	i) Develop a framework to enable teachers from 7-12 to use available data to inform their practice. ii) Create a program of professional learning, coaching and peer observations for all Mathematics teachers, to build capability in the use of the HITS and extend students' learning growth. iii) 7-10 Mathematics courses assigned a timeframe to complete the course accreditation process. At least three semesters of Mathematics courses will be accredited in 2022.				
Outcomes	i) Teachers in 7-12 differentiate the curriculum to meet students at their point of need. Teacher engage with the WHS data dashboard regularly. ii) Teachers understand how to use the HITS effectively. Mathematics teachers engage in peer observation. iii) Guaranteed and viable curriculum in Mathematics. Through course accreditation teachers have a deep understanding of the Victorian Curriculum.				
Success Indicators	i) Improved student outcomes in mathematics. Mathematics assessments have entry level questions for all students. ii) Evidence of teachers using the HITS during Mathematics Peer Observations. Students show growth in mathematics. iii) Course Accredited in 2022.				
Activities and Milestones		**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Capacity building of all mathematics staff with PL focused on; - Team teaching. - Effective use of the numeracy period. - Peer observation - Whole school and teaching team's moderation of assessments.		☑ Curriculum Co-ordinator (s) ☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

	☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	Enhance student engagement in their learning.
12 Month Target 3.1	· Student voice and agency to from 39% to 41% · Stimulated learning from 51% to 52% · Self-regulation and goal setting from 57% to 59% · Differentiated learning challenge from 54% to 55% · Motivation and interest from 54% to 56%
12 Month Target 3.2	Students with 20+ absences from 26% to 25% (aside from mandated isolation reasons)
12 Month Target 3.3	· Believe evaluating impact improves practice from 59% to 60% · Use student feedback to improve practice from 56% to 57% · Promote student ownership of learning goals from 64% to 65%.
KIS 1 Empowering students and building school pride	Strengthen student voice and capabilities to be agents of their own learning.
Actions	i) Students use developmental assessment tools for self-regulation. ii) Teachers promote growth mindset with students. iii) Explore the purpose and develop an agreed understanding of the value of student developed goals.
Outcomes	i) Students use developmental assessments such as rubrics and growth ladders to determine their next level of learning. ii) - Growth mindset lessons for each year level. - Professional Learning on using language that promotes growth mindset. iii) Develop a model for the process of student developed goal setting to be implemented at WHS.

Success Indicators	i) Student surveys from before and after interventions and use of developmental rubrics to measure their understanding ii) Language used in classrooms promotes a growth mindset in students as evidenced by AtSS data: Effective teaching practice for cognitive engagement, motivation & interest. iii) The agreed model is ready to be implemented in 2023. ii)

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Whole school and campus-based CAT and PL sessions are evident focused on; - Creating and implementing developmental assessments for students that allow ZPD starting points and extension for all students. - Increasing student agency and ensuring students can understand their role in self-regulation through the use of consistent language by teachers. - Fostering a growth mindset in WHS students. - Student learning goals.	☑ All Staff ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Empowering students and building school pride	Enhance a culture of pride and achievement in learning.				
Actions	i) Student achievement acknowledged and celebrated. Student voice obtained to inform how we celebrate student achievement. ii) Alumni Mentors Program (Pasco) in place.				
Outcomes	i) Students recognise the success of others. Teachers acknowledging student success. ii) Teachers recommending Alumni Mentors Program to students and their parents. More students staying back in the library after school to collaborate with other students and to seek help from the Mentors.				
Success Indicators	i) Increased positive posts in relation to student achievement, awards issued at assemblies and graduation. ii) Survey students and parents about the Alumni Mentors program. Weekly attendance figures for extended library hours are noted. Feedback from Alumni Mentors is gathered.				

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Build the capacity of all teachers to adopt a culture of high expectations in every classroom, where teachers work collaboratively with students to ensure the pursuit of academic growth for students is a priority and academic excellence is acknowledged and celebrated. Specifically focused on; - Student focus groups to guide school strategies to recognise student excellence. - Celebration assemblies - year level and whole school. - Student achievement awards. - Student voice obtained to inform how best to celebrate student achievement.	☑ Assistant Principal ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 4	Strengthen the social and emotional wellbeing of all students.
12 Month Target 4.1	· Advocate of school from 65% to 66% · Respect for diversity from 43% to 45% · Perceptions of LGBTIQ+ from 28% to 30% · Managing bullying from 47% to 49% · Teacher concern from 35% to 37%
12 Month Target 4.2	· Stimulated learning from a three-year average of 76% to 77% · Student motivation from a three-year average of 65% to 66% · Parent community engagement - parent participation and involvement from a three-year average of 66% to 67% · Promoting positive behaviour from a three-year average of 82% to 83% · Student voice and agency from a three-year average of 75% to 76% · Teacher communication from a three-year average of 65% to 66%
12 Month Target 4.3	• Support growth and learning of whole students from 51% to 53% • Believe student engagement is the key from 82% to 83%
KIS 1 Health and wellbeing	Refine and embed effective structures and processes to support student wellbeing.
Actions	i) Whole school curriculum day in Term 3 focused on student wellbeing. ii) Highlight the importance of student attendance.
Outcomes	i) Staff are aware of processes and procedures at school and consistently follow them ii) Implementation of student attendance improvement plans. The school community are aware of the impact of student absence on achievement.

Success Indicators	i) Increased responses on AtSS data for: ·
	    Advocate of school
	    Respect for diversity
	    Perceptions of LGBTIQ+
	    Managing bullying
	    Teacher concern
	ii) Decrease in student absence.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
A range of initiatives will be explored to develop and implement an effective wellbeing program focused on; - PL for staff at a wellbeing curriculum day. - Redefining the homegroup curriculum to meet the needs of students. - An incursion map scaffolded from Year 7-12 with student endorsed workshops - A visible Inclusivity Statement including student consultation.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 3	$5,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Building practice excellence	Develop and implement a strategy to embed the wellbeing capabilities across the school.			
Actions	i) Professional Learning of SWPBS - Classroom Systems provided. ii) Develop, update and implement a whole school Homegroup Curriculum program targeted to improving student wellbeing. iii) Review and Implement school incursion map.			
Outcomes	i) Explicit professional development of SWBPS in teacher staff meetings. Consistent implementation of classroom systems by teachers in their classrooms. ii) 4Rs lesson imbedded across whole school HG curriculum. Incursions with Wellbeing focus specific to each cohort taking place across the whole school. Students feedback received via surveys to help improve HG curriculum content and experience. iii) WHS incursions map completed for 2023			

Success Indicators	i) PL in staff meetings. Attitudes to school survey: - teacher concern School staff survey: - Student engagement is key ii) Homegroup teacher survey. Student pulse survey. iii) Feedback from student leaders and students after incursions				
Activities and Milestones		**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Student Engagement and Wellbeing processes are in place to support all students, with a specific focus on; - SWPBS. - 4Rs, - Tier 3 support processes and supports. - Dynamic homegroup curriculum in place.		☑ Assistant Principal ☑ Learning Specialist(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 3 Health and wellbeing	Strengthen and embed the Respectful Relationships initiative.				
Actions	i) Continue implementation of Resilience, Rights and Respectful Relationship (4Rs) including fulfilling the role of a 4Rs lead school. ii) Statement of inclusivity written and shared with school community.				

Outcomes	i) Updated 4R's action plan. Formation of 4R's executive committee. Increased parent involvement, education and understanding of the 4R's framework and school programs. ii) Increased school community awareness and understanding of statement of inclusivity and its purpose. Support for students undergoing gender affirmation plans.
Success Indicators	i) Completion of actions from 4R's action plan. 4Rs team has members from all areas of the school. 4Rs parent workshops occur. Lead partner cluster schools in the strategic development of 4R's initiatives and implementation. ii) Participation in small group minus 18 workshops. Gender affirmation plans in place. Improved staff understanding. Pronouns on compass.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Build the capacity of all staff to make WHS a safe space for students, families and teachers through the 4Rs initiative, with a specific focus on; - Continuing to support partner schools through WHS being a 4Rs Lead School. - Increased understanding of inclusivity for the school community. - 4Rs parent workshops.	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items