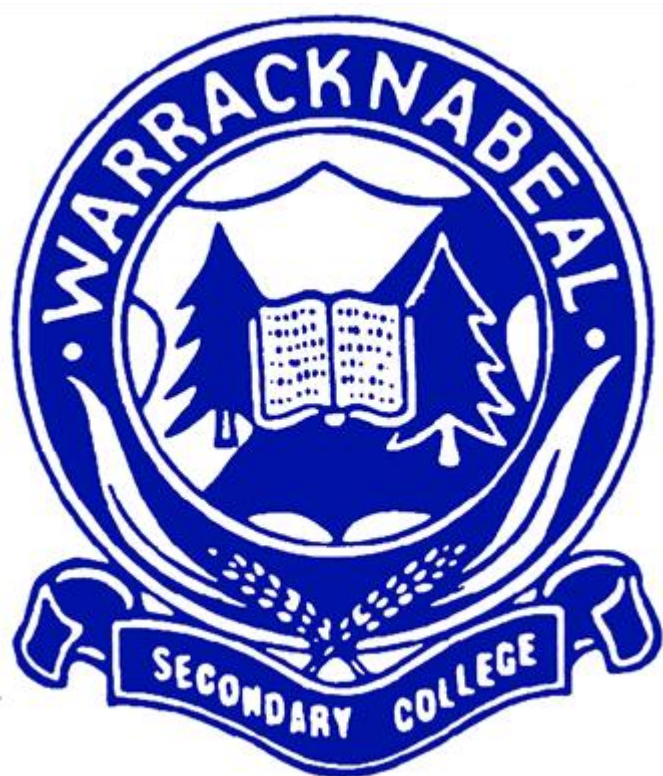


# 2018 Annual Implementation Plan

## for improving student outcomes

Warracknabeal Secondary College (8430)



Submitted for review by Michael Briggs-Miller (School Principal) on 04 December, 2017 at 10:26 AM  
Endorsed by Brendan Ryan (Senior Education Improvement Leader) on 04 December, 2017 at 02:44 PM  
Endorsed by Kylie Zanker (School Council President) on 15 December, 2017 at 12:35 PM

## Self-evaluation Summary - 2018

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	
	Evaluating impact on learning	
<b>Professional leadership</b>	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	
	Strategic resource management	
	Vision, values and culture	

Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	
	Intellectual engagement and self-awareness	

Community engagement in learning	Building communities	Evolving moving towards Embedding
	Global citizenship	
	Networks with schools, services and agencies	
	Parents and carers as partners	

<b>Enter your reflective comments</b>	Over the year we have seen strong improvement in student culture, as indicated in our behaviour reporting system and Attitudes to Schools Survey Data. Our focus on growth mindset and focusing on student improvement regardless of currently level of achievement, saw 100% medium/high growth in NAPLAN Numeracy from Year 7 to 9. However, the results were not as strong in Reading. Another year of our Positive Learning Culture Framework with a staged-management system in the school, combined with our emphasis on individual excellence through growth mindset, will enable us to address each individual students learning growth needs.
<b>Considerations for 2018</b>	Our self review indicates that we still have work to do in 'Setting Expectations and Promoting Inclusion.' We have been able to establish inclusive and calm classrooms, however through the Respectful Relationships initiatives, and a thorough evaluation of PIVOT and AtSS data, there is more work to be done in student culture. A review of the SRC structure has taken place, as well as the Middle Year Curriculum, in an attempt to increase student agency and control in their learning and the student culture. Data also suggests that student engagement in learning, particularly in the literacy based subjects,

	is an area for improvement. This means a focus on engagement, particularly in attendance and in the learning, will be a major element of the 2018 AIP.
<b>Documents that support this plan</b>	

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Warracknabeal Secondary College (8430)

<b>Four Year Strategic Goals</b>	<b>Four Year Strategic Targets</b>	<b>Is this selected for focus this year?</b>	<b>12 month target</b>	<b>FISO initiative</b>
To create a high quality student centered learning environment which allows all students to optimise their development and achievement	NAPLAN relative growth to have 80% in High/Medium category Medium and High Growth to be over 75% in the top bands from Year 7 to 9. 95% of students improve according to the PAT test PIVOT – Standard 5 – 4.0 or above (Assess, Provide Feedback and Report on Student Learning) VCE study score at or above GAT predictions (50% of classes at or above) Increased VCE Median All Study score All Study Median from 30.5 to 31 English from 28.33 to 30	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>NAPLAN relative growth to have 80% in High/Medium category</p> <p>Medium and High Growth to be over 75% in the top bands from Year 7 to 9.</p> <p>95% of students improve according to the PAT test</p> <p>PIVOT – Standard 5 – 4.0 or above (Assess, Provide Feedback and Report on Student Learning)</p>	Curriculum planning and assessment

<p>To promote high levels of student engagement and agency in learning and connectedness with each other, their teachers, school and community.</p>	<p>PIVOT Q3, 10 and 19 to be 4.0 or above Q3 – Boredom from 3.6 to 4.0 Q10 – Interesting from 3.8 to 4.0 Q19 – Use of time from 3.6 to 4.0 Absence data to be no more than average 19 days per year over the life of the SP. (22.18 in 2015) Attitude to School Survey variables to improve from current baseline data to at least to the top 50% of government schools. Learning Confidence from bottom 25% to at least top 50% Student Motivation from bottom 20% to at least top 50% School Connectedness from bottom 14% to at least top 50%</p>	<p>Yes</p>	<p>PIVOT Q3, 10 and 19 Q3 – Boredom from Q10 – Interesting from Q19 – Use of time from</p> <p>Absence data to be no more than average 22 days per year</p> <p>AtSS Variables: Stimulated Learning in Yr8&amp;9 to be in the 4th Quartile Attitudes to attendance from 66.2 to 70 Sense of Confidence from 84.7 to 85</p>	<p>Setting expectations and promoting inclusion</p>
<p>To build authentic and positive relationships based on the College vision and values.</p>	<p>PIVOT standard 4 to 4.0 or above (Create and Maintain Safe and Supportive Learning Environments) Attitude to School Survey variables to improve from current baseline data to at least to the top 50% of government schools Student Distress from bottom 20% to at least top 50% Student Morale from bottom 35% to at least top 50% Student Safety from bottom 34% to at least top 50%</p>	<p>Yes</p>	<p>PIVOT standard 4 to 4.0</p> <p>AtSS: Respect for diversity from 69.4 to 75 Not experiencing bullying from 13.6 to 25 Advocate at School from 96.5 to 97 Teacher Concern from 93.9 to 95</p>	<p>Setting expectations and promoting inclusion</p>
<p>To ensure the efficient and effective allocation of resources to achieve the goals and targets set out in the SP 2017 – 2020.</p>	<p>Staff Opinion Survey: School Climate aspects and Leadership module to have improved with regards to percentage endorsement (principal and teacher) Collective Efficacy from 40% to 60% Teacher Collaboration from 70.4% to 70% Collective Focus on Student</p>	<p>No</p>	<p>Staff Opinion Survey: Collective Efficacy from Teacher Collaboration from Academic Emphasis from Collective Focus on Student Learning from Leadership module</p>	

	Learning from 62% to 70% Guaranteed and Viable Curriculum from 49% to 60% Shielding/Buffering from 44% to 60% Academic Emphasis from 35% to 60% Leadership module from 57% to 60% Parent Opinion Survey: Participation to improve to be at least 75% (30 surveys) and general satisfaction to be 75% endorsement		from  Parent Opinion Survey completion to improve from 28 to 35 and General Satisfaction from 50% positive endorsement to 65%	
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<b>Improvement Initiatives Rationale</b>
According to our evaluation, data suggests our major areas for improvement include Attendance, Reading (Literacy), Attitude to School Survey aspects of respect for diversity and bullying and Staff Climate of Collective Efficacy. Therefore, focusing on 'Curriculum Planning and Assessment', builds staff collective efficacy as they develop a new rich and rigorous learning program in the combine Year 8 and 9 structure. A major focus will be on common assessments including reading strategies and support across the school. 'Setting Expectations and Promoting Inclusion' continues our focus of the last two years to improve student agency, attendance and continue our work with the Respectful Relationships initiative.

<b>Goal 1</b>	To create a high quality student centered learning environment which allows all students to optimise their development and achievement
<b>12 month target 1.1</b>	NAPLAN relative growth to have 80% in High/Medium category  Medium and High Growth to be over 75% in the top bands from Year 7 to 9.  95% of students improve according to the PAT test  PIVOT – Standard 5 – 4.0 or above (Assess, Provide Feedback and Report on Student Learning)
<b>FISO Initiative</b>	Curriculum planning and assessment
<b>Key Improvement Strategies</b>	
KIS 1	Restructure and renew our teaching and learning program across the school to improve student outcomes and engagement

<b>Goal 2</b>	To promote high levels of student engagement and agency in learning and connectedness with each other, their teachers, school and community.
<b>12 month target 2.1</b>	<p>PIVOT Q3, 10 and 19  Q3 – Boredom from  Q10 – Interesting from  Q19 – Use of time from</p> <p>Absence data to be no more than average 22 days per year</p> <p>AtSS Variables:  Stimulated Learning in Yr8&amp;9 to be in the 4th Quartile  Attitudes to attendance from 66.2 to 70  Sense of Confidence from 84.7 to 85</p>
<b>FISO Initiative</b>	Setting expectations and promoting inclusion
<b>Key Improvement Strategies</b>	
KIS 1	Emphasise Academic Expectations including a major focus on attendance

<b>Goal 3</b>	To build authentic and positive relationships based on the College vision and values.
<b>12 month target 3.1</b>	<p>PIVOT standard 4 to 4.0</p> <p>AtSS:  Respect for diversity from 69.4 to 75  Not experiencing bullying from 13.6 to 25  Advocate at School from 96.5 to 97  Teacher Concern from 93.9 to 95</p>
<b>FISO Initiative</b>	Setting expectations and promoting inclusion

<b>Key Improvement Strategies</b>	
KIS 1	Engage staff, students and the broader community in the Respectful Relationships initiative to build greater respect for diversity.

## Define Evidence of Impact and Activities and Milestones - 2018

Warracknabeal Secondary College (8430)

<b>Goal 1</b>	To create a high quality student centered learning environment which allows all students to optimise their development and achievement
<b>12 month target 1.1</b>	NAPLAN relative growth to have 80% in High/Medium category  Medium and High Growth to be over 75% in the top bands from Year 7 to 9.  95% of students improve according to the PAT test  PIVOT – Standard 5 – 4.0 or above (Assess, Provide Feedback and Report on Student Learning)
<b>FISO Initiative</b>	Curriculum planning and assessment
<b>Key Improvement Strategy 1</b>	Restructure and renew our teaching and learning program across the school to improve student outcomes and engagement
Actions	Restructure Year 8 and 9 and write new Units for the next two years Teachers co-creating Unit Plans, Scope and Sequences, Common Assessments and Rubrics. Teachers will evaluate and moderate these. Appoint a Literacy Leader to focus on teaching reading skills and modifying tasks for varied reading levels using DET Literacy Strategy
Evidence of impact	Students will demonstrate a higher level of engagement in school, which in turn will improve their literacy and attendance.  Teachers will work collaboratively to develop rich and rigorous learning opportunities with a focus on common assessment which will improve collective efficacy.



	Leaders will collaborate with staff and ensure that time and support is given for these tasks, including the use of Professional Practice Days in domain-based teams.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Collaboratively develop Unit Plans, Scope and Sequences, assessment rubrics and common assessment tasks for Year 8/9 Units and participate in moderation sessions	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Literacy Leader to work with English Domain and all staff at TnL Meetings to build staff capacity in engaging readers at all levels.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$9,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To promote high levels of student engagement and agency in learning and connectedness with each other, their teachers, school and community.
12 month target 2.1	<p>PIVOT Q3, 10 and 19  Q3 – Boredom from  Q10 – Interesting from  Q19 – Use of time from</p> <p>Absence data to be no more than average 22 days per year</p> <p>AtSS Variables:  Stimulated Learning in Yr8&amp;9 to be in the 4th Quartile  Attitudes to attendance from 66.2 to 70  Sense of Confidence from 84.7 to 85</p>
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategy 1	Emphasise Academic Expectations including a major focus on attendance

Actions	Build Teacher Capacity to develop rich and rigorous learning opportunities for students Improve our attendance process (Skoolbag app, Student Engagement Leading Teacher, follow up attendance on the day, attendance awards, etc.)			
Evidence of impact	Students will be more engaged in their learning, experiencing it as both challenging and purposeful.  Teachers will mark their rolls at the beginning of Period 1 to ensure attendance is accurate and can be follow up. They will reflect on their practice by seeking and acting upon feedback. Teachers will adopt effective evidence-based teaching approaches to engage students in learning and modifying their teaching to meet the diverse needs of students.  Leaders will support and provide feedback to teachers through the Professional Learning Team structure and PDP. They will model effective evidence-based teaching approaches that engage all students.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Improve communication regarding attendance and follow up absences on the day	Education Support	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Build Teacher Capacity to develop rich and rigorous learning opportunities for students through Professional Development and Feedback (including achievement data, survey data, observations, coaching, etc.)	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Provide targeted interventions for Students at Risk of Disengaging (<80%) to improve student attendance.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Review and renew the Instructional Model to integrate assessment and feedback protocols for WSC	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Develop and implement a policy that outlines academic expectations at Warracknabeal Secondary College, including core assessment tasks, feedback, homework, redemption process and exams.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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<b>Goal 3</b>	To build authentic and positive relationships based on the College vision and values.
<b>12 month target 3.1</b>	PIVOT standard 4 to 4.0  AtSS: Respect for diversity from 69.4 to 75 Not experiencing bullying from 13.6 to 25 Advocate at School from 96.5 to 97 Teacher Concern from 93.9 to 95
<b>FISO Initiative</b>	Setting expectations and promoting inclusion
<b>Key Improvement Strategy 1</b>	Engage staff, students and the broader community in the Respectful Relationships initiative to build greater respect for diversity.
Actions	Restructure the SRC to give more leadership and agency to students across the school Engage students in the Respectful Relationships and Safe Schools initiatives Increase emphasis on International Studies through a change in the curriculum Increase time allocation for Health classes in Year 7 to 9
Evidence of impact	Students will provide feedback to their teachers and peers, respect and value the views of others, and feel their own views are respected and valued in return, and contribute to developing solutions to problems experienced at school and the broader community.  Teachers will act on student feedback via PIVOT and other mediums to modify and improve their teaching practice. They will lead the school culture based on the Respectful Relationships framework.  Leaders will provide opportunities for students to take on leadership positions to have a broader influence on the school and it's direction. Leaders will model respectful behaviour and hold themselves and others accountable.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Work with the re-structured SRC to engage students in improving school culture	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Increase time allocation given to Health Curriculum (in Year 7-9) and International Education.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

## Professional Learning and Development Plan - 2018

Warracknabeal Secondary College (8430)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Literacy Leader to work with English Domain and all staff at TnL Meetings to build staff capacity in engaging readers at all levels.	Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site  Bastow Course
Build Teacher Capacity to develop rich and rigorous learning opportunities for students through Professional Development and Feedback	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> On-site

(including achievement data, survey data, observations, coaching, etc.)				<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants TBC	
Provide targeted interventions for Students at Risk of Disengaging (<80%) to improve student attendance.	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> External consultants Berry Street	<input checked="" type="checkbox"/> Off-site Berry Street
Review and renew the Instructional Model to integrate assessment and feedback protocols for WSC	Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> On-site

## Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

### Dimension 1

[2017 Observation and Walkthrough Protocols.docx \(0.01 MB\)](#)

### Dimension 5

[2017 PLT Feedback Example.pdf \(0.04 MB\)](#)

### Dimension 10

[170619 Anti Bullying Assembly.pptx \(1.11 MB\)](#)

[Anti Bullying Policy 2017.pdf \(3.43 MB\)](#)

[Positive Learning Culture Policy 2017.pdf \(1.5 MB\)](#)

[Safe Schools Survey - Staff Feedback.pdf \(0.1 MB\)](#)

### Dimension 13

[2017 Parent Attitudes to School Survey.pdf \(0.14 MB\)](#)

[Parent Survey PT Interviews.pdf \(0.06 MB\)](#)

[Parents\\_Survey\\_Comments.xlsx \(0.01 MB\)](#)