2023 Annual Implementation Plan

for improving student outcomes

Westall Secondary College (8470)

Submitted for review by Tristan Lanarus (School Principal) on 08 February, 2023 at 11:56 AM
Endorsed by Tim Wilson (Senior Education Improvement Leader) on 06 March, 2023 at 10:30 AM
Endorsed by Johnny Balalovski (School Council President) on 06 March, 2023 at 09:42 PM

Self-evaluation Summary - 2023

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

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

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Excelling
	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	These ratings and self assessment are based on the thorough and formal review process undertaken in Term 4, 2022. The school has much to be proud of and achieves some excellent results. Particularly Student ATS, Parent Opinion Data, Attendance and Learning Growth. We are fortunate to receive significant equity, EAL Index and additional funding to bridge the gap for our students. Given this our rating with Support and Resources was assessed as excelling based on our strong record of converting funding into outcomes. All other areas rated at the embedding stage.

Considerations for 2023	We commence a new SSP for the next 4 years. We have 2 new Assistant Principals. We have 3 new Sub School Leading Teachers and a New Literacy Learning Specialist. This is a year to reset, support all our new leaders and start the 4 year journey toward meeting the targets in our SSP for 2026.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To maximise learning growth for all students
Target 2.1	NAPLAN: By 2026, increase the percentage of Year 9 students meeting or above benchmark growth in: • Reading from 73.9% (2021) to 80% • Writing from 64.6% (2021) to 75% • Numeracy from 74.2% (2021) to 85%
Target 2.2	VCE: By 2026, increase the median study score from 27.38 (2021) to 28
Target 2.3	School Staff Survey (SSS): By 2026, increase the percentage of positive endorsements in the following factors: • Teacher Collaboration from 34% (2021) to 60%

	• Guaranteed and Viable Curriculum from 46% (2021) to 60% • Instructional Leadership from 47% (2021) to 60%
Key Improvement Strategy 2.a 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	Embed the instructional model across all classes for consistency of practice
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop lesson coaching and feedback cycles
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and implement whole school Literacy strategies
Goal 3	To improve the health and wellbeing of all students
Target 3.1	Attitudes to School Survey (AtoSS): By 2026, increase the percentage of positive endorsement in the following factors: • Life Satisfaction from 44% (2021) to 60% • Emotional Awareness and Regulation from 67% (2021) to 75%

	• Student Voice and Agency from 60% (2021) to 70%
Target 3.2	Attendance: By 2026, decrease the percentage of students with 20 or above absence days from 25% (2021) to 20%
Key Improvement Strategy 3.a 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	Build staff capacity in understanding and responding to student voice and agency
Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Improve consistency in SWPBS and inclusive practice
Key Improvement Strategy 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Increase community and family partnerships
Key Improvement Strategy 3.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build a proactive and strategic approach to wellbeing

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.
2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	Increase the number of students in the Top 2 bands for NAPLAN Numeracy at Year 9.Decrease the number of students classed at risk through our wellbeing Team.
To maximise learning growth for all students	Yes	NAPLAN: By 2026, increase the percentage of Year 9 students meeting or above benchmark growth in: • Reading from 73.9% (2021) to 80% • Writing from 64.6% (2021) to 75% • Numeracy from 74.2% (2021) to 85%	NAPLAN: By 2026, increase the percentage of Year 9 students meeting or above benchmark growth in:Reading from 73.9% (2021) to 75%Writing from 64.6% (2021) to 67%Numeracy from 74.2% (2021) to 77%
		VCE: By 2026, increase the median study score from 27.38 (2021) to 28	VCE: increase the median study score from 27.38 (2021) to 27.50
		School Staff Survey (SSS): By 2026, increase the percentage of positive endorsements in the following factors: • Teacher Collaboration from 34% (2021) to 60% • Guaranteed and Viable Curriculum from 46% (2021) to 60% • Instructional Leadership from 47% (2021) to 60%	School Staff Survey (SSS): increase the percentage of positive endorsements in the following factors:Teacher Collaboration from 34% (2021) to 42%Guaranteed and Viable Curriculum from 46% (2021) to 50%Instructional Leadership from 47% (2021) to 50%

To improve the health and wellbeing of all students	Yes	Attitudes to School Survey (AtoSS): By 2026, increase the percentage of positive endorsement in the following factors: • Life Satisfaction from 44% (2021) to 60% • Emotional Awareness and Regulation from 67% (2021) to 75% • Student Voice and Agency from 60% (2021) to 70%	Attitudes to School Survey (AtoSS): increase the percentage of positive endorsement in the following factors:Life Satisfaction from 44% (2021) to 50%Emotional Awareness and Regulation from 67% (2021) to 70%Student Voice and Agency from 60% (2021) to 63%
		Attendance: By 2026, decrease the percentage of students with 20 or above absence days from 25% (2021) to 20%	VCE: increase the median study score from 27.38 (2021) to 27.50

Goal 1	**2023 Priorities Goal** **In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.**	
12 Month Target 1.1	Increase the number of students in the Top 2 bands for NAPLAN Numeracy at Year 9. Decrease the number of students classed at risk through our wellbeing Team.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 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 2023.	
Goal 2	**To maximise learning growth for all students**	
12 Month Target 2.1	NAPLAN: By 2026, increase the percentage of Year 9 students meeting or above benchmark growth in: Reading from 73.9% (2021) to 75% Writing from 64.6% (2021) to 67% Numeracy from 74.2% (2021) to 77%	
12 Month Target 2.2	VCE: increase the median study score from 27.38 (2021) to 27.50	
12 Month Target 2.3	School Staff Survey (SSS): increase the percentage of positive endorsements in the following factors: Teacher Collaboration from 34% (2021) to 42% Guaranteed and Viable Curriculum from 46% (2021) to 50% Instructional Leadership from 47% (2021) to 50%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a 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	Embed the instructional model across all classes for consistency of practice	No
KIS 2.b	Develop lesson coaching and feedback cycles	Yes

Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities		
KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and implement whole school Literacy strategies	No
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.	This KIS has been selected as it was something identified and developed late in 2021 for 2022 implementation. This did not proceed in 2022 largely because the Principal was Acting SEIL for 6 months and the key Assistant Principal driver of our coaching model was Acting Principal in another school for Term 2. This situation coupled with the findings of our school review and the importance of a coaching/PLC model mean that this is a key priority in 2023. Skill staff to implement the KIS across the school via a strong and robust coaching, feedback and PLC program. We have a whole new SIT across the school so one KIS in 2023 will be more than enough against this goal.	
Goal 3	**To improve the health and wellbeing of all students**	
12 Month Target 3.1	Attitudes to School Survey (AtoSS): increase the percentage of positive endorsement in the following factors: Life Satisfaction from 44% (2021) to 50% Emotional Awareness and Regulation from 67% (2021) to 70% Student Voice and Agency from 60% (2021) to 63%	
12 Month Target 3.2	VCE: increase the median study score from 27.38 (2021) to 27.50	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a The strategic direction and deployment of resources to create and reflect	Build staff capacity in understanding and responding to student voice and agency	Yes

shared goals and values; high expectations; and a positive, safe and orderly learning environment		
KIS 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Improve consistency in SWPBS and inclusive practice	No
KIS 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Increase community and family partnerships	No
KIS 3.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build a proactive and strategic approach to wellbeing	No
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.	This KIS has been selected for 2 key reasons. It is a DOE flagship strategy and is of high importance to achieving good student outcomes and having students ready for the adult world. Secondly, at Westall, we have quite passive and compliant learners who struggle to assert them self at times and act with confidence and conviction. There are cultural and language barriers at play. We need to work through that and keep pushing and promoting students to speak up, be loud and proud and have agency in their learning. We have a whole new SIT across the school so one KIS in 2023 will be more than enough against this goal.	

Define Actions, Outcomes and Activities

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	Increase the number of students in the Top 2 bands for NAPLAN Numeracy at Year 9. Decrease the number of students classed at risk through our wellbeing Team.
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs Develop a multi-tiered response to meet students' individual learning needs Numeracy Learning Specialist develop a whole school numeracy improvement plan
Outcomes	Students in need of targeted academic support or intervention will be identified and supported Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs Students will know what the next steps are to progress their learning Teachers will identify student learning needs based on diagnostic assessment data Teachers and tutors will plan for differentiation based on student learning data Teachers will implement differentiated teaching and learning to meet individual student needs Tutors will provide targeted academic support to students Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning
Success Indicators	Early indicators: Curriculum documentation will show plans for differentiation Notes from TLI meetings will show plans to support individual students' learning needs Formative and summative assessment rubrics will show student learning growth Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. Late indicators: Victorian Curriculum judgements will show growth in learning SSS factors: instructional leadership, collective efficacy AtoSS factors: stimulated learning, advocate at school

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implement a whole school Numeracy Improvement plan as a DOE priority. (TLI $121k and MYLNS $73K)	☑ Learning Specialist(s) ☑ Numeracy Leader	☐ PLP Priority	from: Term 1 to: Term 4	$194,000.00 ☐ 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 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Establish a multi-tiered response model to support students' mental health Embed positive mental health approaches in staff professional practice
Outcomes	Student leaders will able to recognise, respond to and refer mental heath emergencies Students will be able to explain what positive mental health means and where they can seek support at school Students will report improved mental health Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer students' mental health needs Wellbeing team will directly support students' mental health and/or provide referrals
Success Indicators	Early indicators: Policies and programs will show documentation of multi-tiered response model Curriculum documentation will show plans for social and emotional learning Student support resources displayed around the school will show how students can seek support Late indicators:

	Victorian Curriculum: Personal and Social Capability SSS factors: instructional leadership, collective efficacy, trust in colleagues AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience			
Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Organise workshops with wellbeing staff and student leaders to seek input into the development of multi-tiered responses to support student mental health. ($75k FT Leader and $45k MHP)	☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$120,000.00 ☐ 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 2	To maximise learning growth for all students			
12 Month Target 2.1	NAPLAN: By 2026, increase the percentage of Year 9 students meeting or above benchmark growth in: Reading from 73.9% (2021) to 75% Writing from 64.6% (2021) to 67% Numeracy from 74.2% (2021) to 77%			
12 Month Target 2.2	VCE: increase the median study score from 27.38 (2021) to 27.50			
12 Month Target 2.3	School Staff Survey (SSS): increase the percentage of positive endorsements in the following factors: Teacher Collaboration from 34% (2021) to 42% Guaranteed and Viable Curriculum from 46% (2021) to 50% Instructional Leadership from 47% (2021) to 50%			

KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop lesson coaching and feedback cycles
Actions	Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs Develop a multi-tiered response to meet students' individual learning needs Establish our PLC Coaching model across the school. 12 PLC groups with fortnightly meetings and actions between each meeting. Use of PIVOT program for staff to collect student feedback that informs and improves their practice.
Outcomes	Students in need of targeted academic support or intervention will be identified and supported Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs Students will know what the next steps are to progress their learning Teachers will identify student learning needs based on diagnostic assessment data Teachers and tutors will plan for differentiation based on student learning data Teachers will implement differentiated teaching and learning to meet individual student needs Tutors will provide targeted academic support to students Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning
Success Indicators	Early indicators: Curriculum documentation will show plans for differentiation Notes from TLI meetings will show plans to support individual students' learning needs Formative and summative assessment rubrics will show student learning growth Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. Late indicators: Victorian Curriculum judgements will show growth in learning SSS factors: instructional leadership, collective efficacy AtoSS factors: stimulated learning, advocate at school

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**

Implement Impact Coaching Program with all staff across whole school including peer observation, coaching and reflection activities against KIS'. (Cost of allocation 1 period to each staff member - $6k per period x 55 staff)	☑ PLC Leaders ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$330,000.00 ☑ 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	To improve the health and wellbeing of all students
12 Month Target 3.1	Attitudes to School Survey (AtoSS): increase the percentage of positive endorsement in the following factors: Life Satisfaction from 44% (2021) to 50% Emotional Awareness and Regulation from 67% (2021) to 70% Student Voice and Agency from 60% (2021) to 63%
12 Month Target 3.2	VCE: increase the median study score from 27.38 (2021) to 27.50
KIS 3.a 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	Build staff capacity in understanding and responding to student voice and agency
Actions	Develop a whole-school understanding of what student voice, agency and leadership in learning looks like.
Outcomes	Leaders will: use multiple sources of evidence to track student voice and agency implementation including barriers and enablers; invite teachers to observe their classes; develop their own peer coaching skills

	Teachers will: understand the structure of the pedagogical model; establish/improve peer coaching; skills; use the pedagogical model regularly to plan and deliver lessons Teachers will understand what agency and voice is and how it differs between curriculum classrooms, i create classes and SLC Students will: be able to articulate what agency is and practice agency in their learning.
Success Indicators	AtoSS factors: Emotional Awareness and Regulation from 67% (2021) to 70% Student Voice and Agency from 60% (2021) to 63% Improved teacher collective efficacy

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Have a clear understanding of what Student Voice and Agency looks like via 3 key platforms: - Regular classrooms and curriculum - I Create - SLC	☑ Assistant Principal ☑ KLA Leader ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$100,000.00 ☐ 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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$716,079.71	$330,000.00	$386,079.71
Disability Inclusion Tier 2 Funding	$202,186.54	$0.00	$202,186.54
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	$918,266.25	$330,000.00	$588,266.25

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Implement Impact Coaching Program with all staff across whole school including peer observation, coaching and reflection activities against KIS'. (Cost of allocation 1 period to each staff member - $6k per period x 55 staff)	$330,000.00
Totals	$330,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Implement Impact Coaching Program with all staff across whole school including peer observation, coaching and reflection activities against KIS'. (Cost of allocation 1	from: Term 1 to: Term 4	$330,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)

period to each staff member - $6k per period x 55 staff)			☑ CRT
Totals		$330,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category

Totals		$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Implement Impact Coaching Program with all staff across whole school including peer observation, coaching and reflection activities against KIS'. (Cost of allocation 1 period to each staff member - $6k per period x 55 staff)	☑ PLC Leaders ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised Reflection ☑ Student voice, including input and feedback	☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site
Have a clear understanding of what Student Voice and Agency looks like via 3 key platforms: - Regular classrooms and curriculum - I Create - SLC	☑ Assistant Principal ☑ KLA Leader ☑ Principal	from: Term 1 to: Term 4	☑ Curriculum development ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site