

Annual Implementation Plan - 2021

Define Actions, Outcomes and Activities

Wellington Secondary College (8462)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>Using the WSC locally developed data algorithm we will monitor the learning catchup up growth of targeted students throughout the year with broad targets at the end of each term of:</p> <p>Term 1: 50%</p> <p>Term 2: 65%</p> <p>Term 3: 85%</p> <p>We will overlay this data by reactivating the 2020 AIP targets as per below.</p> <p>NAPLAN 7-9 High Growth</p> <p>Reading - 30%</p> <p>Writing - 30%</p> <p>Numeracy - 30%</p> <p>NAPLAN Top Two Bands:</p> <p>Year 9 Reading 17.90 to 22.50%</p> <p>Year 9 Numeracy 32.90 to 35.00%</p> <p>NAPLAN Above Benchmark:</p> <p>Year 9 Reading 78.40 to 80.00%</p> <p>Year 9 Numeracy 74.20 to 82.00%</p> <p>NAPLAN Bottom Two Bands:</p> <p>Year 9 Reading 16.50 to 15.00%</p> <p>Year 9 Numeracy 11.10 to 7.00%</p> <p>NAPLAN Participation Rate:</p> <p>Year 9 Reading 97.80 to 98%</p> <p>VCE 37+ Study Score (all studies) - 13.5%</p> <p>English - 13%</p> <p>Mean English Score:</p> <p>29 to 30</p> <p>VCE and VCAL Certificate Completions:</p> <p>100.00% to 100.00%</p> <p>Collective Efficacy % Positive Endorsement:</p>

53.50 to 65.00%
 Academic Emphasis % Positive Endorsement
 55.40 to 57.00%

Differentiated Learning Challenge % Positive Endorsement:
 Years 7-9 50%
 Years 10-12 60%

Stimulating Learning % Positive Endorsement:
 Years 7-9 50%
 Years 10-12 61%
 Years 7-12 54.80 to 55.00 (Renew) or 65.00 (Influence)

Teacher Concern:
 Years 7-9 35%
 Years 10-12 41%

Learning Confidence % Positive Endorsement:
 Years 7-9 61%
 Years 10-12 60%
 Years 7-12 60.30 to 65.00%

Managing Bullying % Positive Endorsement:
 Years 7-12 57.40 to 60.00 or 65.00% (Influence)

Student Voice and Agency:
 Years 7-12 48%

Diversity:
 Years 7-12 50%

Attendance:
 Years 7-12 93.20 to 93.50%

Participation in Student Survey:
 Years 7-12 86.70 to 94.90%

Teacher Survey: Teacher Collaboration - 43%
 Teacher Survey: Trust In Colleagues - 55%
 Teacher Survey: Parent and Community Involvement - 44%
 Participation in Staff Survey: 85.70% to 87%

Parent Survey: Parent Participation and Involvement - 72%
 Parent Survey: Student Motivation and Support - 67%

	Parent Survey: Student Voice and Agency - 78%
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	We will introduce and implement the Tutor Learning Project in order to build teacher capacity to deliver targeted student support in Literacy, Numeracy and any other student learning deficit impacted by 2020 Covid Remote Learning. We will benchmark identified Student Learning Data (for all students) prior to Covid in order to identify the students most in need and measure changes in the Student Learning Data throughout 2021 for those identified students.
Outcomes	<p>Students participating will:</p> <ul style="list-style-type: none"> Co-create an ILP in order to articulate their personal goals and specific needs. Confidently understand the success criteria of their work in the tutor project Be able to collaborate with teachers and tutors to implement learning strategies identified to support their learning <p>Teachers will:</p> <ul style="list-style-type: none"> Support the identification of students in need using a variety of formative data sets Co-create student ILPs and student personal goals with students and tutors for targeted at risk students Collaborate with students and tutors to teach all students to their point of need as identified in student ILPs <p>Tutors will:</p> <ul style="list-style-type: none"> Co-create student ILPs and student personal goals with students and teachers for targeted at risk students Collaborate with students and teachers to support the teaching of all students to their point of need as identified in student ILPs <p>Leaders will:</p> <ul style="list-style-type: none"> Develop and implement a plan to identify students at risk and in need of learning catch up. Identify a continuum of learning for each student identified so that learning growth is easily identified and highly visible throughout 2021 Develop strategies and protocols that will enhance collaboration between students, teachers and tutors in and out of the classroom Modify role descriptions as needed to reflect new expectations through the tutor project Plan to effectively use the Tutor funding to employ the appropriate number of tutors and to provide Professional Learning to all stakeholders as necessary
Success Indicators	<p>Student data will show improvement through the 2019-2021 continuum, and be reflected in ILP conversations throughout 2021</p> <p>Whole school Data will improve:</p> <ul style="list-style-type: none"> Student Engagement with learning Student Learning Confidence Staff Collaboration

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Convene stakeholder consultation to unpack DET program and identify broad response strategies for WSC cohorts.	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Liaise with WSC Data Specialist to build algorithm to analyse internal student data sets to identify students at risk from Years 7-11.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Identify potential student cohort at risk as a result of Covid 2020 and inform key stakeholders of tutoring opportunities and processes - parents, carers, teachers and students.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Build a register of potential tutors and appoint appropriate tutors for 2021 based on the needs of the at risk cohort.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$767,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop WSC classroom protocols for teachers and tutors of at risk students - and induct the tutors and all staff into the use of these protocols.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop an appropriate ILP template for all at risk students and monitor progress of all at risk students.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Develop, publicise and enact progress "check in points" for all stakeholders to measure student progress in 2021.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<p>We will introduce and implement an agreed approach to monitoring and responding to student mental health and wellbeing based on concerns identified during Covid Remote Learning in 2020.</p> <p>We will provide an adjusted engagement program for students across all levels in 2021 to compensate for the sense of "loss" felt by them during Covid Remote Learning in 2020.</p>			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> Seek support when they sense they need it Be equipped to support a friend who may be feeling distressed or unhappy being back at school Will begin to rebuild a sense of optimism in the world through exposure to a range of learning and engagement activities not possible during 2020. <p>Teachers will:</p> <ul style="list-style-type: none"> Ensure students understand the nature of effective support for themselves and others Ensure students know where to seek appropriate support for student mental health and wellbeing Explicitly teach and provide opportunities for students to practice the skills to seek support Establish a class narrative that fosters positive mental health and normalises seeking support <p>Leaders will:</p> <ul style="list-style-type: none"> Provide structures that provide required support mechanisms for student mental health and wellbeing Ensure staff are provided appropriate Professional Learning to build capacity in the provision of support for students Develop a school-wide narrative that fosters positive mental health and normalises seeking support. Effectively use the multiple funding sources available (SRP, Equity, Camps and Excursions and other targeted sources) to employ the appropriate staff as necessary and to support families in participating in all relevant engagement and wellbeing activities for all students across the school. 			

Success Indicators	Student and staff data will show improvement through the 2019-2021 measurement continuum, Whole school Data will improve: Student engagement with learning Student engagement with school and peers Student Voice and Agency Teacher Concern Pivot data Case load data			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop and implement a Year 6 to Year 7 Transition Program, based on the principles of Design Thinking and an enhanced understanding of student to student Peer Support.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Facilitate the delivery of an enhanced suite of programs and supports school wide and for student cohorts including Headspace (Year 8 and Year 10), Peer Support (Year 7 and Year 10), Online Bullying Hotline, RRRR Cyber-Bullying (Year 9), Medicare sponsored dental service (All students), IDAHOBIT/RUOK/NAIDOC/Mental Health Week etc	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Employ a full time Mental Health Practitioner and expand the employment of the Current Chaplain by a day to enhance the provision of Metal Health and Wellbeing support for all students by the WSC Wellbeing Team.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$110,000.00 <input type="checkbox"/> Equity funding will be used
Provide opportunities for Year 9 Mandarin students to engage in the Alternative VYLC program offered by the IED.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$40,000.00 <input type="checkbox"/> Equity funding will be used

Provide opportunities for a variety of Year Level Camps throughout the year - eg Year 8 (2020) going in to Year 9 (2021).	<input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	We will strengthen and embed the connection with parents/carers staff and students developed during remote and flexible learning.			
Outcomes	<p>Students will: Continue to feel connected to their school and have positive attitudes to attendance. Continue to feel cared for and valued by peers, staff and school leaders. Students who are or have been disengaged will: Feel more confident to re-engage with school, culminating in returning to regular on-site learning</p> <p>Teachers will: Continue to monitor student attendance on a period by period and daily basis Utilise communication protocols to ensure that students at risk are identified and referred to the Wellbeing Team for support as needed.</p> <p>Leaders will: Develop an enhanced communication strategy for all community stakeholders that blends "on-line" and "face to face" as appropriate. (This includes incorporating support for our multi-cultural and multi-lingual community) Explicitly develop expectations of staff in communicating with parents, whether it be "on-line" or "face to face" Monitor the impact of communication with parents through regular contact and pulse checks. Effectively use the multiple funding sources available (SRP, Equity, Camps and Excursions and other targeted sources) to support families in participating in all relevant engagement and wellbeing activities for all students across the school.</p> <p>Parents will: Feel more confident in communicating directly with the school</p>			
Success Indicators	<p>Student, Staff and Parent Data will show improvement through the 2019-2021 measurement continuum, Individual Pulse checks Parent Opinion - Parent Participation, School support and Teacher Communication Factors Staff Opinion - Parent Support Factor</p>			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Consolidate the Microsoft Teams/Webex/Zoom culture established in 2020 for key events throughout the year - 3 Way Conferences, Meetings, Assemblies and Individual contact.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Utilise a range of communication strategies to connect with and support parents and carers (and students) of students with disengagement/attendance issues.	<input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop, promote and monitor protocols and patterns of usage for the newly developed (opened in 2021) Wellbeing and Inclusion Centre to ensure that the needs of the community are being met.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop, promote and monitor protocols that empower staff to make direct contact with parents and carers as appropriate	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide RRRR training for all Staff in responding to student disclosures	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Increase the provision of Community Language distribution of Key College and DET information to parents and carers	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$20,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
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