

Annual Implementation Plan - 2023

Define Actions, Outcomes and Activities

Warrandyte High School (8437)



Submitted for review by Rachel Lynch (School Principal) on 15 December, 2022 at 06:39 PM
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 06 January, 2023 at 09:43 AM
Endorsed by Simone Spence (School Council President) on 24 January, 2023 at 03:06 PM

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>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.</p>
<p>12 Month Target 1.1</p>	<p>By 2023, the percentage of Year 7 to 9 students achieving above benchmark growth in NAPLAN READING will increase from 20% (2021) to 28%.</p> <p>By 2023, the percentage of Year 7 to 9 students achieving above benchmark growth in NAPLAN WRITING will increase from 17% (2021) to 22%.</p> <p>By 2023, the percentage of Year 9 students in the Bottom 2 Bands and Exempt in NAPLAN Writing will decrease from 36% (2022) to 28%</p> <p>By 2023, the percentage of Year 7 to 9 students achieving above benchmark growth in NAPLAN Numeracy will increase from 19% (2021) to 26%.</p> <p>By 2023, the percentage of Year 9 students in the Top 2 Bands NAPLAN Numeracy will increase from 15% (2022) to 21%</p> <p>By 2023, the percentage of students who felt connected to the school will increase from 47% (2022) to 54%</p> <p>By 2023, the percentage of positive responses to the AtoSS factor Student voice and agency, by students in Years 7 to 9, will increase from 34% (2022) to 46%</p> <p>By 2023, the percentage of positive responses to the AtoSS factor Student voice and agency, by students in Years 10 to 12, will increase from 34% (2022) to 46%</p> <p>By 2023, the percentage of positive responses to the AtoSS factor Teacher Concern by students in Year 7-12, will increase from 32% (2022) to 37%</p>

KIS 1 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	<p>Whole -School</p> <ul style="list-style-type: none"> • Develop and introduce a 3-year Literacy Action Plan • Develop and introduce a 3-year Numeracy Action Plan • Develop and introduce a 3-year Pedagogy Action Plan (based on a review and refinement of the Instructional Model) • Refine, and continue to develop, the PLC structure to support collaboration, planning and assessment that strengthens teaching practice • Plan a whole-school Professional Learning schedule aimed to improve pedagogy in literacy, numeracy and differentiation <p>Classroom Level</p> <ul style="list-style-type: none"> • Build staff capacity to use a range of literacy (writing) and/or numeracy strategies in all classes • Use PLCs for staff to collaboratively plan curriculum and assessment that incorporates a range of literacy (writing) strategies • Provide targeted professional learning for staff to develop a shared understanding of, and capacity to use, the instructional model in their classes • Build staff capacity to differentiate their teaching <p>Individual or small group level</p> <ul style="list-style-type: none"> • Engage in Professional Learning that supports the implementation of a range of teaching strategies aimed to improve student outcomes in literacy and numeracy • Identify and support students in need of targeted support/intervention/extension through the MYLNS, TLI and HAP

	<ul style="list-style-type: none"> • Prioritise time for teachers and education support staff to analyse student data, and discuss students' point of need in their learning programs • Build the capacity of teachers and ES staff to understand how to provide support for students with additional learning needs and/or disabilities
Outcomes	<p>Whole-School Level</p> <ul style="list-style-type: none"> • All staff will understand and implement a range of writing strategies, in all classes, as outlined in Year 1 of the Literacy Action Plan • Maths staff will understand and implement 'Maths Mate' and 'Maths Skills' in all classes in Year 7 and 8 • All staff will understand how to structure their lessons and develop curriculum and assessment that meets students at their point of learning need in line with the WHS Instructional Model • PLCs will meet regularly, both formally and informally, to plan, collaborate and share their 'crumb' which aligns to writing strategies (in Semester 1) and wellbeing strategies (in Semester 2) <p>Classroom Level</p> <ul style="list-style-type: none"> • Students will demonstrate improved literacy & numeracy outcomes as evidenced in common learning tasks and assessments throughout the year • Students will know how lessons are structured and how this supports them in their learning • Teachers will provide students with a range of differentiated resources so ensure students are working at their point of need • Education Support staff will provide support to both students and staff in the classroom to ensure our literacy, numeracy and pedagogy practices are understood by all students, particularly those with specific learning needs and/or disabilities <p>Individual Level</p> <ul style="list-style-type: none"> • Staff will engage in a range of Professional Learning activities and use that knowledge acquisition to implement new teaching strategies aimed to improve student outcomes in literacy and numeracy

	<ul style="list-style-type: none"> • Staff will know how to analyse student data and use it to inform their teaching and assessment practices so that all students (including those in need of targeted support/intervention/extension) can demonstrate learning growth • Students will demonstrate agency and active participation in the structure of the teaching and learning program aligned to the instructional model • Teachers will consistently implement the agreed elements within the instructional model
<p>Success Indicators</p>	<p>Whole-School Level</p> <p>Early indicators:</p> <ul style="list-style-type: none"> • Action plans for literacy, numeracy and pedagogy are developed and introduced to staff • PLCs are embedded in the WHS meeting structure and planning time each week • More staff are trained as PLC facilitators • The implementation of a variety of strategies from professional learning are evident in learning walks and peer observations conducted by SIT <p>Late indicators:</p> <ul style="list-style-type: none"> • A shared, revised WHS Instructional Model • High stakes data (NAPLAN, PAT) shows student learning growth in literacy and numeracy <p>Classroom Level</p> <p>Early Indicators:</p> <ul style="list-style-type: none"> • Classroom observations and learning walks demonstrate the use of literacy and/or numeracy strategies being implemented • Students can describe literacy and/or numeracy strategies used in the classroom

- PLC presentations demonstrate work closely aligned with the AIP, exploration of data and incorporation of new teaching strategies in the classroom

- Teachers can articulate the phases of the WHS Instructional Model

Late Indicators:

- Teacher judgement data shows student learning growth in literacy (reading and writing) and numeracy
- Teachers and students can describe literacy and/or numeracy strategies used in the classroom
- Curriculum resources are developed and documented that incorporate a range of literacy (writing) and/or numeracy strategies
- Differentiated curriculum resources are developed by staff to support all students at their point of need
- Teachers and students can articulate the phases of the WHS Instructional Model

Individual Level

Early indicators;

- Teachers are regularly collaborating in PLC meetings and planning time
- First cycle of peer observation demonstrates teacher learning growth
- Data is triangulated to identify students needing extension or support

Late indicators:

- Teachers have implemented a range of new literacy (writing) strategies and/or numeracy strategies in their teaching
- Second cycle of peer observation demonstrates teacher learning growth and peer sharing/learning

- Students, Staff and Parent Opinion Survey results improve compared with 2022

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Schedule and develop professional learning on strategies to support students to improve their writing across all key learning areas	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule and develop professional learning for Maths teachers to support students to improve their basic Maths skills	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Using the FISO Improvement Cycle, review the WHS Instructional Model, refine and develop and print a clear visual poster that is placed in every classroom</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$10,000.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Develop a PLC booklet for all staff that provides clear information about the purpose, aim and structuring of PLCs. Refine meeting structures and provide templates for PLC facilitators to ensure the work of staff in their PLCs is aligned to the goals of the AIP (semester 1, writing)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Review the meeting and professional learning calendar and update it to reflect more evenly balanced time for Professional Learning of staff and allocate time for staff to collaborate across a range of different areas</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule and develop professional learning that helps teachers understand the importance of accessing student data to differentiate their teaching and learning program	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule and develop professional learning for all education support staff and teachers so they know how to contribute to students' Individual Education Plans and adjust the curriculum being delivered as required	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Identify students and allocate staffing to the MYLNS, TiL and High Abilities program to ensure these programs run successfully and student outcomes improve	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Additional period of time allowance will be given to the Director of Teaching and Learning to provide sufficient time in role	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Actions	<p>Whole-School Level</p> <ul style="list-style-type: none"> • Establish a whole-school approach to emotional and social wellbeing of students • Plan whole-school professional learning for teachers to support students in areas identified through the AtoSS (school connectedness; teacher concern; student voice and agency) including a focus on trauma-informed practice • Collaboration with Real Schools to improve school culture as part of our 3-year partnership • Establish student focus groups that promote student voice and seek feedback on the promotion of wellbeing and positive mental health • Continuation and refinement of the Student Voice Council <p>Classroom Level</p> <ul style="list-style-type: none"> • Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development • Build staff capacity to collect, analyse and respond to student wellbeing data • Implementation of classroom strategies in mentoring, promoting a growth mindset, regulating emotions promoting exercise and relaxation • Introduction of the Year 7 and 8 Pastoral Care program • Conduct regular check-ins/conferencing with students in the Year 7 and 8 pastoral care program and Year 9 Taking the Challenge Program <p>Individual Level</p> <ul style="list-style-type: none"> • Students with wellbeing needs will identified and referred appropriately • Targeted counselling for individual students with acute mental health needs
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	<ul style="list-style-type: none"> Organise opportunities for at-risk students to participate in a range of Tier 2 interventions and programs as appropriate
Outcomes	<p>Whole -School</p> <ul style="list-style-type: none"> Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting physical, social, emotional wellbeing Staff will engage in a range of professional learning to better understand the social, emotional and mental health and wellbeing needs of students Staff will notice and respond to signs of student distress and emerging mental illness Teachers will implement and model consistent routines, behaviours and values, including those aligned with our Real Schools partnership <p>Classroom Level</p> <ul style="list-style-type: none"> Students will feel supported and engaged in classes and feel safe to express their wellbeing needs to their teachers Teachers will develop a strong rapport with their students and students will actively participate in positive relationships with their teachers Teachers will implement a range of interventions in their classroom to support student wellbeing and promote social, emotional and mental health of students Staff will engage and support students to build resilience, school connectedness and student voice and agency through the pastoral care program at Year 7 and 8 <p>Individual Level</p>

	<ul style="list-style-type: none"> • Students with specific wellbeing needs will remain connected to school and their peers and experience learning success despite their challenges • Students with acute wellbeing needs will work with our wellbeing staff to improve their mental health, and their families will be supported through regular communication with the school • Teachers will support students with wellbeing needs to remain engaged in learning and connected to their peers • The Student Voice Council and School Captains will promote student voice within the school and seek feedback on the promotion of positive mental health and wellbeing activities
<p>Success Indicators</p>	<p>Classroom Level</p> <p>Early indicators:</p> <ul style="list-style-type: none"> • Student focus groups are student voice councilors are elected • Students engage with a range of wellbeing programs (eg. Cyber Bullying, Pat Cronin Foundation, Respectful Relationships) • Students engage with a range of external mental health providers, as required <p>Late indicators:</p> <ul style="list-style-type: none"> • Semester 2 attendance data improves from Semester 2, 2022 • Teachers are reporting and documenting student wellbeing concerns in the agreed, consistent way • Teachers are reporting their successful implementation of wellbeing strategies in their classroom which lead to a decrease in referrals to the wellbeing team <p>Individual Level</p> <p>Early indicators:</p> <ul style="list-style-type: none"> • Student focus groups and surveys are developed

	<ul style="list-style-type: none"> • Student engagement and assessment data?? • Data of counselling services accessed by students/families <p>Late indicators:</p> <ul style="list-style-type: none"> • Attendance data • Student focus groups are working successfully and collection of data has been completed, shared and plans for improvement made 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Using the 'School's Mental Health Planning Tool', develop a whole school approach to emotional and social wellbeing	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Wellbeing Team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish student focus groups, facilitated by the School Capains, trained by the Well Being Team, to unpack AtoSS questions regarding: Teacher Concern; School Connectedness and Student Voice and Agency and determine a concentrated and targeted response	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Collaboration with Real Schools to improve the school culture as part of a 3 year partnership - promoting well being and mental health strategies; providing professional learning, aligned with Real Schools</p>	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$18,000.00</p> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Development of the 'W.E.L.L.' class for students in Year 7 and Year 8 (incorporating Health curriculum, pastoral care and a variety of other mental health and wellbeing components). Purchase of resources will be required.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$6,715.00</p> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
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