**Annual Implementation Plan - 2020  
  
SSP Goals Targets and KIS**

Woodmans Hill Secondary College (8491)



Submitted for review by Stephen Fields (School Principal) on 19 December, 2019 at 12:47 PM  
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Awaiting endorsement by School Council President

**SSP Goals Targets and KIS**

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| Goal 1 | To collaborate within PLCs to increase collective efficacy of teachers in the explicit teaching of reading leading to optimal student growth. |
| Target 1.1 | **Year 7 Reading**     |  |  |  |  | | --- | --- | --- | --- | | Area | Dimension | Number of students | % of students | | Reading | Of cohort in top 2 bands | 24 out of 123 | 20% | | Reading | Retention in top 2 bands | 24 out of 33 | 72% | | Reading | High Relative Growth | 37 students (was 22) | 3-5 was 29%  2019 22%  Target 30% | |
| Target 1.2 | **Year 9 Reading**   |  |  |  |  | | --- | --- | --- | --- | | Area | Dimension | Number of students | % of students | | Reading | Of cohort in top 2 bands | 15 students | 25% | | Reading | Retention in top 2 bands | 8 | 100 % | | Reading | High Relative Growth | Was 7 out of 57 in Y7 (12%) | 14 students= 25% | |
| Key Improvement Strategy 1.a Building practice excellence | Growth Coaching model to be used within English team to increase capacity and develop self-reflection/evaluation. Research driven best practice for high capacity readers shared with staff and ILPs developed for Y9 Sprint students/Y7 students.  Misconceptions identified and taught through data driven assessment and moderation practice with teachers routinely using data to diagnose their needs |
| Key Improvement Strategy 1.b Building practice excellence | Deliver model for supporting learning behaviours in Reading through explicit instruction.  Whole school introduction to teaching of reading (Big 5) and identification of areas teams need to focus on. Peer relationship developed to increase capacity of English teachers within Reading Community of Practice. Review of impact on student growth to inform whole school PD and PLC 2 cycle. |
| Key Improvement Strategy 1.c Building practice excellence | Teachers to trial new practice (Big 5) and to seek feedback through lesson observations to increase collective efficacy. PDP target linked to Reading and differentiated based on level of experience (AITSL standards). PPD used to develop practice in this area (TRPS/PP-12). School leaders facilitate opportunities for teachers to learn from and with each other through peer lesson observation. |
| Key Improvement Strategy 1.d Curriculum planning and assessment | Review of current scope and sequence documentation for reading. Developing a plan with protected collaboration time to continue documenting and incorporating best practice.  Schedule for assessment and moderation developed, shared and implemented with staff as part of enquiry cycle. Documented whole school pedagogical practice is evidence based using moderation of student work to secure fidelity. |
| Key Improvement Strategy 1.e Building practice excellence | Agreements around teaching of reading captured in instructional model with explicit direction provided. Schedule for PD developed and shared with staff (whole school/lesson observation/pop-up). Explicit teaching of Big 5 provided for staff (video documentation) and anchor/instructional charts for students to be developed with staff. Teachers engage in a cycle of enquiry to evaluate effectiveness. |
| Key Improvement Strategy 1.f Building practice excellence | Data literacy of staff developed to increase collective efficacy around analysis, evaluation and identification of student need to guide teaching as part of enquiry cycle. Scaffold developed and delivered to all staff for data analysis to be incorporated into all enquiry cycles. Teachers can read, interpret and articulate an understanding of their data in order to differentiate teaching. |
| Key Improvement Strategy 1.g Building leadership teams | Junior school structure developed to provide expertise in pastoral and academic support. Team operates as a community of practice to track student data and provide timely and effective support to staff an students Lesson observations used to provide feedback to teachers to increase collective efficacy Data driven discussions and growth coaching to be used to increase collective efficacy |
| Key Improvement Strategy 1.h Building practice excellence | Whole school PLC to secure a consistent approach around the explicit instruction of teaching at Woodmans Hill Secondary College. All teaching staff involved in cycle of enquiry to identify best practice and strategies to teach the Big 5 within their curriculum areas.  Cycle of enquiry to provide evidence from whole school PDP target around the explicit teaching of reading supported by growth data |
| Key Improvement Strategy 1.i Building practice excellence | Action Plan to accelerate improvement |
| Goal 2 | To collaborate within PLCs to increase collective efficacy of teachers in the explicit teaching of Maths leading to optimal student growth. |
| Target 2.1 | **Year 7 Numeracy**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Area | Dimension | Number of students | % of students |  | | Numeracy |  | Was 13 out of 123- 16 | 13% (was 11% in 2019) |  | | Numeracy | Retention in top 2 bands | 13 out of 13 | 100% | |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | | Numeracy | High Relative Growth | Was 8 out of 74 (matched)  19 students | 3-5 was 11%  2019 11%  Target 25% |  | |
| Target 2.2 | **Year 9 Numeracy**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Area | Dimension | Number of students | % of students |  | | **Year 9**  Numeracy | Of cohort in top 2 bands | 6 Students | 8% |  | | Numeracy | Retention in top 2 bands | 6 Students | 100% |  | | Numeracy | High Relative Growth | Was 7 out of 57 in Y7 (12%) | 14 students= 25% |  | |
| Key Improvement Strategy 2.a Building practice excellence | Development of a numeracy Plan for WHSC Common approach for teachers at WHSCto decode written questions LS to work with Year 8 Math teachers to implement a common approach to decoding written mathematical questions Year 8 teachers to collect work samples of decoded written questions Year 8 PLC to use work samples to monitor the success of the decoding process and document impact of new approach |
| Key Improvement Strategy 2.b Curriculum planning and assessment | NAPLAN item analysis (As a Mathematics KLA/PLC lead by LS) PD around how to understand and use NAPLAN item analysis in classroom planning Classroom teachers, with support from LS, identify of missing skills (with a focus on students in the top two bands) and set goals to work with students to overcome these weaknesses |
| Key Improvement Strategy 2.c Curriculum planning and assessment | Differentiated 7/8 curriculum  • Continually developed, improved & documented – work in KLA PLC’s with classroom observations to ensure that the differentiated curriculum is being followed • Agreed by all teaching members of Year 7/8 math • Feedback on tests/assessment is focused on what skills are lacking to progress to the next level |
| Key Improvement Strategy 2.d Building leadership teams | Junior school structure developed to provide expertise in pastoral and academic support. Team operates as a community of practice to track student data and provide timely and effective support to staff an students Lesson observations used to provide feedback to teachers to increase collective efficacy Data driven discussions and growth coaching to be used to increase collective efficacy |
| Goal 3 | To develop a learning culture within the Senior School that leads to optimal growth for all students. |
| Target 3.1 | To increase the average Study Score to 26. |
| Target 3.2 | To increase the average Study Score in English to 26. |
| Target 3.3 | To increase % of 40+ study scores to 5% (7 grades out of possible 125) |
| Target 3.4 | All Year 12 VCAL students (8) to leave Woodmans Hill Secondary College with either a Senior Cetificate (if they have taken VCAL over 2 years) or Intermediate Cetrifciate (if joining the VCAL group from VCE/in Y11). |
| Key Improvement Strategy 3.a Building practice excellence | Development of study program for all Senior students: Study Camp for Y12 students to identify inspirational personalised action plans for all students Bi-annual holiday exam program to evaluate student growth Study skills program delivered internally with uni students to support Masterclass program (internal and externally provided) delivered Development of the High Achievers Mentor Program |
| Key Improvement Strategy 3.b Curriculum planning and assessment | Student tracking process developed to monitor teacher impact and share best practice Analysis of 2019 performance (Y11 & 12) used to celebrate success and inform action plan Meeting time allocated to share growth data with all VCE teachers to act as a community of practice PIVOT data to inform teaching and learning Edrolo used as a formative tool |
| Key Improvement Strategy 3.c Empowering students and building school pride | Develop a culture that promotes growth and high achievement: High achievers wall. 100% school attendance celebrated – badge system. School captains lead assemblies. Regular Senior Assemblies – focus on successful learning. Data walls in VCE Centre – displaying high formative assessment results. Teachers nominate weekly examples of student growth/high achievement for VCE & VCAL students |
| Key Improvement Strategy 3.d Curriculum planning and assessment | VCE English team work in KLA using the Inquiry cycle, focusing on curriculum, assessment and Teaching and Learning: VCE teachers attend Masterclasses and review curriculum Development of partnership with other local school for VCE English teachers School to fund external assessor to mark SACs and provide feedback/moderation/assessor's report  Angie Crace to tutor students/masterclasses |
| Key Improvement Strategy 3.e Setting expectations and promoting inclusion | Tracking of student attendance and engagement in VCAL.  Interventions put in place to support students in class and through mentoring program.  Professional development provided for VCAL Leader (new) to ensure that she is able to develop curriculum to ensure that students are able to evidence competencies and develop work skills A second VCAL class created to enable the work to be differentiated. |
| Key Improvement Strategy 3.f Building leadership teams | Senior school structure developed to provide expertise in pastoral and academic support. Team operates as a community of practice to track student data and provide timely and effective support to staff an students Lesson observations used to provide feedback to teachers to increase collective efficacy Data driven discussions and growth coaching to be used to increase collective efficacy |
| Goal 4 | To increase engagement, connectedness and pride across the Woodmans Hill community. |
| Target 4.1 | **Increase Attendance**   |  |  | | --- | --- | | 2019 | **2020** | | *Year 7-12 - 26.1 days absent* | 20 days | | *Year 7-12 - 12.8 days unexplained* | 7 days unexplained absence | |  |  | |
| Target 4.2 | I   |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Increase Connectedness & Student Voice   |  |  |  | | --- | --- | --- | |  | **2019** | **2020** | | School connectedness (total)    *“I feel proud about being a student at this school”*  *“I feel like I belong at this school”*  *“I look forward to going to school”* | 51% overall    52%  50%  38% | 61% overall        62%    60%    48% | | Student Voice and Agency (total)    *“I have the opportunity to participate in decision-making at this school”*  *“I have a say in the things I learn”*  *“I feel that I have a voice at this school” (10 - 12)* | 39%    46%    33%  28% | 50%        56%        43%    40% | |  |  |  | | |
| Target 4.3 | |  |  |  | | --- | --- | --- | | Parent survey | 2019 (positive) | 2020 (positive) | | Parent participation and involvement | 26% | 40% | | School communication | 46% | 55% | | Teacher communication | 19% | 30% | |
| Key Improvement Strategy 4.a Setting expectations and promoting inclusion | Professional Learning for admin staff around coding, expectations and modification in duties for the attendance officer role Attendance review completed at the end of every month to ensure consistency and be responsive to any issues.  The tracking of at-risk students below 80% attendance within agreed process Best practice shared and process reviewed termly to increase efficiency |
| Key Improvement Strategy 4.b Setting expectations and promoting inclusion | Improved compass data entry with regards to attendance (daily, weekly, monthly) Regular tracking of at-risk student’s attendance and the regular distribution of reports to key personnel for follow up (Heads of School, YLL, VCE leader) Increase in communication with parents/guardians around attendance using SMS Tracking process devised by heads of schools to implement student attendance tracking |
| Key Improvement Strategy 4.c Setting expectations and promoting inclusion | Increased cultural focus on attendance – through assembly program, led by heads of school and year level leaders Reward based program introduced through Junior and Senior schools rewarding positive attendance - regularly recognised publicly through newsletter and in assemblies Parent information and education sessions around attendance and the effect of non-attendance on learning outcomes |
| Key Improvement Strategy 4.d Building communities | Students promote and celebrate attendance through cultural events and assemblies – in concert with the assemblies program devised by the heads of school and YLL Badges given to students who demonstrate 100% attendance each term  Implementation and promotion of breakfast club, students funded through equity targeted Give regular feedback to staff about attendance within staff meetings |
| Key Improvement Strategy 4.e Empowering students and building school pride | Student Leadership Structures - reviewed and built upon (student leaders) - introduction of junior school leaders, music leaders, sports leaders, academy leaders, energy breakthrough leaders Student-led forums based on AtSS priorities to gain an understanding of student voice and a reason for results A student leadership plan for improvement developed (with support) and published |
| Key Improvement Strategy 4.f Empowering students and building school pride | Introduction of explicitly taught positive behaviours based on data  Student nominations for SWPB - student/student recognition of positive behaviours Structured lessons around classroom expectations and agreements  • Anchor charts/classroom artefacts developed for each classroom as evidence of completion |
| Key Improvement Strategy 4.g Setting expectations and promoting inclusion | Review of health curriculum and supplementation of curriculum with RR resources Implementation of BRR through the health curriculum at Year 7-10  PL for all staff around the RR program  Development of RR action plan for 2020  Implementation of RR lessons across all subject areas |
| Key Improvement Strategy 4.h Empowering students and building school pride | Heads of school develop 2020 plan for development of culture, pride and connectedness within their house Calendar of assemblies and cultural events planned and published A sporting development plan developed and published A performing arts development plan developed with schedule and published  Calendar of student forums (with specific foci) developed |
| Key Improvement Strategy 4.i Building communities | Increased communication with parents  Increased/more structured roll out of Compass log ins Increased notification through compass to parents  Increased learning feedback through the introduction of continuous reporting  Parent education sessions on responsive topics throughout the year  The use of compass for communication with parents through email |
| Key Improvement Strategy 4.j Building leadership teams | Junior & Senior school structure developed to provide expertise in pastoral and academic support. Team operates as a community of practice to track student data and provide timely and effective support to staff and students Lesson observations used to provide feedback to teachers to increase collective efficacy Data driven discussions and growth coaching to be used to increase collective efficacy |
| Key Improvement Strategy 4.k Building communities | Increased enrolments for 2020 (from 127 in 2019 to 140 in 2020) Increased Science and Arts academy applications  Primary Transition programs to drive an increase in enrolments from local feeder schools Caledonian Primary School – Primary Science Program  Black Hill Primary School – Extension Maths Program |
| Key Improvement Strategy 4.l Building communities | DET Marrung Strategy Implementation Cultural Understanding and Safety Training  Indigenous inclusion strategy developed for the College  Identification and engagement of indigenous girls through the Wannik Dance academy Calendared cultural awareness events within the school  SSGs held at least ONCE per semester with all indigenous students to develop learning and engagement goals |
| Key Improvement Strategy 4.m Health and wellbeing | Develop wellbeing structures and mental health supports for all students and staff A wellbeing calendar developed which outlines educational/awareness focuses for 2020, program dates, and key school wide events (BOERS, mental health nurse, TURS) The development of a professional supervision model for all school leaders  The development of a wellbeing tracking system to provide intervention |
| Key Improvement Strategy 4.n Setting expectations and promoting inclusion | Identification of at-risk students and the development of individual programs to increase their motivation, engagement and behavior  The implementation of the FLIP program at Woodmans Hill to support students within individualized program for learning  The development of IEPs, flexible and/or blended programs and Re-engagement Plans for students at risk to be regularly reviewed at SSGs |