

# 2018 Annual Implementation Plan

## for improving student outcomes

Wallan Secondary College (8791)



Submitted for review by Sally Lasslett (School Principal) on 07 December, 2017 at 10:29 AM

Endorsed by Anthony Gooden (Senior Education Improvement Leader) on 22 January, 2018 at 09:45 AM

Endorsed by Craig Triffett (School Council President) on 07 February, 2018 at 03:18 PM

# Self-evaluation Summary - 2018

Wallan Secondary College (8791)

	<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	Evolving
	Evaluating impact on learning	Evolving
<b>Professional leadership</b>	Building leadership teams	Evolving
	Instructional and shared leadership	
	Strategic resource management	
	Vision, values and culture	

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

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>	<p>The College is in year 2 of implementing a strategic plan after a priority review. A leadership restructure has taken place with an emphasis on collection and analysis of data and improvement of student management, wellbeing and outcomes. A clear process of Senior School reform has been embedded. It is clear that we have made gains in developing a positive culture of high expectations. We have realigned the whole College community with the College values and have ensured that students are attending school - attendance data shows reduction in the number of school unapproved absences. Students are wearing full school uniform - displaying school pride. In a little over 2 years we have developed clear and reasonable consequences and relevant policies to enforce expected behaviors of students and families in the learning process and learning environments. We have sought to employ and secure high performing staff and have been able to successfully recruit. We have also developed a program to support students who have low level literacy and numeracy outcomes. The implementation of a re engagement program has been extremely beneficial for our disengaged students and community members.</p>
<b>Considerations for 2019</b>	<p>Literacy - reading relative gains Working with our high achieving students - ACE program and International Student Program</p>

	Embedding a curriculum audit and review process - CAT, exam preparation, assessment schedules, engaging document curriculum using our GANAG instructional model.
<b>Documents that support this plan</b>	Wallan Sec C 2017 12 month AIP review (final).docx (0.14 MB)

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Wallan Secondary College (8791)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To provide for all students at Wallan Secondary College a challenging and differentiated curriculum that equips each and every student for successful future pathways and ensures that they are lifelong learners.	<ul style="list-style-type: none"> <li>All VCE study scores to increase yearly to 27 by 2018</li> <li>VCE study scores over 40 to increase to 4% by 2018</li> <li>VCAL and VET completion rates to be at or above the state benchmark by 2018</li> <li>70% of students from Year 7 to 10 to achieve at or above the expected Aus VELs (score of C) in English and MATHematics each year to 2018</li> </ul>	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>Increase VCE study scores to 27</p> <p>Ensure that we have reached our target of 4% of VCE study scores over 40</p> <p>Ensure that VCAL and VET completion rates are at or above the state benchmark</p> <p>To decrease low relative growth For NAPLAN (Year 7 to 9); reading, writing and</p>	Building practice excellence

	<ul style="list-style-type: none"> <li>• To decrease low relative growth for NAPLAN (Year 7 to 9) reading to 25% from 35%</li> <li>• To decrease low relative growth for NAPLAN (Year 7 to 9) writing to 25% from 38.2%</li> <li>• To decrease low relative growth for NAPLAN (Year 7 to 9) numeracy to 25% from 35%</li> <li>• School staff survey: Increase the percentage endorsements for: <ul style="list-style-type: none"> <li>○ collective efficacy from 39% to 51%</li> <li>○ collective responsibility from 48% to 69%</li> <li>○ academic emphasis from 24% to 44%</li> </ul> </li> </ul>		<p>numeracy</p> <ul style="list-style-type: none"> <li>•To decrease low relative growth for NAPLAN (Year 7 to 9) reading to 25% from 35%</li> <li>•To decrease low relative growth for NAPLAN (Year 7 to 9) writing to 25% from 38.2%</li> <li>•To decrease low relative growth for NAPLAN (Year 7 to 9) numeracy to 25% from 35%</li> </ul> <p>School staff survey to show increased percentage endorsements for collective efficacy, collective responsibility and academic emphasis</p> <p>?collective efficacy from 39% to 51%</p> <p>?collective responsibility from 48% to 69%</p> <p>?academic emphasis from 24% to 44</p> <p>Parent opinion survey data to be at or above state bench mark for: stimulating learning, learning focus and transitions</p> <p>Real retention of students from 11 to 12 to exceed 80%</p>	
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			<p>70% of Year 12 cohort to achieve first round offers</p> <p>Decrease student absence to ensure that attendance at all year level exceeds 90%</p> <p>To be at or above 50th percentile in the Student Attitudes to School Survey factor mean score for; motivation and connectedness to peers</p>	
<p>To provide a stimulating learning environment so that all students are actively engaged in all learning opportunities both inside and outside of the classroom and capable of achieving their full individual potential.</p>	<p>Parent Opinion Survey: data to be at or above the state bench mark in:</p> <ul style="list-style-type: none"> <li>• stimulating learning</li> <li>• learning focus</li> <li>• transitions</li> </ul> <p>Increase the real retention rate of students from Year 11 to Year 12 to exceed 80% by 2018</p> <p>Increase in the number of first percentages for Yr. 12 students - 70% of cohort achieving first round offers</p> <p>Decrease student absences to ensure that attendance at all year levels exceeds 90% by 2018</p> <p>Increase to at or above the 50th percentile the Student Attitudes to School Survey factor mean score for:</p> <ul style="list-style-type: none"> <li>• motivation</li> <li>• connectedness to peers</li> </ul>	No	<p>Parent opinion survey data to be at or above state bench mark for: stimulating learning, learning focus and transitions</p> <p>Real retention of students from 11 to 12 to exceed 80%</p> <p>70% of Year 12 cohort to achieve first round offers</p> <p>Decrease student absence to ensure that attendance at all year level exceeds 90%</p> <p>To be at or above 50th percentile in the Student Attitudes to School Survey factor mean score for; motivation and connectedness to peers</p>	

<p>To develop a positive, healthy and safe learning environment that enhances student voice and empowers all students to achieve positive pathways in their own community and beyond.</p>	<p>School staff survey: increase the percentage endorsements for:</p> <ul style="list-style-type: none"> <li>• trust in students and parents; from 24% to 46</li> <li>• staff trust in colleagues from 45% to 66%</li> </ul> <p>Parent Opinion Survey: data to be at or above the state bench mark in:</p> <ul style="list-style-type: none"> <li>• behaviour management</li> <li>• school connectedness</li> </ul> <p>Increase to at or above the 50th percentile the student attitudes to school survey factor mean score for:</p> <ul style="list-style-type: none"> <li>• learning confidence</li> <li>• stimulating learning</li> <li>• student distress</li> <li>• student morale</li> <li>• student safety</li> </ul>	<p>Yes</p>	<p>School staff survey: increase the percentage endorsements for:</p> <ul style="list-style-type: none"> <li>•trust in students and parents; from 24% to 46</li> <li>•staff trust in colleagues from 45% to 66%</li> </ul> <p>Parent Opinion Survey: data to be at or above the state bench mark in:</p> <ul style="list-style-type: none"> <li>•behaviour management</li> <li>•school connectedness</li> </ul> <p>Increase to at or above the 50th percentile the student attitudes to school survey factor mean score for:</p> <ul style="list-style-type: none"> <li>•learning confidence</li> <li>•stimulating learning</li> <li>•student distress</li> <li>•student morale</li> <li>•student safety</li> </ul>	<p>Empowering students and building school pride</p>
<p>To build the capacity of all staff at Wallan Secondary College in order to develop an equitable, sustainable and high performing teaching and learning environment.</p>	<ul style="list-style-type: none"> <li>• Parent opinion survey general satisfaction to exceed 75%</li> <li>• school staff survey: maintain the percentage endorsement fro Shielding and buffering at or above 41% and increase the percentage endorsements for: <ul style="list-style-type: none"> <li>○ teacher collabaroation from 41% to 50%</li> <li>○</li> </ul> </li> </ul>	<p>No</p>	<ul style="list-style-type: none"> <li>•Parent opinion survey general satisfaction to exceed 75%</li> <li>•school staff survey: maintain the percentage endorsement fro Shielding and buffering at or above 41% and increase the percentage endorsements for: ?teacher collabaroation from 41% to 50%</li> </ul>	

## Improvement Initiatives Rationale

As a result of the Priority Review and review of our 2017 AIP we are continuing with the highest priorities:

1. differentiation - to address all three areas of the NAPLAN data - low, medium and high growth in reading, writing and numeracy
2. continue with our VCE improvement plan
3. embedding and audit process to ensure an engaging and rigorous curriculum is delivered at all times - to ensure that all students are challenged and equipped with success for future pathways.

By working toward these priority areas we will continue our current work to embed our process of documenting a guaranteed and viable curriculum, to be regularly reviewed and audited.

Building professional knowledge and consistency with CATs, exam writing and the moderation process will ensure robust assessment practices which provides timely and relevant feedback to students for improvement in outcomes.

Stimulating and challenging learning tasks, will equip students for life long learning and develop a culture of high expectations in readiness for VCAA exams, culminating in life long learners.

Differentiated curriculum will be supported with programs at either end of the scale; ACE (high achievers), recent accreditation for the ISP, Learning 4 Life (low level literacy and numeracy) and the Introduction of Year 10 Foundation VCAL and ASPIRE (re engagement program).

<b>Goal 1</b>	To provide for all students at Wallan Secondary College a challenging and differentiated curriculum that equips each and every student for successful future pathways and ensures that they are lifelong learners.
<b>12 month target 1.1</b>	<p>Increase VCE study scores to 27</p> <p>Ensure that we have reached our target of 4% of VCE study scores over 40</p> <p>Ensure that VCAL and VET completion rates are at or above the state benchmark</p> <p>To decrease low relative growth For NAPLAN (Year 7 to 9); reading, writing and numeracy</p> <ul style="list-style-type: none"> <li>•To decrease low relative growth for NAPLAN (Year 7 to 9) reading to 25% from 35%</li> <li>•To decrease low relative growth for NAPLAN (Year 7 to 9) writing to 25% from 38.2%</li> <li>•To decrease low relative growth for NAPLAN (Year 7 to 9) numeracy to 25% from 35%</li> </ul> <p>School staff survey to show increased percentage endorsements for collective efficacy, collective responsibility and academic emphasis</p> <ul style="list-style-type: none"> <li>?collective efficacy from 39% to 51%</li> <li>?collective responsibility from 48% to 69%</li> </ul>



	<p>?academic emphasis from 24% to 44</p> <p>Parent opinion survey data to be at or above state bench mark for: stimulating learning, learning focus and transitions</p> <p>Real retention of students from 11 to 12 to exceed 80%</p> <p>70% of Year 12 cohort to achieve first round offers</p> <p>Decrease student absence to ensure that attendance at all year level exceeds 90%</p> <p>To be at or above 50th percentile in the Student Attitudes to School Survey factor mean score for; motivation and connectedness to peers</p>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Build teacher capacity to effectively teach reading within all learning areas across Year 7 to 12
KIS 2	Embed a culture of the use of data to guide engaging curriculum and assessment practices to ensure that all students achieve their full potential.

<b>Goal 2</b>	To develop a positive, healthy and safe learning environment that enhances student voice and empowers all students to achieve positive pathways in their own community and beyond.
<b>12 month target 2.1</b>	<p>School staff survey: increase the percentage endorsements for:</p> <ul style="list-style-type: none"> <li>•trust in students and parents; from 24% to 46</li> <li>•staff trust in colleagues from 45% to 66%</li> </ul> <p>Parent Opinion Survey: data to be at or above the state bench mark in:</p> <ul style="list-style-type: none"> <li>•behaviour management</li> <li>•school connectedness</li> </ul> <p>Increase to at or above the 50th percentile the student attitudes to school survey factor mean score for:</p> <ul style="list-style-type: none"> <li>•learning confidence</li> </ul>

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<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategies</b>	
KIS 1	Embed a positive culture for learning which encourages school connectedness and empowers students to achieve positive pathways.

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

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<b>Goal 1</b>	To provide for all students at Wallan Secondary College a challenging and differentiated curriculum that equips each and every student for successful future pathways and ensures that they are lifelong learners.
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<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	Build teacher capacity to effectively teach reading within all learning areas across Year 7 to 12
Actions	<ol style="list-style-type: none"> <li>1. Develop a shared understanding of HITs across all Learning Areas to build capacity of all staff.</li> <li>2. Provide instruction to teachers and students of the evidence based teaching practices in reading. To ensure that we are catering for all individual learners at point of need</li> <li>3. Provide professional learning to all staff based on the evidenced based teaching practices in reading</li> <li>4. Further develop the reading curriculum using a range of evidence based strategies capturing all individual student learning styles</li> <li>5. Ensure that curriculum documentation, observations and walk throughs, reflect the use of reading strategies to support student growth in reading a variety of texts</li> <li>6. To develop student literacy skills to be able to make real world connections and future pathways applications.</li> </ol>
Evidence of impact	<p>Students:</p> <p>Students are able to identify different text types and apply independent reading strategies appropriately</p> <ul style="list-style-type: none"> <li>o NAPLAN Reading low relative growth is reduced and high relative growth has increased</li> <li>o Students are able to develop CAPs which show connections to future viable pathways</li> <li>o Through data set (NAPLAN, On Demand, 6 weekly reporting cycle, student voice surveys) students show the ability to be actively engaged, learn to listen, read, express and opinion, speak, write, create and reflect on spoken, written and multi modal text.</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>o All staff have had access to evidenced based PL, this is then used in the development and delivery of curriculum across all LAs year 7 to 12</li> <li>o Lesson observations show that a variety of HITs are being used for delivery of all LA curriculum Year 7 to 12</li> </ul>

	<ul style="list-style-type: none"> <li>o Delivery of curriculum is consistent, moderated and review regularly.</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>o Provide opportunities for professional learning</li> <li>o Model the independent reading process for all Pastoral Care teachers</li> <li>o Consistent observations and walkthrough show evidence of delivery of reading strategies across all learning areas</li> <li>o Curriculum audit process shows that teaching staff have incorporated reading curriculum strategies learnt as part of the PL opportunities.</li> </ul>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<ul style="list-style-type: none"> <li>• Provision of PL time for shared understanding of HITs</li> <li>• Ensure that Literacy and Equity Managers becomes accredited in MSL</li> <li>• Investigate cluster experts to be used for PL opportunities</li> <li>• Provide time for teachers to review the Vic Curriculum for English, Mathematics and other learning areas</li> </ul>	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$22,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Assistant Principal - Curriculum</p> <ul style="list-style-type: none"> <li>• Model an independent reading lesson for all staff</li> <li>• Observations of the independent reading lessons</li> <li>• Ensure that NAPLAN type tasks are included in the Literacy and Numeracy Programs of the College to check student understanding of the conceptual demands of NAPLAN assessments</li> <li>• Collaborative peer learning environment to be embedded across all year levels 7 to 12</li> <li>• Development of worked examples in each of the LAs to use gradual release of responsibility for students to use this information in future learning opportunities</li> <li>• Use experts to demonstrate all 10 of the HITs in professional learning time - with a focus on student reflection of learning, how they learn and application of this given staff feedback</li> </ul>	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$18,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Assistant Principal - Senior Programs <ul style="list-style-type: none"> <li>Further develop networks for the purpose of collaborative learning and sharing of resources and moderation</li> </ul>	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
LT - Student Outcomes <ul style="list-style-type: none"> <li>Analysis and sharing of data for the development of further lessons</li> <li>Develop mechanisms to support staff to make effective use of data by building on further their data and assessment use</li> <li>Classroom observations and model best practice</li> </ul>	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$12,000.00 <input type="checkbox"/> Equity funding will be used
LT - Curric, Ass & Reporting <ul style="list-style-type: none"> <li>Implement the curriculum audit process</li> <li>Check that staff use assessment, formative and summative, as a tool to identify where students are at and what they need to focus on to improve</li> <li>Ensure that each LA has developed a list of Learning Area specific vocab terms and that these are taught – spelling, comprehension, use in writing</li> </ul>	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
LT - Senior Program <ul style="list-style-type: none"> <li>Support staff to ensure that the Unit outcomes contain explicit teaching and worked examples of VCAA quality exam questions</li> <li>Support staff to use VCAA examiner reports to ensure that questioning technique is consistent with VCAA exams</li> <li>Ensure that all student management (meetings, SSGs etc.) include a discussion of student outcomes, growth and other relevant data</li> <li>Ensure that CAPS are incorporated into the Pastoral Care program as a classroom activity</li> </ul>	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
LT - Staff Development <ul style="list-style-type: none"> <li>Embed a critically reflective process of Observations and walkthroughs which implementation of suggested strategies (reading, HITS etc.)</li> <li>Develop PL and reading opportunities (through SEAL</li> </ul>	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used

connections) for staff to build capacity to effectively teach reading, HITS etc.				
<p>LT - Middle Program</p> <ul style="list-style-type: none"> <li>Support staff to ensure that the PCare curriculum documentation contains revision strategies and study skills.</li> <li>Analyse NAPLAN data to celebrate achievements in growth with students and with parents through the SSG process</li> <li>Ensure that all student management (meetings, SSGs etc.) include a discussion of student outcomes, growth and other relevant data</li> <li>Ensure that CAPS are incorporated into the Pastoral Care program as a classroom activity</li> </ul>	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>LT - Careeers &amp; Pathways</p> <ul style="list-style-type: none"> <li>Develop CAPS through our Compass system further to ensure that they are accessible from Year 7 to 12</li> <li>Develop a process for undertaking CAPS to ensure they are well written and make real world and future pathways applications</li> </ul>	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Literacy Manager</p> <ul style="list-style-type: none"> <li>Observations of the independent reading lessons</li> <li>Investigate the use of reading response journals (incorporating the reading Riddick) to be included as part of Learning for Life, independent reading and English subject reading</li> <li>Investigate cluster experts to be used for PL opportunities</li> </ul>	Teaching and Learning Coordinator	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$137,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>LA Leaders</p> <ul style="list-style-type: none"> <li>Observations of the independent reading lessons</li> <li>Review and revise curriculum at all year levels to ensure essentials skills and terminology are taught</li> <li>Ensure staff accountability for curriculum, assessment,</li> </ul>	KLA Leader	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>moderation and reflections</p> <ul style="list-style-type: none"> <li>Review of all reading materials/text and related curriculum to ensure that the correct material is chosen for the ability levels of students of the College</li> <li>Use the reading curriculum to build capacity of students to respond to worded questions</li> </ul>				
<p>LAL Languages</p> <ul style="list-style-type: none"> <li>Year 9 English curriculum to be review to include reading response journals</li> <li>Year 8 &amp; 9 curriculum to focus on literacy comprehension and knowledge of text types to support students in responding to the NAPLAN assessment</li> <li>Use NAPLAN reading and writing item analysis to identify areas of weakness and ensure that these are incorporated into curriculum</li> </ul>	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>LAL Maths</p> <ul style="list-style-type: none"> <li>Use NAPLAN numeracy item analysis to identify areas of weakness and ensure that these are incorporated into curriculum</li> </ul>	KLA Leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Year Level Leaders</p> <ul style="list-style-type: none"> <li>Ensure completion of walk throughs as required</li> </ul>	Sub School Leader/s	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
<p>All staff</p> <ul style="list-style-type: none"> <li>Demonstrations of how HITs can be used in each of the learning areas</li> <li>Open to learning and incorporating new reading curriculum strategies and feedback</li> </ul>	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Teacher Librarian</p> <ul style="list-style-type: none"> <li>Observations of the independent reading lessons</li> </ul>	Sub School Leader/s	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used

• Support the independent reading program through resourcing, book suggestions and reading conferences				
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<b>FISO Initiative</b>	Building practice excellence



<b>Key Improvement Strategy 2</b>	Embed a culture of the use of data to guide engaging curriculum and assessment practices to ensure that all students achieve their full potential.			
Actions	<ol style="list-style-type: none"> <li>1. Further develop teacher capacity to utilise data, effective teaching and a range of assessment strategies to improve student learning outcomes.</li> <li>2. Investigate methods to develop the culture of our students and community around the value of learning and student success. (Attendance, Student Attitudes to School, Parent Opinion, and NAPLAN etc.).</li> <li>3. Embed an agreed guaranteed and viable curriculum (differentiated) that is consistently implemented and reflects analysis of data.</li> <li>4. Embed the practice of collaborative teams with a focus on moderation of assessment and team planning of all curriculum.</li> <li>5. Embed the practice of scaffolded CATs and exams that use subject specific terminology and verbs in preparation for VCAA exams.</li> <li>6. Work with the Leadership Improvement Team to improve practice.</li> </ol>			
Evidence of impact	<p>Students:</p> <ul style="list-style-type: none"> <li>o Improved outcomes across all LA and year levels – relative gain (NAPLAN &amp; On Demand), increased number of students scoring above 70% - achievement &amp; attitude/effort</li> <li>o Clear understanding of high expectations in assessment</li> <li>o Understanding of VCAA assessments and expectations</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>o Staff continuously use data from student assessment to inform their practice</li> <li>o Evidence is seen of collaboration and moderation of assessment throughout the year</li> <li>o Evidence of a differentiated teaching practice facilitated through the use of data based grouping in their classes</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>o Role modelling and coaching staff in the use of data at all levels</li> <li>o Provision of constructive feedback as a result of observations and walkthroughs</li> <li>o Ensuring that staff are accountable for addressing curriculum audit issues</li> <li>o Ensure that students, parents/caregivers receive data which reflects relative growth (or lack therefore)</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional</b>	<b>When</b>	<b>Budget</b>

		Learning Priority		
<ul style="list-style-type: none"> <li>Develop a College Professional Learning Calendar that includes time for collaboration – Applied Learning, LA A, LAB, Year Level PLTs (4 weekly rotations)</li> <li>Coach LTs to develop curriculum and assessment practices</li> <li>Ensure that curriculum documentation meets the requirements of audit in order to reduce class room exits</li> </ul>	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>AP - Curriculum (Middle School)</p> <ul style="list-style-type: none"> <li>NAPLAN item analysis – reading &amp; numeracy</li> <li>Coach staff to develop curriculum and assessment practices</li> <li>Ensure that curriculum documentation meets the requirements of audit in order to reduce class room exits</li> </ul>	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Assistant Principal - Org Health/Senior Programs</p> <ul style="list-style-type: none"> <li>VCAA state level item analysis – focus of development of lessons</li> <li>Year 10 project – review, further development and embed – to result in practice at Yr. 11</li> <li>Develop and implement the Respectful Relationships</li> <li>Ensure that curriculum documentation meets the requirements of audit in order to reduce class room exits</li> </ul>	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>LT - Senior Programs</p> <ul style="list-style-type: none"> <li>From BI analysis coach VCE staff to better results</li> <li>Ensure that curriculum documentation meets the requirements of audit process and preparation for VCAA assessment processes</li> <li>Develop and implement a process for the writing and review of IEPS</li> </ul>	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> <li>Review and further develop our process for tracking of students who are underperforming</li> <li>Use welcome interviews to discuss student absence data from 2017</li> <li>Make use of Year Level PLT time to discuss levels of achievement and attendance</li> <li>Ensure that curriculum documentation meets the requirements of audit in order to reduce class room exits</li> </ul>				
<p>LT - Middle School</p> <ul style="list-style-type: none"> <li>From BI analysis coach middle school staff to better results and growth in NAPLAN</li> <li>Ensure that curriculum documentation meets the requirements of audit in order to reduce class room exits</li> <li>Develop and implement a process for the writing and review of IEPS</li> <li>Review and further develop our process for tracking of students who are underperforming</li> <li>Use welcome interviews to discuss student absence data from 2017</li> <li>Make use of Year Level PLT time to discuss levels of achievement and attendance</li> </ul>	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used
<p>LT - Student Outcomes</p> <ul style="list-style-type: none"> <li>Continue the analysis of 7 – 12 data</li> <li>Analyse Year 10, 11 &amp; 12 data monitoring of CAT/SAC results – are the outcomes reflecting the 6 weekly report data</li> <li>Ensure that curriculum documentation meets the requirements of audit process and preparation for VCAA assessment processes</li> <li>Ensure that staff are consistent and accurately using the 6 weekly reporting process</li> <li>Develop a process for meeting with students who are underperforming</li> </ul>	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> <li>• Ensure that curriculum documentation meets the requirements of audit in order to reduce class room exits</li> </ul>				
<p>LT - Staff Development</p> <ul style="list-style-type: none"> <li>• Embed the process of observation and walkthrough – include on observation sheets: <ul style="list-style-type: none"> <li>o A focus question from the staff member being observed</li> <li>o AIP focus question – ability to incorporate reading strategies</li> <li>o Ability to provide engaging HITs for all students</li> </ul> </li> <li>• Develop a process of observation for independent reading lessons (to be observed by SV, SH, EB &amp; DM)</li> <li>• Observation chart to be developed for each LA showing the skills and abilities of staff and areas for improvement – share amongst staff and encourage others to observe experts or where areas of improvement are required</li> <li>• Ensure that curriculum documentation meets the requirements of audit process and preparation for VCAA assessment processes</li> <li>• Ensure that curriculum documentation meets the requirements of audit in order to reduce class room exits</li> </ul>	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used
<p>LT - Curric, Ass &amp; Reporting</p> <ul style="list-style-type: none"> <li>• Work with LAL to ensure that curriculum documentation meets the requirements of audit.</li> <li>• Assist SV to coach staff to develop curriculum and assessment practices</li> <li>• Increase focus on agreed moderation process</li> <li>• Ensure that curriculum documentation meets the requirements of audit process and preparation for VCAA assessment processes</li> <li>• Ensure that staff are consistent and accurately using the 6 weekly reporting process</li> <li>• Lead College team in investigating structure approach to community engagement</li> </ul>	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> <li>• Visit like schools who have evidence of high levels of community engagement with the action to bring ideas and strategies back to the College</li> <li>• Ensure that curriculum documentation meets the requirements of audit in order to reduce class room exits</li> </ul>				
<p>LT - Careers &amp; Pathways</p> <ul style="list-style-type: none"> <li>• Develop a process to allow students to explore viable pathways and to develop links to pathway mentors</li> <li>• Investigate the opportunities through LLEN and Melbourne Polytechnic</li> <li>• Ensure that curriculum documentation meets the requirements of audit in order to reduce class room exits</li> </ul>	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used
<p>YLL</p> <ul style="list-style-type: none"> <li>• Attendance 90% for all students</li> <li>• Monitor and work to improve relative gain in 6 weekly reporting cycles</li> <li>• Use welcome interviews to discuss student absence data from 2017</li> <li>• Make use of Year Level PLT time to discuss levels of achievement and attendance</li> <li>• Develop PCare program to incorporate Respectful Relationships</li> </ul>	Sub School Leader/s	<input type="checkbox"/> No	from: Term 1 to: Term 4	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used
<p>LA Leaders</p> <ul style="list-style-type: none"> <li>• Ensure that hard copies of Vic Curric and VCAA Study Designs are taken to each LA meeting – agenda item to include some reference to these documents</li> <li>• Ensure that each staff member develops and implements the guaranteed and viable curriculum and reviews and revises curriculum as a result of the audit process</li> <li>• Ensure that curriculum documentation meets the requirements of audit in order to reduce class room exits</li> </ul>	KLA Leader	<input type="checkbox"/> No	from: Term 1 to: Term 4	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used

<p>Staff</p> <ul style="list-style-type: none"> <li>• Be open to opportunities to improve teaching and learning strategies</li> <li>• Be open to implementing the strategies of the Respectful Relationships program</li> <li>• Use the 6 weekly reporting process with accuracy and consistency</li> <li>• Ensure that curriculum documentation meets the requirements of audit in order to reduce class room exits</li> </ul>	All Staff	<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 2</b>	To develop a positive, healthy and safe learning environment that enhances student voice and empowers all students to achieve positive pathways in their own community and beyond.
<b>12 month target 2.1</b>	<p>School staff survey: increase the percentage endorsements for:</p> <ul style="list-style-type: none"> <li>•trust in students and parents; from 24% to 46</li> <li>•staff trust in colleagues from 45% to 66%</li> </ul> <p>Parent Opinion Survey: data to be at or above the state bench mark in:</p> <ul style="list-style-type: none"> <li>•behaviour management</li> <li>•school connectedness</li> </ul> <p>Increase to at or above the 50th percentile the student attitudes to school survey factor mean score for:</p> <ul style="list-style-type: none"> <li>•learning confidence</li> <li>•stimulating learning</li> <li>•student distress</li> <li>•student morale</li> <li>•student safety</li> </ul>
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategy 1</b>	Embed a positive culture for learning which encourages school connectedness and empowers students to achieve positive pathways.
Actions	<ol style="list-style-type: none"> <li>1. Review and re develop student voice survey in line with DET Attitudes to School Survey.</li> <li>2. Investigate methods used by other schools to implement the DET Attitudes to School Survey (time, teacher leaders, preparation and sharing of results among students)</li> </ol>

	<p>3. Further develop wellbeing and mental health resources, programs and services available to the entire College community.</p> <p>4. Develop a process for the implementation of the DET directed IEPs for identified students.</p> <p>5. Implement the initiatives of the Respectful Relationship program as a lead school.</p> <p>6. Investigate and implement opportunities afforded to the College through the LLEN and Melbourne Polytechnic to broaden student pathways and access to further training and employment opportunities.</p>			
Evidence of impact	<p>Students:</p> <ul style="list-style-type: none"> <li>. College student voice survey reflects inclusive teaching and learning opportunities for all students</li> <li>. DET Attitudes to School Survey is taken with serious intent understanding the impact that the data they produce has on school outcomes</li> <li>. Wellbeing and Mental Health supports and programs are available to students (and families), at time of need</li> <li>. All students identified have a develop IEP which is review and revised regularly, this assist with improving outcomes and developing future pathways</li> <li>. Students at Yr 9 and in the senior years have access to an increased understanding of further educational and employment opportunities in their own community and beyond</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>. Use of strategies incorporated in the Respectful Relationship Program to build relationships with students (student voice, student attitudes to school survey results)</li> <li>. DET Attitudes to School Survey is administered with a serious intent understanding the impact that the data produced has on school outcomes</li> <li>. Understand the Wellbeing and Mental Health needs of our College community and the impact that this has on the learning environment</li> <li>. Staff use well developed IEPs to assist with teaching and learning opportunities for their students</li> <li>. Pastoral Care staff are implementing an engaging Respectful Relationships program in their PCare classes</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>. Develop a process to gain feedback from parents/caregivers (including Parent Opinion Survey data)</li> <li>. Data (Attitudes to school, College Student Voice, Parent Opinion, Staff Opinion) reflects a school connectedness, a positive culture for learning, with high expectations for achievement</li> <li>. Have worked with regional Respectful Relationship leaders to develop and implement the Respectful relationships program</li> <li>. Have worked with the LLEN and Melbourne Polytechnic to implement program relevant for our students, their pathways and future employment opportunities.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional</b>	<b>When</b>	<b>Budget</b>

		Learning Priority		
<ul style="list-style-type: none"> <li>. Lead the review and re writing of the College Student voice survey to ensure that it is in line with the DET Attitudes to School Survey</li> <li>. Use network links to access visits for LT - Student Outcomes and Staff Development to other schools to investigate how DET Attitudes to School Survey is conducted</li> <li>. Continue to develop links and maintain existing to bring outside wellbeing and mental health resources into the College</li> <li>. Work with the Wellbeing team to further develop process, role descriptions and preventative programs for the whole College (students, parents &amp; staff)</li> <li>. Lead the implementation of the new DET IEP proforma and process associated with this</li> <li>. Provide time and support to the RRRR team to implement the program as a lead school</li> <li>. Maintain and further build connections with the LLEN and Melbourne Polytechnic. Begin role as a Secondary Principal adviser to Melbourne Polytechnic.</li> </ul>	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>AP - Organisational &amp; Senior School</p> <ul style="list-style-type: none"> <li>. Provide College organisational support for conducting College Student voice surveys and on line DET Attitudes to School Survey</li> <li>. Lead the implementation of IEPs in the Senior School</li> <li>. Lead the College RR team to the successful implementation of the program as a lead school</li> <li>. Lead the implementation of the new Pastoral Care Program at the Senior school, incorporating the RRRR program initiatives</li> </ul>	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>AP - Teaching and Learning &amp; Middle School</p> <ul style="list-style-type: none"> <li>. Lead the implementation of IEPs in the Middle School</li> <li>. Lead the implementation of Wellbeing programs across the curriculum</li> <li>. Lead the implementation of the new Pastoral Care Program at the Middle school, incorporating the RRRR program initiatives</li> </ul>	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used



<p>LT - Middle &amp; Senior</p> <ul style="list-style-type: none"> <li>. Oversee the implementation of IEPs in the Senior &amp; Middle School</li> <li>. Oversee the implementation of the new Pastoral Care Program at the Middle &amp; Senior school, incorporating the RR program initiatives</li> <li>. Oversee the College student voice survey and DET Attitudes to School Survey in their subschools</li> <li>. Work with the LT - Student Outcomes to analyse results and further develop student engagement in learning and connectedness to school</li> </ul>	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used
<p>LT - Student Outcomes</p> <ul style="list-style-type: none"> <li>. Work with the LT - Middle &amp; Senior to analyse results and further develop student engagement in learning and connectedness to school</li> <li>. Work with the LT - Staff development to prepare a revised version of the College Student voice survey</li> <li>. Analyse data and lead the staff to make changes to teaching and learning experiences for students to enhance connectedness</li> </ul>	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used
<p>LT - Staff Development</p> <ul style="list-style-type: none"> <li>. Work with the LT - Student Outcomes to prepare a revised version of the College Student voice survey</li> <li>. Analyse data and lead the staff to make changes to teaching and learning experiences for students to enhance connectedness</li> </ul>	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used
<p>Wellbeing Program Co-ordinator</p> <ul style="list-style-type: none"> <li>. Support staff to implement the RRRR program</li> <li>. Develop resources pack for RRRR program</li> <li>. Develop and present professional learning for staff on the RRRR program - by stander training</li> <li>. Further develop staff understanding of DET Protect Portal and Mandatory Reporting</li> </ul>	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	<p>\$5,000.00</p> <input type="checkbox"/> Equity funding will be used

<p>Year Level Leaders</p> <ul style="list-style-type: none"> <li>. Ensure the implementation of IEPs for all designated students in their year level</li> <li>. Ensure the implementation of the new Pastoral Care Program at their year level, incorporating the RRRR program initiatives</li> <li>. Oversee the College student voice survey and DET Attitudes to School Survey in their subschools</li> <li>. Work with the LT - Student Outcomes to analyse results and further develop student engagement in learning and connectedness to school</li> <li>. Participate in positive week activities and develop and design extra curricular activities for their year levels</li> </ul>	Sub School Leader/s	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>IT Manager</p> <ul style="list-style-type: none"> <li>. Assist with the implementation and development of IEPs on Compass</li> </ul>	Team Leader(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Careers &amp; Pathways Manager</p> <ul style="list-style-type: none"> <li>. Work with Principal to investigate and implement opportunities afforded by the LLEN and Melbourne polytechnic</li> <li>. Organise parent information evening in partnership with Melbourne polytechnic</li> <li>. Work with VET cluster to investigate further pathway and course offering for our students</li> <li>. Use Melbourne Polytechnic and Melbourne Market links to develop employment and work experience opportunities for our students</li> </ul>	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>All staff:</p> <ul style="list-style-type: none"> <li>. Implement RRRR program and Pastoral Care program in their classrooms</li> <li>. Assist with the development of IEPs and use the information in these to ensure students achieve their learning goals</li> <li>. Assist with conducting College student voice survey &amp; DET Attitudes to School Survey. Use this data to improve their practice and to further develop their rapport with students</li> </ul>	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used

# Professional Learning and Development Plan - 2018

Wallan Secondary College (8791)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<ul style="list-style-type: none"> <li>Provision of PL time for shared understanding of HITs</li> <li>Ensure that Literacy and Equity Managers becomes accredited in MSL</li> <li>Investigate cluster experts to be used for PL opportunities</li> <li>Provide time for teachers to review the Vic Curriculum for English, Mathematics and other learning areas</li> </ul>	Principal	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Preparation</li> <li>✓ Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Whole School Student Free Day</li> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Literacy expertise</li> <li>✓ Internal staff</li> <li>✓ Bastow program/course</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
<p>Assistant Principal - Curriculum</p> <ul style="list-style-type: none"> <li>Model an independent reading lesson for all staff</li> <li>Observations of the independent reading lessons</li> <li>Ensure that NAPLAN type tasks are included in the Literacy and Numeracy Programs of the College to check student understanding of the conceptual demands of NAPLAN assessments</li> </ul>	Assistant Principal	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Collaborative Inquiry/Action Research team</li> <li>✓ Peer observation including feedback and reflection</li> </ul>	<ul style="list-style-type: none"> <li>✓ Professional Practice Day</li> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> <li>✓ Timetabled Planning Day</li> </ul>	<ul style="list-style-type: none"> <li>✓ VCAA Curriculum Specialist</li> <li>✓ Subject association</li> <li>✓ Bastow program/course</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>

<ul style="list-style-type: none"> <li>• Collaborative peer learning environment to be embedded across all year levels 7 to 12</li> <li>• Development of worked examples in each of the LAs to use gradual release of responsibility for students to use this information in future learning opportunities</li> <li>• Use experts to demonstrate all 10 of the HITs in professional learning time - with a focus on student reflection of learning, how they learn and application of this given staff feedback</li> </ul>						
<p>LAL Languages</p> <ul style="list-style-type: none"> <li>• Year 9 English curriculum to be review to include reading response journals</li> <li>• Year 8 &amp; 9 curriculum to focus on literacy comprehension and knowledge of text types to support students in responding to the NAPLAN assessment</li> <li>• Use NAPLAN reading and writing item analysis to identify areas of weakness and ensure that</li> </ul>	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Network Professional Learning	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants  Misty	<input checked="" type="checkbox"/> On-site

these are incorporated into curriculum						
<p>LAL Maths</p> <ul style="list-style-type: none"> <li>Use NAPLAN numeracy item analysis to identify areas of weakness and ensure that these are incorporated into curriculum</li> </ul>	KLA Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> VCAA Curriculum Specialist	<input checked="" type="checkbox"/> Off-site  VCAA PL days
<p>All staff</p> <ul style="list-style-type: none"> <li>Demonstrations of how HITs can be used in each of the learning areas</li> <li>Open to learning and incorporating new reading curriculum strategies and feedback</li> </ul>	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <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"/> Communities of Practice	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>AP - Organisational &amp; Senior School</p> <ul style="list-style-type: none"> <li>Provide College organisational support for conducting College Student voice surveys and on line DET Attitudes to School Survey</li> <li>Lead the implementation of IEPs in the Senior School</li> <li>Lead the College RR team to the successful implementation of the program as a lead school</li> <li>Lead the implementation of the new Pastoral Care</li> </ul>	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants  RR Regional Staff	<input checked="" type="checkbox"/> On-site

Program at the Senior school, incorporating the RRRR program initiatives						
<p>AP - Teaching and Learning &amp; Middle School</p> <ul style="list-style-type: none"> <li>. Lead the implementation of IEPs in the Middle School</li> <li>. Lead the implementation of Wellbeing programs across the curriculum</li> <li>. Lead the implementation of the new Pastoral Care Program at the Middle school, incorporating the RRRR program initiatives</li> </ul>	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants  RRRR Staff	<input checked="" type="checkbox"/> On-site
<p>Wellbeing Program Co-ordinator</p> <ul style="list-style-type: none"> <li>. Support staff to implement the RRRR program</li> <li>. Develop resources pack for RRRR program</li> <li>. Develop and present professional learning for staff on the RRRR program - by stander training</li> <li>. Further develop staff understanding of DET Protect Portal and Mandatory Reporting</li> </ul>	Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants  RRRR Staff	<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

[Wallan Sec C 2017 12 month AIP review \(final\).docx \(0.14 MB\)](#)

Self-evaluation Summary

[Wallan Sec C 2017 12 month AIP review \(final\).docx \(0.14 MB\)](#)