

2018 Annual Implementation Plan

for improving student outcomes

Wangaratta High School (8425)



WANGARATTA
HIGH SCHOOL

Submitted for review by Gary Fletcher (School Principal) on 30 November, 2017 at 10:24 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Wangaratta High School (8425)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level	Evidence and Analysis
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Excellence in teaching and learning</p>	<p>Building practice excellence</p>	<p>Emerging moving towards Evolving</p>	<p>The school has clear goals and targets that support agreed FISO priorities. The school develops professional learning aligned with their FISO improvement strategies. Teachers have a shared focus for improvement in student outcomes. Teachers access professional learning to build their skills in the analysis, interpretation and use of student performance data to improve classroom teaching practice. Teachers demonstrate understanding of the link between their practice and student learning. They use student achievement data to identify their professional learning needs aligned with FISO priorities. The school periodically reviews the effectiveness of teaching and learning programs and uses this information to plan appropriate individual and whole-school professional learning. The school fosters a culture that values and supports ongoing professional learning to evaluate and improve teaching practice. Teachers are collectively responsible for improving instructional practices to achieve progress in learning for all students and reduce variations in learning outcomes between classes.</p>
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	Curriculum planning and assessment	Evolving	<p>The school has identified FISO priority areas for focus and these are clearly identified in the SSP and AIP. School-wide achievement data is analysed. Student backgrounds and the needs of particular cohorts of students inform curriculum planning. Teachers plan together in stages of learning and curriculum area teams against the Victorian Curriculum and senior secondary curriculum. The school schedules opportunities for teachers to work in teams which develop consistency in teaching and learning strategies and moderate student assessment. The school actively seeks the views of students about curriculum content, delivery and assessment. The school's curriculum plan begins to integrate learning areas and capabilities, pedagogy and assessment into a documented program of teaching and learning. Documented whole-school pedagogical practice is evidence based. There is an expectation that student needs and interests inform curriculum planning and teaching. A school assessment plan includes assessment of and for learning, while moderation of student work develops consistency of teacher judgement. Teacher teams use student achievement to effectively monitor and review the curriculum plan, teaching and learning and assessment strategies. Standardised unit and lesson planning templates are periodically refined.</p>
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	Evidence-based high-impact teaching strategies	Evolving	<p>Teachers know that every learner is capable of making progress and clearly communicate this to all students. Teachers set challenging tasks and encourage students to engage with them. Teaching is designed to scaffold student learning accordingly. The school provides opportunities for teachers to observe and discuss best practice teaching. There is a shared language to describe agreed high-impact teaching strategies. Teachers select and trial agreed new strategies in their own classrooms. Teachers identify high-impact teaching strategies as a focus for learning and development in Performance and Development Plans. Teachers can identify their own pedagogy. They share challenges reflect on practice and share self-assessment and feedback with some trusted colleagues. Teachers are committed to improving their practice and actively seek feedback and support from each other. Professional Learning Communities support individuals in making incremental changes to their practice. Teachers challenge and support each other in building and refining skills so there is less variation in quality and greater consistency, ensuring improved learning outcomes for all students. Supported by the leadership team, teachers use formative and summative assessment to evaluate the impact they are having on student outcomes and to self-assess the effectiveness of their teaching. Teachers respond to formative and summative assessment by trialing some high-impact teaching strategies.</p>
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	Evaluating impact on learning	Evolving	<p>Teachers use a range of formative and summative assessments to monitor student learning, identify point of need and comply with curriculum standards. Teaching teams establish processes such as using assessment maps, moderation and protocols to enable greater consistency of their judgements on student learning. Teachers provide students with targeted feedback based on informed and timely judgements of each student's achievement relative to their learning goals and their needs, in order to progress learning. Teachers work in teams to analyse assessment data and monitor students' learning as part of regular lesson planning and review. They identify implications for future lesson planning including curriculum content and pedagogical approaches. Teachers work in teams to analyse student learning data and reflect on the effectiveness of their own teaching. Teachers identify appropriate professional learning to build their knowledge and skills including research, evidence-based strategies, observation, and feedback and coaching.</p>
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Professional leadership	Building leadership teams	Evolving	<p>The leadership team applies their understanding of current research and student data to plan and implement school improvement. The leadership team provides clear and explicit direction and support for the School Improvement Team's activities, including raising awareness across the school community of its improvement goals and targets identified in the AIP. The school's selected FISO initiatives are aligned with the SSP and AIP. Leadership roles are aligned with the SSP and AIP priorities. The school provides opportunities for aspirant leaders to build their capabilities in school improvement. The leadership team is regularly involved in professional learning with their staff. They do so in formal, structured professional learning teams and also in informal discussions, coaching and mentoring. A whole-school professional learning strategy aligns individual learning plans with school goals and supports the school's identified FISO improvement strategies. Leading teacher and experienced teachers' roles and responsibilities include facilitating the school professional learning program. The leadership team sets expectations and models respectful engagement throughout the school community. They promote the importance of making the school a safe and positive place to learn. Leaders and teachers purposefully engage in activities to build relationships and trust. Protocols for input and feedback are developed to reflect the school's values and achievement of the vision.</p>

	Instructional and shared leadership	Evolving	<p>Leaders lead and participate in professional learning with staff, including curriculum planning, instructional methods, assessment strategies and student achievement data. Leaders work with staff to review and improve their teaching, including using observation, feedback and coaching. Leaders periodically review student data and guide and drive professional learning in data analysis to support teachers to assess the effectiveness of their instructional practices. The School Improvement Team oversees and evaluates the effectiveness and impact of the AIP. All staff engage in annual performance and development processes with regular opportunities to share progress towards improving student learning and gain critical feedback from school leaders. The principal team delegates authority to others to undertake specific activities and implements processes that support leadership development. The principal team actively canvasses the views of leaders and teachers in the school when formulating decisions. The school has formal and informal processes for students to contribute their views on school organisation and some elements of teaching and learning.</p>
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	Strategic resource management	Evolving	<p>The principal develops decision-making processes that recognise the school's context and uses a consultative approach to strategic planning. Change management principles are used to inform the implementation of new initiatives. These initiatives are assessed for cost benefit. The principal, in consultation with the business manager and School Improvement Team, ensures that the goals of the SSP and AIP are prioritised in the allocation of resources. The principal collects and analyses school and local data to inform direction and evaluate learning growth over time. The principal recruits personnel and changes roles and responsibilities of current personnel to best meet the school's objectives. They assess current and anticipated staffing needs, planned developments and short term goals of the school, to make recruitment decisions. The principal identifies and implements professional learning that is aligned with staff learning plans and school priorities. They allocate time and resources to support teacher collaboration. The principal ensures that beginning teachers and teachers new to the school have a thorough induction and are supported by experienced mentors.</p>
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	Vision, values and culture	Evolving	<p>Leaders work with staff to refine the development of the school vision and values. They use these as a guide, together with school performance data, to develop a set of clear goals for student learning that are aligned with the AIP. Leaders engage teachers in developing a shared vision for school improvement. They work with staff to identify learning improvement goals and clarify how planning and teaching will align with the goals. They engage staff in discussions about goal achievement. Leaders communicate a vision for the school and ensure that parents/carers are informed of the AIP, school policies, programs and activities that reflect the school's vision. The school values clearly underpin the work of the school. Leaders use a collaborative approach to develop a shared vision for the school. They provide opportunities for members of the school community to have a voice and use the school's values to enhance student connectedness to the school.</p>
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Positive climate for learning

Empowering students and building school pride

Evolving

The school ensures that a broad range of students have the opportunity to provide meaningful feedback, including those students who are disengaged or struggling to succeed. Authentic student voice is sought to enhance the quality of relationships and to inform teacher practice. The school has adequate processes to respond to student voice. The knowledge, skills and attitudes required to build authentic student voice are incorporated into classroom programs and practice. Students, through SRC, have a role in the school improvement processes. Students have a range of opportunities to contribute to their learning. Teachers and students set individual learning goals together and teachers help students to identify their progress. Teachers provide scaffolding for students to solve their own problems. Through feedback, they provide support that enables students to develop agency by assessing their own work and solving their own problems. Some students share examples of their work through conferencing opportunities. Students have access to a broad range of structured leadership roles in the school and training that provides them with opportunities to develop a range of skills, including communication and decision-making. Student leaders exert influence in the development of school rules, policies and the improvement of facilities through formal feedback processes and decision-making forums. The school demonstrates values and attitudes that support student leadership. Student leadership is included in the school's policy framework to enable young people to be active and empowered citizens who apply democratic principles and behaviours. Regular opportunities for sharing and celebrating student and school achievements are planned to build pride and connectedness through school assemblies, classroom presentations and newsletters. Students demonstrate a sense of enjoyment in learning. They regard their

			teachers positively and feel they are taught in an engaging way.
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	Setting expectations and promoting inclusion	Evolving	<p>Diversity is valued and its strengths reinforced through the implementation of school programs that are responsive to different cultural and linguistic backgrounds. School policies, programs and practices are inclusive and respectful of difference. The school aligns its policies and practices to address issues of vulnerability and inclusion. Practices to improve engagement and behavioural climate in classrooms and the school are developed and implemented. High expectations around student behaviour and learning are aligned to the school's vision and values and are documented in policies and guidelines. These are promoted to the school community. Teachers engage with students in setting and monitoring learning goals. Students are familiar with behaviour expectations and consequences for inappropriate behaviour. The school's curriculum plan includes explicit instruction on bullying prevention, conflict resolution and pro-social behaviours. The school's comprehensive safety and wellbeing policies and practices are implemented and seen as important in supporting student learning success and in reducing risk. The school expands teacher capacity and skill, providing effective, ongoing professional learning to enhance staff/student relationships. The school develops targeted interventions for students and cohorts to support pro-social and self-regulating behaviours. Teachers know how to minimise interruptions and maintain on-task learning in class most of the time.</p>
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	Health and wellbeing	Evolving	<p>The school's health, wellbeing, inclusion and engagement programs and policies are well understood by staff and reviewed periodically. Student and parents have opportunities to contribute. The school supports the development of its students by teaching discrete social and emotional learning programs and consistently reinforcing pro-social behaviours. The school engages parents/carers and students at both individual and group levels in determining the social behaviours expected of students. Staff support and model healthy practices included in the curriculum plan, such as healthy eating and participating in physical exercise. The school program allows for opportunities for all students to participate in physical activity. The school's curriculum plan includes positive self-identity and self-management strategies. Cognitive strategies to enhance psychological wellbeing are integrated across the curriculum. Teachers work collaboratively to reflect on their practice and to identify opportunities to increase student engagement. Some staff are trained to identify students requiring referral to trained professionals to support their psychological and social wellbeing. Students can articulate the high expectations teachers have set for them and the steps they need to take to reach their potential. The school explores strategies to build student resilience. Students value the opportunities provided by the school to contribute to their learning.</p>
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	Intellectual engagement and self-awareness	Emerging moving towards Evolving	<p>The school communicates high expectations about all aspects of schooling, including school attendance, behaviour, learning progress and school completion. Students' learning growth is regularly measured and informs goal setting for individual students. Teachers and students set individual learning goals together and teachers help students see their progress. Teachers encourage students to be self-reflective learners by exploring their thinking processes. They emphasise that a person's ability to learn is not fixed and that effective learning strategies can be learned to improve performance. The school invests in time, tools and training to build all teachers' capability in student assessment and targeted teaching. Teachers work together to develop lesson plans and assessments that cater for different levels of ability and interests. Teachers build on prior knowledge, focus on learning goals and scaffold new learning to engage students and build confidence. Lessons are developed with different student abilities and interests in mind.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Community engagement in learning</p>	<p>Building communities</p>	<p>Evolving</p>	<p>The school provides opportunities for parent/carer participation in the operations of the school. It engages parents/carers in their child’s learning and in the priorities of the school. Inclusive school policies, programs and practices are developed to build mutual trust and respect between school and families. The school regularly collects feedback from students, parents and staff to evaluate program effectiveness. The school explores community partnerships to access targeted learning activities, resources or services not readily available within the school to increase learning opportunities for students and parents. The school collaboration with community partners is planned with clear goals, roles and responsibilities, focused on student learning and wellbeing. The school and community partners develop effective communication methods to share information and resources to facilitate implementation of their joint projects. The school has well-established links with community services for promoting positive health in all students and for supporting specific health needs of individual students including those who are most vulnerable and disadvantaged. The school works with community partners to offer resources and activities that support student learning, health and wellbeing needs, including specialised health services. It also uses partnerships to help overcome barriers to student participation in learning programs</p>

	Global citizenship	Evolving	<p>The school audits its curriculum to determine the extent to which global citizenship is integrated sequentially throughout the curriculum. The school practises and promotes democratic values, active citizenship and inclusion. The school celebrates diversity through actions which promote understanding, empathy and inclusion. The school creates opportunities for students to engage with the experiences of young people from different cultures and language backgrounds, including through use of technology. Teachers collaboratively design teaching and learning programs that build students' skills to recognise barriers that may arise from differences and develop acceptance. Teachers model fair and just processes for responding to conflict. Teachers develop students' skills in managing and resolving conflicts. The school learning environment promotes acceptance, harmony and respect within and beyond the school community. The school develops programs to support students' understanding of the impact of inequality and discrimination and how this affects identity and citizenship. Programs also provide indigenous perspectives and the impact of colonisation on human rights. Programs identify ways in which students can meet their current needs without diminishing the quality of the environment or reducing the capacity of future generations to meet their needs. Students are actively involved in sustainability programs. The curriculum program draws on examples of living sustainably and explores how indigenous peoples in Australia and globally relate to their environments and use scarce resources to live more sustainably.</p>
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	<p>Networks with schools, services and agencies</p>	<p>Evolving</p>	<p>The school identifies other schools, (both government and non-government), services and agencies on the basis of their capacity to provide health and wellbeing support and intellectual and/or physical resources not available within the school. The school commits resources to develop a network that supports the health, wellbeing, inclusion and engagement of students. The school has well-established links with community services for promoting positive health and wellbeing in both staff and students, and for supporting the specific health and wellbeing needs of individual students. The school provides opportunities for parents/carers and students to have input into programs that support student health and wellbeing. The school connects students with community organisations and institutions to support individual learning needs and build confidence including access to broader or deeper learning opportunities. The school works with other agencies to create specific strategies for students with additional needs.</p>
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	Parents and carers as partners	Evolving	<p>Staff ensure all students, parents/carers and families feel safe, welcomed and supported in the school. Parents/carers are encouraged to participate in and contribute to school activities. The school periodically reviews existing school policies, practices and procedures, in consultation with parents/carers and students, to identify issues and gain input into existing school processes and practice. The school has clear processes for responding to parent concerns and these are well understood by parents/carers. The school provides multiple opportunities for parents/carers and school staff to discuss their respective roles in their children's education. They work together to address the health, wellbeing and learning needs of their children. The school is respectful of families as the continuing educators of their children, valuing the diverse expertise and experiences families bring to school and home partnerships. Parents/carers can contact teachers in a variety of ways and receive a timely response. The school encourages parents/carers to talk with their child about what they are learning at school and actively engage in home learning activities.</p>
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Enter your reflective comments	Our reflections on our progress in 2017, will be used in our planning for 2018.
Considerations for 2019	The focus will be to align the AIP to staff PDP's and PPD's and to build on the progress made in 2017
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Wangaratta High School (8425)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
<p>Achievement To maximise the learning growth for all students in Victorian Curriculum, VCAL and VCE.</p>	<ul style="list-style-type: none"> • VCE All Study score mean to be at 29 by 2019. • VCE English Study Score mean to be at or above 28. • VCE Further Maths Study Score mean to be at or above 28. • No more than 20% of students achieving low relative growth in all areas of NAPLAN. • At least 25% of students achieving high relative growth in all areas of NAPLAN. • Increase % of students achieving at or above expected levels against Victorian Curriculum achievement standards based on 2017 benchmark data in English, Mathematics and Science. 	<p>Yes</p>	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>VCE</p> <ul style="list-style-type: none"> • VCE All Study score mean to be at 28 • VCE English Study Score mean to be at or above 28 • VCE Further Maths Study Score mean to be at or above 27 <p>NAPLAN 7-9 Low relative growth: Numeracy 41% Reading 23% Writing 28%</p> <p>NAPLAN 7-9 High relative growth: Numeracy 16% Reading 26% Writing 20%</p>	<p>Building practice excellence</p>

	<ul style="list-style-type: none"> • Student Attitudes Survey: <ul style="list-style-type: none"> ○ Stimulating Learning (at or above 3.5). ○ Teacher Effectiveness (at or above 3.7) • Parent Opinion Survey: <i>Stimulating Learning and Learning Focus</i> to be at or above state mean 		<p>Student Attitudes Survey: - Stimulating Learning, Classroom Behaviour, Learning Confidence & Motivation and Interest to be 50% Positive</p> <p>Parent Opinion Survey - Stimulating Learning Environment 65% Positive - Effective Teaching 60% Positive</p>	
<p>Engagement To build and strengthen engagement and connection within the school and broader community.</p>	<ul style="list-style-type: none"> • 95% student completion rate for both VCAL and VET programs by 2019. • Parent Opinion Survey: <i>Student Motivation and School Connectedness</i> to be at or above state mean. • School Staff Survey: <i>Teacher Collaboration and Academic Emphasis</i> to be at or above state mean <p>Student Absence rates to be below state mean</p>	No	<p>Student completion rates: VCAL (65%) and VET programs (90%)</p> <p>Parent Opinion Survey: - Student Motivation 50% Positive - School Connectedness 45% Positive.</p> <p>School Staff Survey: - Teacher Collaboration 65.0 - Academic Emphasis 60.0</p>	
<p>Wellbeing To create a safe, secure environment that fosters a positive climate for learning and teaching.</p>	<ul style="list-style-type: none"> • Student Attitudes Survey: <ul style="list-style-type: none"> ○ Classroom Behaviour (at or above 3.10) ○ Student Safety (at or above 4.32) 	Yes	<p>Student Attitudes Survey: - Classroom Behaviour 48% Positive - Student Safety (Managing Bullying) 42% Positive - School Connectedness 44% Positive</p>	Empowering students and building school pride

	<ul style="list-style-type: none"> ○ School Connectedness (at or above 3.62) ● School Staff Survey: <ul style="list-style-type: none"> ○ Overall School Climate (at or above 67.52) ○ Overall School Leadership (at or above 64.04) ● Parent Opinion Survey: <i>Approachability, Student Safety and Classroom Behaviour</i> to be at or above state mean 		<p>School Staff Survey:</p> <ul style="list-style-type: none"> - Overall School Climate (at or above 65.0) - Overall School Leadership (at or above 72.0) <p>Parent Opinion Survey:</p> <ul style="list-style-type: none"> - Parent Participation & Involvement 55% Positive - School Support 66% Positive - General Satisfaction 72% Positive 	
<p>Productivity To improve the school's organisational and structural practices that support school improvement.</p>	<ul style="list-style-type: none"> ● Parent Opinion Survey: <i>General Satisfaction</i> to be at or above state mean ● School 3 year average for Workforce Bridging Finance to be below the threshold. ● School Staff Survey: <ul style="list-style-type: none"> ○ Overall School Climate (at or above 67.52) ○ Overall School Leadership (at or above 64.04) 	No	<p>Student completion rate for VCAL (65%) and VET programs (85%).</p> <p>Parent Opinion Survey:</p> <ul style="list-style-type: none"> - General Satisfaction 72% Positive <p>School Staff Survey:</p> <ul style="list-style-type: none"> - Overall School Climate (at or above 65.0) - Overall School Leadership (at or above 72.0) 	

Improvement Initiatives Rationale

Data from 2016 - 2017 shows

- Student learning for NAPLAN, VCE
- VCAL achievement rates and learning gains for NAPLAN still below state average, like schools and AIP targets from those years.
- Our Attitudes to School survey and Parent and Staff Opinion Survey results are improving though negative results can be better
- Declining enrolments (Priority Review finding 2015)
- Lack of understanding and inconsistent implementation of the school's instructional model (Priority Review finding 2015)
- Our priority review findings found confusion and inconsistency in behaviour management

Diagnosis of issues requiring particular attention:

To improve student achievement we have examined research to identify and understand most effective ways of improving student learning outcomes. Hattie's top 3 effect sizes are 'teacher estimates of achievement' (teachers are confident of their teacher judgements and how to plan interventions to differentiate), 'collective teacher efficacy' (staff being confident they have the capacity to be effective change agents), and 'self-reported grades' (students have the capacity to form meaningful goals based on an understanding of their current achievement level combined with a growth mindset).

Goal 1	<p>Achievement To maximise the learning growth for all students in Victorian Curriculum, VCAL and VCE.</p>
12 month target 1.1	<p>VCE</p> <ul style="list-style-type: none"> • VCE All Study score mean to be at 28 • VCE English Study Score mean to be at or above 28 • VCE Further Maths Study Score mean to be at or above 27 <p>NAPLAN 7-9 Low relative growth: Numeracy 41% Reading 23% Writing 28%</p> <p>NAPLAN 7-9 High relative growth: Numeracy 16% Reading 26% Writing 20%</p> <p>Student Attitudes Survey:</p>

	<ul style="list-style-type: none"> - Stimulating Learning, Classroom Behaviour, Learning Confidence & Motivation and Interest to be 50% Positive <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> - Stimulating Learning Environment 65% Positive - Effective Teaching 60% Positive
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	At all levels of the school build practice excellence in curriculum, assessment and pedagogy.

Goal 2	<p>Wellbeing</p> <p>To create a safe, secure environment that fosters a positive climate for learning and teaching.</p>
12 month target 2.1	<p>Student Attitudes Survey:</p> <ul style="list-style-type: none"> - Classroom Behaviour 48% Positive - Student Safety (Managing Bullying) 42% Positive - School Connectedness 44% Positive <p>School Staff Survey:</p> <ul style="list-style-type: none"> - Overall School Climate (at or above 65.0) - Overall School Leadership (at or above 72.0) <p>Parent Opinion Survey:</p> <ul style="list-style-type: none"> - Parent Participation & Involvement 55% Positive - School Support 66% Positive - General Satisfaction 72% Positive
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	

KIS 1	Create an orderly learning environment which fosters a positive climate for learning and teaching.
KIS 2	Develop strong school community and broader community relationships to enhance student outcomes.
KIS 3	Build and enhance leadership capacity and practice.

Define Evidence of Impact and Activities and Milestones - 2018

Wangaratta High School (8425)

Goal 1	Achievement To maximise the learning growth for all students in Victorian Curriculum, VCAL and VCE.
12 month target 1.1	<p>VCE</p> <ul style="list-style-type: none"> • VCE All Study score mean to be at 28 • VCE English Study Score mean to be at or above 28 • VCE Further Maths Study Score mean to be at or above 27 <p>NAPLAN 7-9 Low relative growth: Numeracy 41% Reading 23% Writing 28%</p> <p>NAPLAN 7-9 High relative growth: Numeracy 16% Reading 26% Writing 20%</p> <p>Student Attitudes Survey: - Stimulating Learning, Classroom Behaviour, Learning Confidence & Motivation and Interest to be 50% Positive</p> <p>Parent Opinion Survey - Stimulating Learning Environment 65% Positive - Effective Teaching 60% Positive</p>

FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	At all levels of the school build practice excellence in curriculum, assessment and pedagogy.			
Actions	<ul style="list-style-type: none"> - Implementation of an assessment schedule aligned to common assessment tasks and reporting - Use of data to create teacher and student targets to inform and improve teaching practice - Embed instructional model including the use of peer observations - Implement recommendations of the curriculum/timetable working party - Documentation of curriculum programs across the school - Collaborative planning is used to document curriculum programs across the school 			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - experience success in their learning and will understand and be able to articulate why they have been successful - use literacy and numeracy improvement strategies - understand what they have to do next to improve <p>Teachers will:</p> <ul style="list-style-type: none"> - implement the assessment schedule aligned with common assessment tasks and reporting - use data to inform and improve their teaching practice to individualise learning to students' point of need - implement the instructional model - undertake peer observations to inform practice - document curriculum programs across the school <p>Leaders will:</p> <ul style="list-style-type: none"> - establish an assessment schedule for the whole school - provide time to enable teachers to collaboratively develop curriculum assessment and pedagogy - provide professional learning opportunities in regard to the instructional model and curriculum - undertake and participate in peer observation process 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Curriculum documented and audit undertaken to define the scope and sequence for this year (Literacy and Numeracy to be a focus)	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$246,792.00 <input checked="" type="checkbox"/> Equity funding will be used

Assessment schedule developed in collaboration with Domain leaders	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Assessment data collected and made available to teachers on Compass	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
PDP process put in place to ensure all staff have a goal related to assessment, curriculum and/or pedagogy	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Quality professional learning provided, including High Impact Teaching Strategies	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop protocols and processes for whole school peer observations	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide leadership support for Domain Leaders to lead collaborative planning (Inquiry Cycle)	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers embed instructional model in their classrooms	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$56,636.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers to undertake peer observations (minimum one per term)	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Collect and use data to inform teacher practice in classrooms	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Use Domain Meetings to collaboratively plan to document curriculum	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers will implement assessment tasks in line with the assessment schedule	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Wellbeing To create a safe, secure environment that fosters a positive climate for learning and teaching.
12 month target 2.1	<p>Student Attitudes Survey:</p> <ul style="list-style-type: none"> - Classroom Behaviour 48% Positive - Student Safety (Managing Bullying) 42% Positive - School Connectedness 44% Positive <p>School Staff Survey:</p> <ul style="list-style-type: none"> - Overall School Climate (at or above 65.0) - Overall School Leadership (at or above 72.0) <p>Parent Opinion Survey:</p> <ul style="list-style-type: none"> - Parent Participation & Involvement 55% Positive - School Support 66% Positive - General Satisfaction 72% Positive
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	Create an orderly learning environment which fosters a positive climate for learning and teaching.
Actions	<ul style="list-style-type: none"> - Establish consistent and high expectations at all levels around student management - Develop and implement School Wide Positive Behaviour Management Plan and processes to ensure common understanding - Develop and implement student leadership framework - Implement the Marrung strategy across the school - Embed inclusive practices and support for PSD students

Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - Have an understanding of the student management expectations of the school - Can articulate and act upon school values - Have an opportunity for student voice in student leadership roles <p>Teachers will:</p> <ul style="list-style-type: none"> - Participate in and implement the development of student management processes across the school - Implement SWPBS to develop positive and productive relationships with students - Implement individual learning/education plans for students and have a greater understanding of the learning needs of their students - Implement Marrung Educational Strategy to develop cultural understanding and awareness - Support student voice in their learning and student leadership roles <p>Leaders will:</p> <ul style="list-style-type: none"> - Ensure student management processes are documented and implemented - Ensure school values are articulated and implemented for both staff and students - Ensure that ILPs are implemented - Ensure that the Marrung Educational Strategy is implemented - Ensure that SWPBS is implemented effectively - Ensure that PSD students are appropriately supported 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Development and implementation of student management plan	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$238,795.00 <input checked="" type="checkbox"/> Equity funding will be used
Further embed SWPBS (including Gotchas!) and professional learning for staff	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and implement a whole school approach for ILP planning for appropriate students	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Lead implementation of Marrung Strategies, including ILP's for Koorie students	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Individual needs of PSD students are addressed in all of their classes; ILPs developed	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish learning mentors for all OoHC students and IEPs developed	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide mentoring, coaching and leadership support for teachers to implement ILP strategies in classrooms	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Participate in and implement the development of student management processes across the school	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$25,605.00 <input checked="" type="checkbox"/> Equity funding will be used
Undertake professional learning in SWPBS and implement strategies / learnings	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Use High Impact Teaching Strategies to engage their students	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop / Implement individual learning/education plans for students	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Ensure students have a voice in their learning and assessment (High Impact Teaching Strategies Number 5 - Collaborative Learning and/or Number 9 - Metacognitive Strategies)	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Implement strategies from ILP's to support Koorie, PSD and OoHC students	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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Goal 2	Wellbeing To create a safe, secure environment that fosters a positive climate for learning and teaching.
12 month target 2.1	<p>Student Attitudes Survey:</p> <ul style="list-style-type: none"> - Classroom Behaviour 48% Positive - Student Safety (Managing Bullying) 42% Positive - School Connectedness 44% Positive <p>School Staff Survey:</p> <ul style="list-style-type: none"> - Overall School Climate (at or above 65.0) - Overall School Leadership (at or above 72.0) <p>Parent Opinion Survey:</p> <ul style="list-style-type: none"> - Parent Participation & Involvement 55% Positive - School Support 66% Positive - General Satisfaction 72% Positive
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 2	Develop strong school community and broader community relationships to enhance student outcomes.
Actions	<ul style="list-style-type: none"> - Build staff culture as one community 7-12 - Improve communication with parents and community - Implementation of career action plans - Reduce student absence rates
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - Develop a sense of pride of being a student of Wangaratta High School - Develop a career action plan - Reduce absence rates

	Parents/community will: - Have greater access, information and understanding of the school - Will receive ongoing communication about their child's progress Teachers will: - Build a 7-12 culture across the school - Seek to actively engage parents and broader community - Implement strategies to actively reduce student absence in their classes - Support students to develop career action plans Leaders will: - Support and facilitate the development of a 7-12 ethos amongst staff - Support staff with the development of improved communication with parents and community - Facilitate the development of career action plans - Put in place strategies to reduce student absentee rates across the school			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Develop greater opportunities for staff to use the social staffroom and to participate in professional learning 7-12, in addition to, 7-9 / 10-12	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$61,786.00 <input checked="" type="checkbox"/> Equity funding will be used
Lead data analysis and data literacy as whole school	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Parent, student and staff opinion data will reflect improvement in participation and involvement in the school, through revision of the newsletter and the use of Compass, including training on Compass for parents	Principal	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Reduction of absence rates by identification of at risk students and ILP's put in place. A whole school attendance strategy, process and staged response documented and followed	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Implement Career action plans through pathways during Mentor time	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$104,158.00 <input checked="" type="checkbox"/> Equity funding will be used
Follow up student absences from class, in line with the whole staged response process	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Use Compass to communicate with parents in regard to assessment, student wellbeing and SWPBS	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Wellbeing To create a safe, secure environment that fosters a positive climate for learning and teaching.
12 month target 2.1	<p>Student Attitudes Survey:</p> <ul style="list-style-type: none"> - Classroom Behaviour 48% Positive - Student Safety (Managing Bullying) 42% Positive - School Connectedness 44% Positive <p>School Staff Survey:</p> <ul style="list-style-type: none"> - Overall School Climate (at or above 65.0) - Overall School Leadership (at or above 72.0) <p>Parent Opinion Survey:</p> <ul style="list-style-type: none"> - Parent Participation & Involvement 55% Positive - School Support 66% Positive - General Satisfaction 72% Positive
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 3	Build and enhance leadership capacity and practice.

Actions	<ul style="list-style-type: none"> - Leadership team to undertake Coaching for Leadership Program - Redefine job description for Leading teachers based on 2018 staffing in alignment with AIP 			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - Have a greater understanding of the roles students, staff and parents have in their learning <p>Teachers will:</p> <ul style="list-style-type: none"> - Have a greater understanding of the role of leadership in the school <p>Leaders will:</p> <ul style="list-style-type: none"> - Be able to articulate, define and enact their leadership role within the school 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Completion by leaders of the Coaching for Leadership Program	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$20,000.00 <input type="checkbox"/> Equity funding will be used
Redefine and review LT role descriptions and leadership structure in line with 2018 staffing structure	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Wangaratta High School (8425)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Curriculum documented and audit undertaken to define	Assistant Principal	from: Term 1	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation	<input type="checkbox"/> Whole School Student Free Day	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist	<input checked="" type="checkbox"/> On-site <input type="checkbox"/> Off-site

<p>the scope and sequence for this year (Literacy and Numeracy to be a focus)</p>		<p>to: Term 4</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input type="checkbox"/> External consultants 	
<p>Teachers embed instructional model in their classrooms</p>	<p>Teacher(s)</p>	<p>from: Term 1 to: Term 3</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day 	<ul style="list-style-type: none"> <input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site <input type="checkbox"/> Off-site

			<input type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships <input type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input type="checkbox"/> External consultants	
Development and implementation of student management plan	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching partners <input type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input type="checkbox"/> Subject association	<input checked="" type="checkbox"/> On-site <input type="checkbox"/> Off-site

			<input type="checkbox"/> Individualised Reflection		<input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input type="checkbox"/> External consultants	
Participate in and implement the development of student management processes across the school	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA Curriculum Specialist <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching partners <input type="checkbox"/> Leadership partners <input type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input type="checkbox"/> Subject association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Maths/Sci Specialist <input type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site <input type="checkbox"/> Off-site

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.