

2020 Annual Implementation Plan

for improving student outcomes

William Ruthven Secondary College (8895)



Submitted for review by Judith Benney (School Principal) on 29 November, 2019 at 05:29 PM
Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 25 February, 2020 at 04:42 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

| | FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red. | Self-evaluation Level |
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| Excellence in teaching and learning | Building practice excellence | Emerging moving towards Evolving |
| | Curriculum planning and assessment | Emerging moving towards Evolving |
| | Evidence-based high-impact teaching strategies | Emerging moving towards Evolving |
| | Evaluating impact on learning | Emerging |
| Professional leadership | Building leadership teams | Evolving |
| | Instructional and shared leadership | Emerging moving towards Evolving |
| | Strategic resource management | Evolving |
| | Vision, values and culture | Emerging moving towards Evolving |

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

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| Community engagement in learning | Building communities | Evolving |
| | Global citizenship | Emerging moving towards Evolving |
| | Networks with schools, services and agencies | Evolving |
| | Parents and carers as partners | Emerging |

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| Enter your reflective comments | We have introduced a mentor programme in 2019 which we hope will show improved outcomes for students. The AIP has a clear line of sight to the strategic plan and to staff performance plans. We have undertaken professional learning around use of data to inform teaching, introduced a formal PLC programme to bring the improvement initiatives to the classroom teacher. SWPBS is in first year of implementation, and will continue to scaffold a whole school approach which reflects our vision and values. |
| Considerations for 2020 | Attendance will need to be addressed as a whole school, as it is showing decline. With the employment of Literacy and Numeracy specialists, we believe that we will see further improvement in literacy and numeracy outcomes. Strategic human resourcing and structures to support improvement will continue to support the drive for improvement. |
| Documents that support this plan | |

SSP Goals Targets and KIS

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| Goal 1 | <p>By the end of the four year cycle individual learning growth of students across all areas of the curriculum across all year levels will have been optimized</p> |
| Target 1.1 | <p>NAPLAN Relative Growth (for example: in the medium to high growth bands across all domains increases each year so that 80 per cent of students are achieving in the medium to high growth bands by 2020).</p> <p>Teacher judgment data in Years 7–10: Increase percentages of students above expected levels; ensure one year’s growth for each student.</p> <p>VCE data: The percentage of students achieving at or above expected levels in relation to the General Achievement Test (GAT) is at or above 85 per cent</p> <p>The whole–school percentage endorsement of Guaranteed and Viable Curriculum and Teacher Collaboration, in the School Climate module of the SO Survey, to reach 90 per cent by 2020.</p> |
| Key Improvement Strategy 1.a Curriculum planning and assessment | <p>Increase teacher capacity to analyse data, differentiate curriculum and teach to the point of need</p> |
| Key Improvement Strategy 1.b Curriculum planning and assessment | <p>Develop and document curriculum which responds to the needs of the student cohort and is in line with Victorian Curriculum F-10</p> |
| Key Improvement Strategy 1.c Curriculum planning and assessment | <p>Build teacher capacity to improve literacy and numeracy outcomes across the school</p> |
| Key Improvement Strategy 1.d Evaluating impact on learning | <p>Action Plan to accelerate improvement</p> |

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| Goal 2 | By the end of the four year cycle, the school will have embedded a culture which seeks and respond to student voice to provide maximum opportunities for engagement in relation to all elements of student school experience as seen through the eyes of the learner. |
| Target 2.1 | School means for the ATS Survey measures of Student Safety, Student Distress, Student Motivation and Stimulating Learning to improve steadily, reaching the fourth quartile by 2020. |
| Key Improvement Strategy 2.a Empowering students and building school pride | Develop a school-wide implementation strategy for student voice and agency |
| Goal 3 | By the end of the four year cycle, teacher and leadership practice to enhance the effectiveness of the school as a professional learning community will have improved as measured by the Staff Opinion Survey |
| Target 3.1 | Principal/Teacher percentage endorsement of Instructional Leadership and Visibility on the School Leadership Module of the SO Survey to reach 80 per cent and 70 per cent respectively by 2020. |
| Key Improvement Strategy 3.a Building practice excellence | Build leadership capacity to support school wide improvement using a professional learning community model |

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target |
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| <p>By the end of the four year cycle individual learning growth of students across all areas of the curriculum across all year levels will have been optimized</p> | <p>Yes</p> | <p>NAPLAN Relative Growth (for example: in the medium to high growth bands across all domains increases each year so that 80 per cent of students are achieving in the medium to high growth bands by 2020).</p> <p>Teacher judgment data in Years 7–10: Increase percentages of students above expected levels; ensure one year’s growth for each student.</p> <p>VCE data: The percentage of students achieving at or above expected levels in relation to the General Achievement Test (GAT) is at or above 85 per cent</p> <p>The whole–school percentage endorsement of Guaranteed and Viable Curriculum and Teacher Collaboration, in the School Climate module of the SO Survey, to reach 90 per cent by 2020.</p> | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>1. Improvement in year 7 – 10 reading, writing and numeracy 2. VCE and VCAL curriculum documented in VCE/VCAL templates and reviewed alongside study design</p> |
| <p>By the end of the four year cycle, the school will have embedded a culture which seeks and respond to student voice to provide maximum opportunities for engagement in relation to all elements of student</p> | <p>Yes</p> | <p>School means for the ATS Survey measures of Student Safety, Student Distress, Student Motivation and Stimulating Learning to improve steadily, reaching the fourth quartile by 2020.</p> | <p>Increase student attendance from 7 – 12 using learner agency to drive improvement.</p> |

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| school experience as seen through the eyes of the learner. | | | |
| By the end of the four year cycle, teacher and leadership practice to enhance the effectiveness of the school as a professional learning community will have improved as measured by the Staff Opinion Survey | Yes | Principal/Teacher percentage endorsement of Instructional Leadership and Visibility on the School Leadership Module of the SO Survey to reach 80 per cent and 70 per cent respectively by 2020. | Build capacity of staff to lead Professional Learning Communities. |

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| Goal 1 | By the end of the four year cycle individual learning growth of students across all areas of the curriculum across all year levels will have been optimized | | |
| 12 Month Target 1.1 | 1. Improvement in year 7 – 10 reading, writing and numeracy 2. VCE and VCAL curriculum documented in VCE/VCAL templates and reviewed alongside study design | | |
| Key Improvement Strategies | | | Is this KIS selected for focus this year? |
| KIS 1 Curriculum planning and assessment | Increase teacher capacity to analyse data, differentiate curriculum and teach to the point of need | | Yes |
| KIS 2 Curriculum planning and assessment | Develop and document curriculum which responds to the needs of the student cohort and is in line with Victorian Curriculum F-10 | | Yes |
| KIS 3 Curriculum planning and assessment | Build teacher capacity to improve literacy and numeracy outcomes across the school | | Yes |
| KIS 4 Evaluating impact on learning | Action Plan to accelerate improvement | | Yes |

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| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | All three Key Improvement Strategies are considered essential for our improvement agenda. We have done considerable work in these areas and are beginning to see improvement as measured by NAPLAN and by our own internal data mechanisms, and we have a Strategic Review scheduled for Term 2 next year. Our actions for 2020 are based on an analysis of our current situation. | |
| Goal 2 | By the end of the four year cycle, the school will have embedded a culture which seeks and respond to student voice to provide maximum opportunities for engagement in relation to all elements of student school experience as seen through the eyes of the learner. | |
| 12 Month Target 2.1 | Increase student attendance from 7 – 12 using learner agency to drive improvement. | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Empowering students and building school pride | Develop a school-wide implementation strategy for student voice and agency | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | We have done a considerable amount of work in student voice and agency, and have developed and implemented a Year 9 programme in response to this KIS. However, our attendance data is not satisfactory and should be a focus in 2020. We intend to make align agency and attendance in order to enhance the student experience and capitalise on student motivation to attend school. | |
| Goal 3 | By the end of the four year cycle, teacher and leadership practice to enhance the effectiveness of the school as a professional learning community will have improved as measured by the Staff Opinion Survey | |
| 12 Month Target 3.1 | Build capacity of staff to lead Professional Learning Communities. | |

| Key Improvement Strategies | | Is this KIS selected for focus this year? |
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| KIS 1 Building practice excellence | Build leadership capacity to support school wide improvement using a professional learning community model | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | 2019 was our implementation year for PLC's after having completed the training in 2019. We now want to embed the PLC model and empower teachers to respond to student outcomes using the inquiry cycle in a focussed manner. | |

