

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
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

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

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

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

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>

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
<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>

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.

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

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?
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.	

