

Annual Implementation Plan - 2025

Define actions, outcomes, and success indicators

Williamstown High School (8475)



Submitted for review by Giorgio Catalano (School Principal) on 20 December, 2024 at 07:45 AM

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Define actions, outcomes, success indicators and activities

Goal 2	Extend the achievement and learning growth of every student across the school.
12-month target 2.1 target	Target 2.1: By end of 2025, improve the NAPLAN high relative growth percentages for: Year 9 in Numeracy to 28%, Writing to 27%, Reading to 32%.(NAPLAN system changed creating difficulties to track this data).
12-month target 2.2 target	Target 2.2: By end of 2025, 40% of Year 9 students will be in the top two bands in Reading and Numeracy and more than 20% of Year 9 students will be in the top two bands in Writing.
12-month target 2.3 target	Target 2.3: By end of 2025, improve the NAPLAN above benchmark growth for Year 9 students in Writing to 26%, and achieve a three-year Reading average above 30%.
12-month target 2.4 target	Target 2.4: By end of 2025, improve the percentages of students at Years 7-10 deemed above level by teacher judgements (semester 1) in Writing to 20% and in Number and Algebra to 25%.
12-month target 2.5 target	Target 2.5: By end of 2025, improve the percentage of 37+ scores in VCE for: English from the three-year average of 21% (2019-2021) to 22% in 2024, Business Management from the three-year average of 11% (2019-2021) to 14% in 2024, Further Mathematics from the three-year average of 28% (2019-2021) to 29% in 2024, Mathematical Methods from the three-year average of 12% (2019-2021) to 14% in 2024, Biology from the three-year average of 29% (2019-2021) to 31% in 2024, Psychology from the three-year average of 19% (2019-2021) to 21% in 2024, Health & Human Development from the three-year average of 17% (2019-2021) to 20% in 2024, Media from the three-year average of 26% (2019-2021) to 28% in 2024
12-month target 2.6 target	Target 2.6: By end of 2025, 100% of VCAL students to either complete Year 12 certificate or move to employment or external studies.
12-month target 2.7 target	Target 2.7: By end of 2025, increase the positive response percentages on the School Staff Survey for: Guaranteed and viable curriculum to 65%, Academic emphasis to 57%, Teacher collaboration to 68%, Understand how to analyse data to 50%

KIS 2.a Instructional and shared leadership	Strengthen a whole school approach to the improvement of teaching and learning.
Actions	<p>KIS 2a/i) Who: Curriculum Leading Teachers</p> <ul style="list-style-type: none"> - build a Guaranteed and Viable Curriculum for years 7-12 aligned with current Victorian Curriculum or VCAA study designs. <p>KIS 2a/ii) Who: Teaching & Learning Learning Specialists</p> <ul style="list-style-type: none"> - embed Focused Learning Walks into the school to share and strengthen effective teaching practices within the school's instructional model.
Outcomes	<p>KIS 2a/i) Who: Curriculum Leading Teachers</p> <ul style="list-style-type: none"> - teachers will have the professional knowledge and skills to develop, document, implement and review an agreed upon - - Guaranteed and Viable Curriculum for all subjects linked to the Victorian Curriculum 2.0. <p>KIS 2a/ii) Who: Teaching & Learning Learning Specialists</p> <ul style="list-style-type: none"> - teachers will develop a culture of shared learning that will result from observing one another across different Curriculum Area Teams and year levels. - teachers will be able to implement teaching strategies observed within their own classroom to enhance their practice.
Success Indicators	<p>KIS 2a/i) Who: Curriculum Leading Teachers</p> <p>Early Indicators</p> <ul style="list-style-type: none"> - Curriculum Day - completed Unit Plans & Course Outline - draft on Curriculum Area Plan - Curriculum Area Team Leader Feedback (collaboration) <p>Late Indicators</p> <ul style="list-style-type: none"> - accredited 2.0 English and Maths Courses - completed Curriculum Area Plans - Guaranteed and Viable Curriculum and Assessment and Reporting at school review - Curriculum Area Team Leader Feedback <p>KIS 2a/ii) Who: Teaching & Learning Learning Specialists</p>

	<p>Early Indicators</p> <ul style="list-style-type: none"> - teachers outside of the Leadership team accept invitations to observe - increase in Core Practices nominations at Campus meetings (Bayview) - discussions of observations at Campus meetings - 'Learning' time during Curriculum Area Team meetings is focused on the 17 principles of effective instruction <p>Late Indicators</p> <ul style="list-style-type: none"> - Middle Leaders opt to lead these Focused Learning Walks within their own teams - observation notes and discussions are linked to evidence of effective instruction - teacher 'Instructional Playbook' is developed for each Curriculum Area Team and is being edited and refined with best practices throughout the stages of the Instructional Model
KIS 2.b Evidence-based high-impact teaching strategies	Enhance the whole school approach to the effective teaching of literacy.
Actions	<p>KIS 2b/i) Who: Literacy Learning Specialist</p> <ul style="list-style-type: none"> - build capacity of all teachers in using summarising strategies to help students better retain and recall key knowledge. <p>KIS 2b/ii) Who: Literacy Learning Specialist</p> <ul style="list-style-type: none"> - build capacity of English teachers to utilise PAT and IXL data to inform their teaching and their teacher judgements for Victorian Curriculum Levels. <p>KIS 2b/iii) Who: Literacy Learning Specialist</p> <ul style="list-style-type: none"> - build capacity of all teachers to implement Science of Learning features in course planning and lesson delivery across discipline areas.
Outcomes	<p>KIS 2b/i) Who: Literacy Learning Specialist</p> <ul style="list-style-type: none"> - teachers will have a shared understanding or summarising - students will become familiar with regularly used summarising tasks - students will better retain and recall key knowledge <p>KIS 2b/ii) Who: Literacy Learning Specialist</p> <ul style="list-style-type: none"> - teachers will have an understanding of how to better inform their teacher judgements of Victorian Curriculum Levels using more data

	<ul style="list-style-type: none"> - students will receive Victorian Curriculum Levels, which are more informed by data <p>KIS 2b/iii) Who: Literacy Learning Specialist</p> <ul style="list-style-type: none"> - uptake of Knowledge Organisers in Curriculum Area Team areas - creation of Worked Examples/Model Texts in Curriculum Area Team areas in lessons
Success Indicators	<p>KIS 2b/i) Who: Literacy Learning Specialist</p> <p>Early Indicators</p> <ul style="list-style-type: none"> - summary tasks observed taking place during Learning Walks <p>Late Indicators</p> <ul style="list-style-type: none"> - summary tasks embedded into Guaranteed and Viable Curriculum documentation - increase in positive responses across year levels in AToSS data <p>KIS 2b/ii) Who: Literacy Learning Specialist</p> <p>Early Indicators</p> <ul style="list-style-type: none"> - presentation on PAT data for English Curriculum Area Team - attendance to PL Session on IXL - high levels of Diagnostic Testing completion on IXL <p>Late Indicators</p> <ul style="list-style-type: none"> - English teachers engaging with PAT and IXL data to inform their Victorian Curriculum Levels <p>KIS 2b/iii) Who: Literacy Learning Specialist</p> <p>Early Indicators</p> <ul style="list-style-type: none"> - teachers in Professional Learning Teams and Curriculum Area Team meetings developing knowledge organisers and Worked Examples/Model texts <p>Late Indicators</p> <ul style="list-style-type: none"> - students and teachers using Knowledge Organisers/Worked Examples/Model texts in the classroom as observed via Learning walks

KIS 2.c Evidence-based high-impact teaching strategies	Enhance the whole school approach to the effective teaching of mathematics
Actions	<p>KIS 2c/i) Who: Mathematics Learning Specialist</p> <ul style="list-style-type: none"> - build capacity of all teachers in using summarising strategies to help students better retain and recall key knowledge <p>KIS 2c/ii) Who: Mathematics Learning Specialist</p> <ul style="list-style-type: none"> - build capacity of Mathematics teachers to utilise PAT and IXL data to inform their teaching and their teacher judgements for Victorian Curriculum Levels <p>KIS 2c/iii) Who: Mathematics Learning Specialist</p> <ul style="list-style-type: none"> - build capacity Mathematics teachers to to implement Science of Learning features in course planning and lesson delivery
Outcomes	<p>KIS 2c/i) Who: Mathematics Learning Specialist</p> <ul style="list-style-type: none"> - teachers will have a shared understanding or summarising - students will become familiar with regularly used summarising tasks - students will better retain and recall key knowledge <p>KIS 2c/ii) Who: Mathematics Learning Specialist</p> <ul style="list-style-type: none"> - teachers will have an understanding of how to better inform their teacher judgements of Victorian Curriculum Levels using more data - students will receive Victorian Curriculum Levels, which are more informed by data <p>KIS 2c/iii) Who: Mathematics Learning Specialist</p> <ul style="list-style-type: none"> - uptake of Knowledge Organisers in Maths - creation of Worked Examples/Model Texts in Maths lessons
Success Indicators	<p>KIS 2c/i) Who: Mathematics Learning Specialist</p> <p>Early Indicators</p> <ul style="list-style-type: none"> - summary tasks observed taking place during Focused Learning Walks <p>Late Indicators</p> <ul style="list-style-type: none"> - summary tasks embedded into Guaranteed and Viable Curriculum documentation

- increase in positive responses across Year levels in AToSS data

KIS 2c/ii) Who: Mathematics Learning Specialist

Early Indicators

- presentation on PAT data for Mathematics Curriculum Area Team
- attendance to PL Session on IXL
- high levels of Diagnostic Testing completion on IXL

Late Indicators

- Mathematics teachers engaging with PAT data to inform their Victorian Curriculum Levels

KIS 2c/iii) Who: Mathematics Learning Specialist

Early Indicators

- teachers in Professional Learning Teams and Curriculum Area Team meetings developing knowledge organisers and Worked Examples/Model texts

Late Indicators

- students and teachers using Knowledge Organisers /Worked Examples/Model texts in the classroom as observed via Learning walks

Goal 3	Enhance student engagement in their learning.
12-month target 3.1 target	Target 3.1: By end of 2025, the percentage of positive responses in the Attitudes to School Survey, to increase for: Student voice and agency from 39% in 2021 to 45%, Stimulated learning from 51% in 2021 to 56%, Self-regulation and goal setting from 57% in 2021 to 63%, Differentiated learning challenge from 54% to 58%, Motivation and interest from 54% in 2021 to 60%
12-month target 3.2 target	Target 3.2: By end of 2025, decrease the percentage of students with 20+ absence days from 26% in 2019 to 17% in 2025.
12-month target 3.3 target	Target 3.3: By end of 2025, the percentage of positive responses in the School Staff Survey, to increase for: Believe evaluating impact improves practice to 64%, Use student feedback to improve practice to 61%, Promote student ownership of learning goals to 68%.
KIS 3.a Empowering students and building school pride	Strengthen student voice and capabilities to be agents of their own learning.
Actions	<p>KIS 3a/i) Who: Teaching & Learning Learning Specialists</p> <ul style="list-style-type: none"> - refine existing Professional Learning Team structure to target 'stimulated learning', particularly at Year 9 and 10 level. <p>KIS 3a/ii) Who: Pathways Leading Teacher</p> <ul style="list-style-type: none"> - refine the implementation of Career Action Plans across all year levels. Refine the course selection processes at Year 9 and Year 10.
Outcomes	<p>KIS 3a/i) Who: Teaching & Learning Learning Specialists</p> <ul style="list-style-type: none"> - Professional Learning Teams will be organised to identify specific strategies for identified students that enable learning. - Professional Learning Team will focus on aspects of the SIMPLE instructional model that engage and challenge students. - Professional Learning will be provided for teachers to adopt, embed and document these strategies. <p>KIS 3a/ii) Who: Pathways Leading Teacher</p> <ul style="list-style-type: none"> - all students in Year 7-12 will undertake Career Action Plans and undergo reflection of their strengths and interests - teachers will monitor Career Action Plan completion during Homegroup sessions - teachers will engage in Professional Learning for course counselling

Success Indicators	<p>KIS 3a/i) Who: Teaching & Learning Learning Specialists</p> <p>Early Indicators</p> <ul style="list-style-type: none"> - development and sharing of strategies for identified students in Professional Learning Team meetings - pre and post assessment data <p>Late Indicators</p> <ul style="list-style-type: none"> - summative assessment data - AToSS Data <p>KIS 3a/ii) Who: Pathways Leading Teacher</p> <p>Early Indicators</p> <ul style="list-style-type: none"> - increased numbers of Career Action Plans at each year level completed - use of DE&T MCP (My Career Portfolio) reports to track MCP usage and Career Action Plan progress status <p>Late Indicators</p> <ul style="list-style-type: none"> - Motivation and Interest from 54% to 60%. Final data from DE&T MCP portal for Career Action Plan completion.
KIS 3.b Empowering students and building school pride	<p>Enhance a culture of pride and achievement in learning.</p>
Actions	<p>KIS 3b/i) Who: Inclusive Education Leading Teachers</p> <ul style="list-style-type: none"> - focus on transition - from 6 to 7, 9 to 10 - improving attendance at Year 10 for neurodivergent students <p>KIS 3b/ii) Who: Year Level Coordinators</p> <ul style="list-style-type: none"> - develop a consistent whole school approach to how student achievement is acknowledged and celebrated
Outcomes	<p>KIS 3b/i) Who: Inclusive Education Leading Teachers</p> <ul style="list-style-type: none"> - students feel supported - teachers are reading their plans and implementing adjustments - teachers are upskilled on supporting neurodivergent students <p>KIS 3b/ii) Who: Year Level Coordinators</p>

	<ul style="list-style-type: none"> - students feel recognised and celebrated for their achievements - students feel motivated to do well and strive to achieve in their learning
Success Indicators	<p>KIS 3b/i) Who: Inclusive Education Leading Teachers</p> <p>Early Indicators</p> <ul style="list-style-type: none"> - teachers being involved in writing IEPs and attending Student Support Group meetings for funded students - attendance data for Year 10 students improved on 2024, fewer students with below 80% attendance <p>Late Indicators</p> <ul style="list-style-type: none"> - attendance data improved for Year 10 students - reduction of students who 'school refuse' <p>KIS 3b/ii) Who: Year Level Coordinators</p> <p>Early Indicators</p> <ul style="list-style-type: none"> - student of the term awarded in each class across the school at the end of Term 1 - year level student awards given at the end of the term aligned to school values <p>Late Indicators</p> <ul style="list-style-type: none"> - Motivation and interest from 54% in 2021 to 60%

Goal 4	Strengthen the social and emotional wellbeing of all students.
12-month target 4.1 target	Target 4.1: By end of 2025, the percentage of positive responses in the Attitudes to School Survey to increase for: Advocate of school to 68%, Respect for diversity to 50%, Perceptions of LGBTIQ+ to 38%, Managing bullying to 54%, Teacher concern to 40%
12-month target 4.2 target	Target 4.2: By end of 2025, the percentage of positive responses in the Parent Opinion Survey to increase for: Stimulated learning from a three-year average 2018-2020 of 76% to 80%, Student motivation from a three-year average 2018-2020 of 65% to 68%, Parent community engagement - parent participation and involvement from a three-year average 2018-2020 of 66% to 70%, Promoting positive behaviour from a three-year average 2018-2020 of 82% to 85%, Student voice and agency from a three-year average 2018-2020 of 75% to 78%, Teacher communication from a three-year average 2018-2020 of 65% to 68%
12-month target 4.3 target	Target 4.3: By end of 2025, increase the positive response percentages on the School Staff Survey for: Support growth and learning of whole students to 60%, Believe student engagement is the key to 85%
KIS 4.a Health and wellbeing	Refine and embed effective structures and processes to support student wellbeing.
Actions	<p>KIS 4a/i) Who: Year Level Coordinators strengthen school wide approach to SWPBS</p> <p>KIS 4a/ii) Who: Student Engagement & Wellbeing Team - strengthen wellbeing support programs for Tier 1, 2 and 3 students</p>
Outcomes	<p>KIS 4a/i) Who: Year Level Coordinators - promoting positive behaviour from a three-year average 2018-2020 of 82% to 85%</p> <p>KIS 4a/ii) Who: Student Engagement & Wellbeing Team - increase in the percentage of positive responses in the Attitudes to School Survey for Teacher Concern to 40%</p>
Success Indicators	<p>KIS 4a/i) Who: Year Level Coordinators Early Indicators - new teachers are familiar with WHS behaviour matrix - increase in teachers and parent communication</p>

	<ul style="list-style-type: none"> - decrease in major behaviours recorded on compass <p>Late Indicators</p> <ul style="list-style-type: none"> - AToSS data <p>KIS 4a/ii) Who: Student Engagement & Wellbeing Team</p> <p>Early Indicators</p> <ul style="list-style-type: none"> - increase in General Wellbeing Observations; decrease in SEWT Referrals, due to teachers early in proactive support <p>Late Indicators</p> <ul style="list-style-type: none"> - AToSS data - Compass data relating to wellbeing observations and SEWT Referrals
KIS 4.b Building practice excellence	Develop and implement a strategy to embed the wellbeing capabilities across the school.
Actions	<p>KIS 4b/i) Who: Teaching & Learning Learning Specialists</p> <ul style="list-style-type: none"> - maximise teachers' engagement with student feedback tools to enhance both self-regulated learning and student voice <p>KIS 4b/ii) Who: Year Level Coordinators</p> <ul style="list-style-type: none"> - increase student positive responses in relation to diversity and managing bullying across all year levels
Outcomes	<p>KIS 4b/i) Who: Teaching & Learning Learning Specialists</p> <ul style="list-style-type: none"> - expand the effective use of VERSO as a tool for seeking developing voice and self-reflection - students develop more effective learning habits as a result of regular reflection - teachers visibly respond to student voice in their classrooms <p>KIS 4b/ii) Who: Year Level Coordinators</p> <ul style="list-style-type: none"> - students and teachers to be more aware of the processes related to reporting negative behaviours - teachers more capable of responding to Tier 1 behaviours in these areas
Success Indicators	<p>KIS 4b/i) Who: Teaching & Learning Learning Specialists</p> <p>Early Indicators</p> <ul style="list-style-type: none"> - number of VERSO check-ins - student reflection data

	<p>Late Indicators</p> <ul style="list-style-type: none"> - AToSS data - assessment data <p>KIS 4b/ii) Who: Year Level Coordinators</p> <p>Early Indicators</p> <ul style="list-style-type: none"> - increased participation in celebration days relating to diversity and inclusion - increased attendance at Inclusion Club on Pasco Campus <p>Late Indicators</p> <ul style="list-style-type: none"> - AToSS Data - less minor and major behavior reports on Compass relating to inclusion and diversity
KIS 4.c Health and wellbeing	Strengthen and embed the Respectful Relationships initiative.
Actions	<p>KIS 4c/i) Who: Year Level Coordinators</p> <ul style="list-style-type: none"> - using the Respectful Relationships initiative, creation of units within Homegroup Curriculum across all year levels, that align with new curriculum, with a specific focus on addressing Gender Inequality <p>KIS 4c/ii) Who: Year Level Coordinators</p> <ul style="list-style-type: none"> - strengthen the school-wide approach to communication with parents/carers/kin, with a focus on communicating how individual learning needs are being identified and supported
Outcomes	<p>KIS 4c/i) Who: Year Level Coordinators</p> <ul style="list-style-type: none"> - teachers, leaders and the school community will share a common understanding of the whole school approach to whole school wellbeing - male and female students to have a common understanding of gender equity - more positive interactions between male and female students <p>KIS 4c/ii) Who: Year Level Coordinators</p> <ul style="list-style-type: none"> - teachers will strengthen relationships with students and parents they teach - parents and students will be better informed about academic and wellbeing outcomes

Success Indicators	<p>KIS 4c/i) Who: Year Level Coordinators</p> <p>Early Indicators</p> <ul style="list-style-type: none"> - Semester 1 mapped, with new resources embedded and documented at each year level - internal professional learning attendance and shared readings for teachers are documented <p>Late Indicators</p> <ul style="list-style-type: none"> - AToSS data, to improve for key Indicators: Advocate of school to 68%, Respect for diversity to 50%, Perceptions of LGBTIQ+ to 38%, Managing bullying to 54%, Teacher concern to 40% - Respect for diversity to 50%, Perceptions of LGBTIQ+ to 38% <p>KIS 4c/ii) Who: Year Level Coordinators</p> <p>Early Indicators</p> <ul style="list-style-type: none"> - increased number of parent correspondence entries on Compass. <p>Late Indicators</p> <ul style="list-style-type: none"> - AToSS Data: teacher communication from a three-year average 2018-2020 of 65% to 68% - increased number of parent correspondence entries on Compass.
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