



Annual Implementation Plan: for Improving Student Outcomes

School name: Weeroona College Bendigo

Year: 2017

School number: 7405

Based on strategic plan: 2016 – 2019

Endorsement:

Principal Leanne Preece [date]

Senior Education Improvement Leader Damien Jenkyn [date]

School council Fran Shaw [date]

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals
<ul style="list-style-type: none"> TBD

Improvement Priorities	Improvement Initiatives	
Excellence in teaching and learning	Building practice excellence	
	Curriculum planning and assessment	✓
Professional leadership	Building leadership teams	
Positive climate for learning	Empowering students and building school pride	
	Setting expectations and promoting inclusion	✓
Community engagement in learning	Building communities	

Improvement Initiatives rationale:

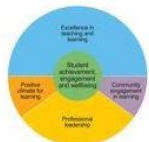
Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

Weeroona College Bendigo has identified the two initiatives: Curriculum planning and assessment and Setting expectations and promoting inclusion as being the next level of work according to our staff and student data, the goals and priorities of our school strategic plan, input from staff, feedback from student focus groups and consultation with the SEIL .

Key improvement strategies (KIS)

List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
Curriculum planning and assessment	<ul style="list-style-type: none"> Develop a college wide culture of curriculum planning and assessment of the impact of learning, ensuring a personalised learning approach, so that all students can achieve personal excellence. Establish a team to learn about developing and implementing a whole school plan for a high quality, teacher learning culture through our involvement in Intake 1 of the DE&T Professional Learning Communities (PLC) initiative.
Setting expectations and promoting inclusion	<ul style="list-style-type: none"> Develop and implement a whole college approach to student and staff mental health and wellbeing using the MindMatters framework. Take the role as the lead school in partnership with the Bendigo Secondary Schools in the development of a Flexible Learning Option (FLO) campus for tier 4, secondary students across Bendigo



Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS		[Drafting Note these are the goals in your SSP related to this Improvement Initiative. Sometimes a goal in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]						
IMPROVEMENT INITIATIVE		Curriculum planning and assessment						
STRATEGIC PLAN TARGETS		[Drafting Note these are the targets in your SSP related to this Improvement Initiative. Sometimes a target in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]						
12 MONTH TARGETS		[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. On Demand data)]						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Note report here the KIS from the previous summary page]	[Drafting Note report here what the school will do and how - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
Develop a college wide culture of curriculum planning and assessment of the impact of learning, ensuring a personalised learning approach, so that all students can achieve personal excellence.	Develop and document a college learning sequence that identifies and documents all intended learning outcomes, learning supports and assessments in line with the Victorian Curriculum for each curriculum learning area, including the capabilities, across years 7 to 10.	STR/JBY	Semester 1	6 months:	● ● ●	Develop template Shared at TLT Individually meet with Learning Area Leaders Students will be able to mapped against progress Consistent assessments used to improve student outcomes.		
	For each unit of work, document the teaching and learning program specifying Victorian Curriculum F–10 content descriptions and achievement standards, activities and resources, and assessment tasks to ensure students of all achievement levels are able to progress.	Learning Area Leaders & teachers, overseen by STR/JBY Quality Assurance JBY/STR	Semester 1	6 months:	● ● ●			
Each new unit of work to be audited by learning area peers through a moderation process using the following self -assessment questions:								
	Does the Weeroona Unit Plan (WUP):			12 months:	● ● ●	Staff moderating WUP's Staff consistently using WUP's to plan for student learning Consistent learning experiences for all students between classes. Increase in student engagement across the whole school. Improved parental understanding of student assessment and learning requirements		
	<ul style="list-style-type: none"> Specify the content descriptions addressed in each unit/sequence of learning? Specify the achievement standards addressed for each unit/sequence of learning? Include the resources and activities used to develop knowledge and skills? Provide for a range of student abilities? Specify the assessments used to monitor and progress student learning? Provide guidance about the approximate time required for the unit/sequence of learning? 							



	Data is used in all Learning Area Meetings to understand and plan for student learning needs. Investigate whether we require additional tool to unpack data. Develop a college assessment schedule that is shared with students and parents.	STR/JBY/T BY				Learning is being tailored to students at individual point of need to achieve 12 months growth Moderation of student progress using rubrics to identify and focus future teaching. Teachers collect and reflecting upon student learning data as part of Performance and Development.		
Establish a team to learn about developing and implementing a whole school plan for a high quality, teacher learning culture through our involvement in Intake 1 of the DE&T Professional Learning Communities (PLC) initiative.	Identify WCB PLC Instructional Leaders PLC Team Members to participate in online PD in preparation for the professional learning semester 2 3 x days professional learning for school leadership teams (two days occur with Instructional Leaders to support whole school planning) Develop a whole school professional learning community plan.	Prin/AP PLC Team Members school leadership team WCB PLC team	Start of term 1	6 months: PLC Team identified PLC team participate in a range of PD and share learning with all staff	● ● ●	PLC team, school leaders and whole staff begin to understand the PLC initiative through the professional learning, sharing and discussions. PLC team beginning to develop an understanding of the resources available in the toolkit. PLC team coaching commences		
			By end of term 2					



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IMPROVEMENT INITIATIVE	Setting expectations and promoting inclusion
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Develop and implement a whole college approach to student and staff mental health and wellbeing using the MindMatters framework.	Engage all staff in the completion of MindMatters PD Component 1- Positive School Community. Utilising MindMatters survey response data and School Climate data to inform an evidenced-based whole school implementation plan. Enhance staff wellbeing through a commitment to consistent application of school policies.	MindMatters Action Team	Jan 2017 Term 1 By end of 2017	6 months: Introductory Staff MindMatters PD, 2 hours, January 31 st . 3 x 50 mins whole staff MindMatters PD. MindMatters Implementation Plan completed. 1 x Learning Walk (Term 2) – adherence to school policy 12 months: Semester II Staff MindMatters PD, 2 hours, date tbd 6 x 50 mins whole staff MindMatters PD MindMatters survey and school climate data collated and compared. 3 x Learning Walk (Term 2, 3, 4) – adherence to school policy	● ● ●	Whole school contribution to completed implementation plan. Staff written response activities for Component 1 Data to demonstrate school improvement		
Take the role as the lead school in partnership with the Bendigo Secondary Schools in the development of a Flexible Learning Option (FLO) campus for tier 4, secondary students across Bendigo	Workforce planning - Appoint a leader (AP1) for the campus along with 2 classroom teachers (CT1 & CT2). Financial Management – develop credit and cash budgets for the program. Work across the six Bendigo schools, region and Flo staff to develop intake processes, enrolments and expectations for students and families/carers. Develop FLO curriculum and wellbeing support programs to support the students enrolled. Develop and maintain partnerships with community organisations and other support	LPR/SEIL/AVA LPR/WCB Business Manager, Region staff	End of 2016 Early term 1 Early term 1 Semester one By end of 2017	6 months: 3 main staff appointed Credit and cash budgets developed Students from Anglicare Education Support Unit 2016 successfully transitioned to FLO Preparation for additional enrolments from across the six Bendigo schools Initial development of FLO curriculum and wellbeing support programs 12 months: Successful engagement and retention of at risk secondary students from across Bendigo. Each Bendigo FLO student has: <ul style="list-style-type: none"> a staff member assigned to help address wellbeing issues, as well as planning for learning options plans for a flexible learning and transitions which makes use of learning spaces both on the campus site and, where appropriate, in the wider community. 	● ● ●	FLO staff working together as a team. Undertaking shared Professional development. Program operating within 2017 budget Students and families/careers surveyed to measure engagement in the program Attendance monitored. Enrolments monitored Student Personal Learning Plans		



	<p>services able to support children, young people and their families in addressing risks to disengagement</p>			<p>FLO students and their parents work with the campus staff to identify strengths, special interests and areas where the student needs support. This can lead to:</p> <ul style="list-style-type: none"> • learning options outside school • access to subjects of specific interest • support from other agencies - eg youth and community services • further education, training and apprenticeships • Employment opportunities. <p>Further planning to increase enrolments as identified by the six Bendigo secondary schools.</p>				
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Section 3: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohort's analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
Considerations for 2018:				

