**Annual Implementation Plan - 2021**

**Select Annual Goals and KIS**

Koo Wee Rup Secondary College (7955)



Submitted for review by Felix Patton (School Principal) on 23 March, 2021 at 12:21 PM  
Endorsed by Roma McKinnon (Senior Education Improvement Leader) on 24 May, 2021 at 04:05 PM  
Endorsed by Chris David (School Council President) on 26 May, 2021 at 08:52 AM

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| 2021 Priorities Goal | Yes | Support for the 2021 Priorities | See separate targets in detail under specific goals |
| Improve student outcomes in literacy and numeracy across all domains. | Yes | **NAPLAN**  *Above benchmark growth*   * Numeracy - increase the percentage of students achieving above benchmark growth in Year 9 from 8% (2019) to 16% (2024) * Writing - increase the percentage of students achieving above benchmark growth in Year 9 from 13% (2019) to 21% (2024) * Reading - increase the percentage of students achieving above benchmark growth in Year9 from 17% (2019) to 22% (2024)   *Top 2 bands*   * Reading – increase the percentage of students achieving in the top 2 bands in Year 9 from 13.1% (2019) to 20% (2024) * Writing - increase the percentage of students achieving in the top 2 bands in Year 9 from 3% (2019) to 10% (2024) * Numeracy – increase the percentage of students in the top 2 bands in Year 9 from 12% (2019) to 20% (2024)   *Bottom 2 bands*   * Reading – reduce the percentage of students in the bottom 2 bands in Year 9 from 41% (2019) to 30% (2024) * Writing – reduce the percentage of students in the bottom 2 bands in Year 9 from 45% (2019) to 30% (2024) * Numeracy – reduce the percentage of students in the bottom 2 bands at Year 9 from 31% to 21% (2024) | Numeracy - increase the percentage of students achieving above benchmark growth in Year 9 from 8% (2019) to 10% Writing - increase the percentage of students achieving above benchmark growth in Year 9 from 13% (2019) to 15% Reading - increase the percentage of students achieving above benchmark growth in Year 9 from 17% (2019) to 18%   Reading – increase the percentage of students achieving in the top 2 bands in Year 9 from 13.1% (2019) to 15% Writing - increase the percentage of students achieving in the top 2 bands in Year 9 from 3% (2019) to 5% Numeracy – increase the percentage of students in the top 2 bands in Year 9 from 12% (2019) to 14%  Reading – reduce the percentage of students in the bottom 2 bands in Year 9 from 41% (2019) to 39% Writing – reduce the percentage of students in the bottom 2 bands in Year 9 from 45% (2019) to 43% Numeracy – reduce the percentage of students in the bottom 2 bands at Year 9 from 31% to 29% |
| **VCE**   * Increase the mean VCE all study score from 28 (2019) to 30 (2024) * By 2024, the percentage of VCE subjects which have a mean study score greater than the mean score predicted by the GAT (General Achievement Test) will increase from xx% (2019) to 50% (2024) (to be finalised) | Increase the mean VCE all study score from 28 (2019) to 28 (Maintain) •By 2021, the percentage of VCE subjects which have a mean study score greater than the mean score predicted by the GAT (General Achievement Test) will increase from 33% (2020) to 40% (2021) |
| **VCAL**   * Increase the number of VCAL completions from 91% (2019) to 96% (2024). | Increase the number of VCAL completions from 91% (2019) to 93% |
| Develop improved engagement of students in their learning. | Yes | **Attitudes to School Survey**  Increase the percentage of positive endorsement for the factors:   * School connectedness from 51% (2019) to 61% (2024) * Student voice and agency from 37% (2019) to 50% (2024) | Attitudes to School Survey  Increase the percentage of positive endorsement for the factors:  School connectedness from 51% (2019) to 54% Student voice and agency from 37% (2019) to 40% |
| **School Staff Survey**  Increase the percentage of positive endorsement for the factors:   * Collective efficacy 42% (2019) to 50% (2024) * Teacher collaboration 43% (2019) to 60% (2024) | School Staff Survey  Increase the percentage of positive endorsement for the factors:  Collective efficacy 42% (2019) to 44% Teacher collaboration 43% (2019) to 47% |
| **Student Attendance**  By 2024 the average number of days absent per student per year will decrease from 19 (2019) to 17 (2024) | Maintain at 19 days or better. |
| Improve student health and wellbeing across the school. | Yes | **Attitudes to School survey**   Increase the percentage of positive endorsement for the factors:   * Managing bullying from 58% (2019) to 70% (2024) * Resilience from 55% (2019) to 62% (2024) * Respect for diversity from 44%(2019) to 50% (2024) * Learning confidence from 58% (2019) to 65% (2024) | Attitudes to School survey  Increase the percentage of positive endorsement for the factors: Managing bullying from 58% (2019) to 62% Resilience from 55% (2019) to 57% Respect for diversity from 44%(2019) to 46% Learning confidence from 58% (2019) to 60% |
| **School Staff Survey**  Increase the percentage of positive endorsement for the factors:   * Support growth and learning of the whole student from 2020 baseline data in the (identify the module) module from 76% (2019) to 82% (2024) * ‘Collective efficacy’ from 45% (2019)  to 55% (2024) | School Staff Survey  Increase the percentage of positive endorsement for the factors:   Support growth and learning of the whole student from 2020 baseline data in the (identify the module) module from 76% (2019) to 78%  Collective efficacy’ from 45% (2019) to 47% |
| **Parent Opinion Survey**   Increase the percentage of positive endorsement for the factors:   * ‘Promote positive behaviour’ from 71% (2019) to 80% (2024) * ‘Not experiencing bullying’ from 65% (2019) to 75% (2024) | Parent Opinion Survey   Increase the percentage of positive endorsement for the factors:   ‘Promote positive behaviour’ from 71% (2019) to 72% Not experiencing bullying’ from 65% (2019) to 67% |

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| Goal 1 | 2021 Priorities Goal | |
| 12 Month Target 1.1 | See separate targets in detail under specific goals | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Curriculum planning and assessment | Learning, catch-up and extension priority | Yes |
| **KIS 2**  Health and wellbeing | Happy, active and healthy kids priority | Yes |
| **KIS 3**  Building communities | Connected schools priority | 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. | Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021. | |
| Goal 2 | Improve student outcomes in literacy and numeracy across all domains. | |
| 12 Month Target 2.1 | Numeracy - increase the percentage of students achieving above benchmark growth in Year 9 from 8% (2019) to 10% Writing - increase the percentage of students achieving above benchmark growth in Year 9 from 13% (2019) to 15% Reading - increase the percentage of students achieving above benchmark growth in Year 9 from 17% (2019) to 18%   Reading – increase the percentage of students achieving in the top 2 bands in Year 9 from 13.1% (2019) to 15% Writing - increase the percentage of students achieving in the top 2 bands in Year 9 from 3% (2019) to 5% Numeracy – increase the percentage of students in the top 2 bands in Year 9 from 12% (2019) to 14%  Reading – reduce the percentage of students in the bottom 2 bands in Year 9 from 41% (2019) to 39% Writing – reduce the percentage of students in the bottom 2 bands in Year 9 from 45% (2019) to 43% Numeracy – reduce the percentage of students in the bottom 2 bands at Year 9 from 31% to 29% | |
| 12 Month Target 2.2 | Increase the mean VCE all study score from 28 (2019) to 28 (Maintain) •By 2021, the percentage of VCE subjects which have a mean study score greater than the mean score predicted by the GAT (General Achievement Test) will increase from 33% (2020) to 40% (2021) | |
| 12 Month Target 2.3 | Increase the number of VCAL completions from 91% (2019) to 93% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Curriculum planning and assessment | Develop, document and implement a guaranteed and viable curriculum in literacy and numeracy that promotes high quality teaching and learning (CPA) | Yes |
| **KIS 2**  Evaluating impact on learning | Build capability of teachers to utilise data and a range of assessment strategies to support improved teaching to students’ point of need (EIL) | Yes |
| **KIS 3**  Evidence-based high-impact teaching strategies | Build capability of teachers to differentiate learning tasks consistently across the school to target all students at point of need (HITS) | Yes |
| **KIS 4**  Curriculum planning and assessment | Further develop, embed and evaluate the PLC inquiry cycle in learning areas (CPA). | 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. | Analysis of the school’s NAPLAN data indicated lower levels of school-wide student achievement compared to state and regional averages in all areas of English and mathematics. Students stated and staff agreed that differentiation was not providing the appropriate level of challenge and engagement for all students.   The 2020 school review found that the instructional model is evident in practice across the school but the application of the elements of the model are inconsistently applied by various domains and teachers within the domains. The focus on the instructional model needs to be supported by ongoing professional learning and and the application of the model monitored for consistency by leadership. Higher Teacher accountability for implementation of the elements of the IM will lead to consistency of teaching practices across the school.  The 2020 school review found that there is a need for the school to focus on developing teachers’ capability in planning differentiated and targeted curriculum supported by improved levels of student agency in their learning, would lead to a more positive learning environment where students would be more stimulated and engaged in their learning leading to improve student outcomes.  The review panel also agreed that Improved staff use of high impact teaching strategies, combined with more consistent application of the school’s instructional model and the use of data informed differentiation in planning. would support improved outcomes for all students in numeracy and literacy.  The establishment of Professional Learning Teams which analyse student data and use this to plan, evaluate and inform curriculum programs was also highlighted in the review as a priority area of focus. | |
| Goal 3 | Develop improved engagement of students in their learning. | |
| 12 Month Target 3.1 | Attitudes to School Survey  Increase the percentage of positive endorsement for the factors:  School connectedness from 51% (2019) to 54% Student voice and agency from 37% (2019) to 40% | |
| 12 Month Target 3.2 | School Staff Survey  Increase the percentage of positive endorsement for the factors:  Collective efficacy 42% (2019) to 44% Teacher collaboration 43% (2019) to 47% | |
| 12 Month Target 3.3 | Maintain at 19 days or better. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Empowering students and building school pride | Develop and activate student voice and agency in their learning (ESBSP) | Yes |
| **KIS 2**  Building practice excellence | Develop staff capabilities to develop student learning opportunities that are challenging, engaging and promote curiosity (BPE) | No |
| **KIS 3**  Intellectual engagement and self-awareness | Develop staff capabilities to develop students’ critical thinking and meta- cognition skills (IES) | No |
| **KIS 4**  Setting expectations and promoting inclusion | Build consistency in the implementation of policies, processes and procedures to support learning intervention for students at risk of not achieving their full potential (SEPI) | No |
| 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. | Survey data indicates low student perceptions regarding student voice and agency, stimulated learning and sense of connectedness. Teachers identify that levels of teacher collaboration and perceptions of efficacy were low and that planning for differentiated teaching was not impacting the outcomes of all students especially students below the expected level. | |
| Goal 4 | Improve student health and wellbeing across the school. | |
| 12 Month Target 4.1 | Attitudes to School survey  Increase the percentage of positive endorsement for the factors: Managing bullying from 58% (2019) to 62% Resilience from 55% (2019) to 57% Respect for diversity from 44%(2019) to 46% Learning confidence from 58% (2019) to 60% | |
| 12 Month Target 4.2 | School Staff Survey  Increase the percentage of positive endorsement for the factors:   Support growth and learning of the whole student from 2020 baseline data in the (identify the module) module from 76% (2019) to 78%  Collective efficacy’ from 45% (2019) to 47% | |
| 12 Month Target 4.3 | Parent Opinion Survey   Increase the percentage of positive endorsement for the factors:   ‘Promote positive behaviour’ from 71% (2019) to 72% Not experiencing bullying’ from 65% (2019) to 67% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Setting expectations and promoting inclusion | Develop and implement a consistent approach for a positive climate for learning (SEPI) | Yes |
| **KIS 2**  Health and wellbeing | Build a whole school approach to supporting the psychological and social wellbeing of all students (HWB) | No |
| 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. | Survey data indicates low student perceptions regarding resilience and classroom behaviour. Staff and students indicate that the school’s student behaviour management process was not consistently implemented by all teachers across the school.  Strengthening existing behaviour management processes and empowering student voice to ensure consistency of implementation of the wellbeing processes, levels of student wellbeing would improve and have an impact on improving the positive climate for learning. | |