

| DET Priority Goals | Goal 0 KIS 1. Learning, catch-up and extension priority | Goal 0 KIS 2. Happy, active and healthy kids priority | Goal 0 KIS 3. Connected schools priority |
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| Action | Develop and implement the tutoring program | Strengthen sub-schools to focus on health and wellbeing priorities. | Strengthen and embed the school-wide approach to communication with the whole-school community incorporating the new ways in which schools connected during remote and flexible learning |
| What would this look like? Highlighted: AIP Goals connections | Students will have their skills and knowledge gaps identified and then participated in the tutoring program to demonstrate growth in their learning Teachers (and tutors) will identified student learning gaps using data, create resources and strategies to support student growth in learning, work collaboratively in the PLC model to monitor and evaluate the process. They will report to parents and students about student progress. Leaders will provide teachers time to identify, collaborate and tutor students needing support, implement a PLC model, work with tutors to evaluate the program at the end of term 1 | Students will experience more success in classes through regular attendance and increased engagement, participate in physical and co-curricular activities and be connected to allied health and mental health services as needed. Teachers will support students to engage in all classes and contribute to a positive and safe classroom culture. They will identify at-risk students and provide targeted support in a timely manner. Leaders will work with the whole school community and share a common understanding of the whole school approach to wellbeing. They will strengthen engagement with regional and external support agencies. | Students will be connected to resources and learning opportunities and have stronger digital literacy skills. Teachers will regularly connect with the parents/carers/kin of all students and be confident in integrating digital learning pedagogy. Leaders will provide time for staff to communicate and build relationships with parents/carers/kin and ensure that the school community will feel welcome in the school. |
| 2021 Werribee SC AIP Goals (KIS) Key Improvement Strategies | Goal 1: To improve the individual learning growth of all students. | Goal 2: Students are engaged as learners and empowered global citizens. | Goal 3: To improve student wellbeing and connectedness to the school. |
| | 1. Implement a whole school guaranteed and viable curriculum. 2. Improve consistent school wide effective teaching practice. 3. Implement a whole school approach to developmental assessment. | 1. Develop learner agency in students. 2. Empower students to determine their pathways. | 1. Implement a whole school approach to positive behaviours. Improve the home school partnership. |
| Outcomes | S Have knowledge of the GVC and its purpose. t Be able to access lesson plans and understand and articulate what they are learning and how their success will be measured. u Apply identified strategies within their work. d Be engaged in learning. e Be able to access lesson plans and understand and articulate what they are learning and how they will measure their own success. n Understand the assessment, how and what is being measured. | Begin to demonstrate learner agency. Lead year level assemblies. Be consulted as key stakeholders in Student Leadership committees using the Amplify Framework. Be involved in group or individual activities, internally and externally to empower them and broaden their knowledge of pathways. Access early commencement of VCE. Complete a Career Action Plan at each year level to identify pathways. | Engage in the development of the positive rewards system. Engage in school-based Koorie community events including Reconciliation Week and NAIDOC Week. Feel supported at school and at home as a result of consistent practice across the college. Develop resilience as a life skill. |
| | T Have a common approach and understanding of how to write Learning Intentions and Success Criteria a Agree upon and use WSC templates for overview, unit and lesson plans. Collaborate and share to develop the GVC. c Use a centralised digital location for documentation storage h Participate in PL to support the continual development and understanding of GVC. e Meet in PLC teams to understand the PLC inquiry cycle. r Understand available data and how it can be utilised s Utilise the PLC to identify and develop strategies (through ENGAGE and HITS) and implement effective teaching to improve students learning growth. Understand skills required to complete a developmental assessment tool (rubrics). | Have a common understanding of what learner agency is. Explicitly teach students employability skills within their subject areas Provide awareness of opportunities for community, local, national and global learning Explicitly teach students employability skills within their subject areas Provide awareness of opportunities for community, local, national and global learning Understand the pathway process and direct them to Pathway Counselling support. Be able to understand pathway opportunities for student groups and individuals Teachers and YLCs to follow up at-risk students so they can be given targeted support and counselling for appropriate pathways. | Develop an understanding of the SWPBS Framework to build a more positive culture within the school. Use the positive rewards system. Engage and collaborate with students and leaders to develop and document the positive rewards system. Develop and refine the elements of SWPBS that will be implemented. Support the implementation of the Marrung Framework. Understanding of implementation of the Student Wellbeing and Engagement Policy. |
| What would this look like? | | | |
| What are the success indicators for these? | L Differentiate professional learning according to faculty progress. e Clearly articulate what the GVC is and its purpose in reaching school goals. a Facilitate CAR, SMT and LS meetings d Facilitate PL opportunities to build staff capabilities and consistency through use of targeted professional learning provided by learning specialists and faculty leaders. e Provide time for teachers to collaborate. r Provide opportunities in the meeting schedule to implement the PLC structure s Support each other in all areas within the PLC roll out. Develop a deep understanding of developmental assessment. Co-lead continued professional learning. Provide external facilitators for professional learning. | Use the Amplify Framework to implement student voice, student agency and ensure students are consulted as key stakeholders in committees. Student Leadership Coordinators set goals to support Student Leaders to understand what learner agency looks like. Support the Student Leadership Coordinators to develop a common understanding of learner agency. Be able to articulate what pathways and community connection looks like at WSC. Enable timetable changes to allow Year 10 students to access VCE early commencement. Ensure students are consulted when opportunities for student groups arise Regularly meet with varied external agencies to provide pathways for students Regularly meet with students to assist them to determine their pathways Provide parent education on pathways choices | Provide opportunities to develop an understanding of the SWPBS Framework to build a more positive culture within the school. Develop and support staff in using the positive rewards system. Engage and collaborate with students, staff and leaders to develop the positive rewards system. Collaboratively evaluate, develop and refine the elements of SWPBS that will be implemented. Facilitate school-based Koorie community events including Reconciliation Week and NAIDOC Week Develop the processes and guidelines for the implementation of the Student Wellbeing and Engagement Policy. |
| Teams/ Committees | PCO, ILT, CAR, LS and Faculty leaders | Student Leadership Coordinators, Student Leaders, Student Management Teams, Careers and Pathways Team, Wellbeing Team, PCO. | Student Leadership Coordinators, Student Leaders, Student Management Teams, Wellbeing Team, PCO. |
| Professional Learning Activities | Curriculum Days (Developmental Assessment, LI and SC) Meet with SAM to deliver the Tutor Initiative program Online PL Tutor Learning Initiative PLC Session on Data, Feedback Process (ENGAGE) ILT Session on LI and SC Coaching for Influence (LS) ATL Skills (Research and Referencing PL) IB Planning Support and Consultation | Amplify and Student Leadership Training Staff meeting on Learner Agency Staff meeting and consultation regarding pathways PL for SMT regarding pathways and early access of VCE | Ongoing PL and staff meetings for effective communication using digital platforms (Compass and SharePoint) SWPBS Training Marrung Framework Information Session Inclusive Community Information Sessions (Various multicultural groups) |
| Resources to be developed to support these | PL Calendar Exemplar work samples, moderated assessment samples Assessment results Documented course outlines, assessments, unit and lesson plans | Pathway Counselling Process to allow for early access of VCE. New timetable structure to support the early access of VCE. Strategies to encourage learner agency using the Amplify Framework. Career Action Plan for students. | IEP plans for Koorie students and PSD students SWPBS Resources Positive Rewards System resources Reconciliation Week, Marrung Framework and NAIDOC resources |