

# Annual Implementation Plan - 2023

## Select Annual Goals and KIS

Whittlesea Secondary College (7408)



**Whittlesea**  
SECONDARY COLLEGE

Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2023 Priorities Goal</b></p> <p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By 2023, to increase the percentage of students who achieve a NAPLAN assessment in the top two bands in Year 9:</p> <ul style="list-style-type: none"> <li>from 6% to 8% in Numeracy</li> </ul> <p>By 2023 Increase the percentage of students whose benchmark growth, for Year 7–9 NAPLAN, is at or above the benchmark from 58% to 60% in Numeracy</p>
To improve student learning.	Yes	<p>By 2025, to increase the percentage of students whose benchmark growth, for Year 7–9 NAPLAN, is at or above the benchmark:</p> <ul style="list-style-type: none"> <li>from 74% (2021) to 77% (2025) in Reading;</li> <li>from 61% (2021) to 70% (2025) in Writing;</li> <li>from 58% (2021) to 67% (2025) in Numeracy.</li> </ul>	<p>By 2023 Increase the percentage of students whose benchmark growth, for Year 7–9 NAPLAN, is at or above the benchmark</p> <ul style="list-style-type: none"> <li>from 74% to 76% in Reading</li> <li>from 61% to 63% in Writing</li> <li>from 58% to 60% in Numeracy</li> </ul>
		By 2025, to increase the percentage of students who achieve a NAPLAN assessment in the top two bands in Year 9:	By 2023, to increase the percentage of students who achieve a NAPLAN assessment in the top two bands in Year

		<ul style="list-style-type: none"> <li>• from 14% (2021) to 19% (2025) in Reading;</li> <li>• from 6% (2021) to 12% (2025) in Writing;</li> <li>• from 5% (2021) to 12% (2025) in Numeracy.</li> </ul>	<p>9:</p> <ul style="list-style-type: none"> <li>• from 8% to 14% in Reading</li> <li>• from 9% to 10% in Writing</li> <li>• from 6% to 8% in Numeracy</li> </ul>
		<p>By 2025:</p> <ul style="list-style-type: none"> <li>• the mean VCE All Studies score will increase from 24.6 (2021) to at least 27 (2025);</li> <li>• the mean VCE English Study Score will increase from 23.4 (2021) to at least 26 (2025).</li> </ul>	<p>Mean VCE scores to increase from 25 to 26 and the VCE English study score to increase from 24 to 25</p>
		<p>By 2025, to increase the percentage positive response on the SSS Teaching and learning modules:</p> <ul style="list-style-type: none"> <li>• from 56% (2021) to 66% (2025) for Monitor effectiveness using data;</li> <li>• from 74% (2021) to 82% (2025) for Plan differentiated learning activities.</li> </ul>	<p>By 2023 Increase the percentage positive response on the SSS Teaching and learning modules:</p> <ul style="list-style-type: none"> <li>• from 56% to 58% for Monitor effectiveness using data</li> <li>• and from 74% to 77% for Plan differentiated learning activities</li> </ul>
To improve student engagement.	Yes	<p>By 2025, the percentage positive response on the AToSS will increase from:</p> <ul style="list-style-type: none"> <li>• 42% (2021) to 55% (2025) for Student voice and agency;</li> <li>• 50% (2021) to 60% (2025) for Self-regulation and goal setting;</li> </ul>	<p>By 2023, the percentage positive response on AToSS will increase from 39% to 45% for student voice and agency 45% to 59% for self regulation and goal setting 43% to 49%for stimulated learning 43% to for 48% sense of connectedness</p>

		<ul style="list-style-type: none"> <li>• 49% (2021) to 60% (2025) for Stimulating learning;</li> <li>• 48% (2021) to 58% (2025) for Sense of connectedness.</li> </ul>	
		By 2025, the percentage positive response on the SSS will increase from 60% (2021) to 70% (2025) for Parent and community involvement.	By 2023 the percentage of positive response on the sss will increase from 56% to 61%
		<p>By 2025, the percentage positive response on the POS will increase from:</p> <ul style="list-style-type: none"> <li>• 62% (2021) to 70% (2025) for Student agency and voice;</li> <li>• 52% (2021) to 62% (2025) for Parent participation and interest;</li> <li>• 61% (2021) to 75% (2025) for School pride and confidence.</li> </ul>	<p>Improve student agency and voice from 62% on AToSS to 64%</p> <p>52% to 56% for parent participation and interest</p> <p>61% to 66% for School pride and confidence</p>
To improve student wellbeing.	No	<p>By 2025, the percentage positive response on the AToSS will increase from:</p> <ul style="list-style-type: none"> <li>• 38% (2021) to 45% (2025) for Teacher concern;</li> <li>• 48% (2021) to 58% (2025) for Sense of connectedness;</li> <li>• 59% (2021) to 65% (2025) for Advocate at school.</li> </ul>	

		By 2025, the percentage of students who are absent for 20 or more days per year will decrease from 48% (2019) to 35% (2025);	
		By 2025, the percentage positive response on the SSS will increase from 44% (2021) to 54% (2025) for the dimension: Staff safety and wellbeing—consultation and participation.	

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
<b>12 Month Target 1.1</b>	By 2023, to increase the percentage of students who achieve a NAPLAN assessment in the top two bands in Year 9: <ul style="list-style-type: none"> <li>• from 6% to 8% in Numeracy</li> </ul> By 2023 Increase the percentage of students whose benchmark growth, for Year 7–9 NAPLAN, is at or above the benchmark from 58% to 60% in Numeracy	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes

<b>KIS 2</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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 2023.	
<b>Goal 2</b>	To improve student learning.	
<b>12 Month Target 2.1</b>	By 2023 Increase the percentage of students whose benchmark growth, for Year 7–9 NAPLAN, is at or above the benchmark <ul style="list-style-type: none"> <li>• from 74% to 76% in Reading</li> <li>• from 61% to 63% in Writing</li> <li>• from 58% to 60% in Numeracy</li> </ul>	
<b>12 Month Target 2.2</b>	By 2023, to increase the percentage of students who achieve a NAPLAN assessment in the top two bands in Year 9: <ul style="list-style-type: none"> <li>• from 8% to 14% in Reading</li> <li>• from 9% to 10% in Writing</li> <li>• from 6% to 8% in Numeracy</li> </ul>	
<b>12 Month Target 2.3</b>	Mean VCE scores to increase from 25 to 26 and the VCE English study score to increase from 24 to 25	
<b>12 Month Target 2.4</b>	By 2023 Increase the percentage positive response on the SSS Teaching and learning modules: <ul style="list-style-type: none"> <li>• from 56% to 58% for Monitor effectiveness using data</li> <li>• and from 74% to 77% for Plan differentiated learning activities</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?

<p><b>KIS 1</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop, document and embed an agreed plan for improvement in literacy and numeracy.</p>	<p>Yes</p>
<p><b>KIS 2</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Further develop a PLC approach for collaborative inquiry into planning for teaching, the modelling of effective practice, and the use of observation and feedback in all learning areas.</p>	<p>Yes</p>
<p><b>KIS 3</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Consistently implement an agreed instructional model that incorporates high impact teaching and learning strategies.</p>	<p>Yes</p>
<p>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.</p>	<p>2022 data has shown the need for resetting and refocusing energies on expectations and consistency of practice. The previous two years of remote learning and turn over of new staff has identified the need for staff to focus on setting the climate for learning in classrooms, setting high expectations, consistency of practice, using data to identify student point of need and measure student growth in a collaborative way.</p>	
<p><b>Goal 3</b></p>	<p>To improve student engagement.</p>	
<p><b>12 Month Target 3.1</b></p>	<p>By 2023, the percentage positive response on AToSS will increase from 39% to 45% for student voice and agency 45% to 59% for self regulation and goal setting 43% to 49%for stimulated learning</p>	

	43% to for 48% sense of connectedness	
<b>12 Month Target 3.2</b>	By 2023 the percentage of positive response on the sss will increase from 56% to 61%	
<b>12 Month Target 3.3</b>	Improve student agency and voice from 62% on AToSS to 64% 52% to 56% for parent participation and interest 61% to 66% for School pride and confidence	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Activate student voice and agency and leadership to strengthen student participation and engagement in school.	Yes
<b>KIS 2</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a whole-school approach to student goal setting and reflection of achievement, that empowers high expectations, high aspirations and student agency.	No
<b>KIS 3</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop purposeful partnerships with parents, carers and community, to promote student engagement with learning.	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.

2022 data has shown the need for resetting and refocusing energies on expectations and consistency of practice. The previous two years of remote learning and turn over of new staff has identified the need for staff to focus on student engagement, student wellbeing and connectedness, building a sense of community that includes student agency to encourage student success and wellbeing. A very important element in this is the role that families and the wider community provides.