

# Annual Implementation Plan - 2020

## Select Annual Goals and KIS

Viewbank College (8812)



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
To embed the STEAM profile in the College.	No	Improve outcomes and participation for students in Science, Technology, Engineering, Art and Mathematics by establishing new and continuing current partnerships.	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
Develop a culture where students are empowered to contribute actively in their learning, in the College and as global citizens.	Yes	<ol style="list-style-type: none"> <li>1. Year 7-12 'Student Voice and Agency' factor to be in the top four factors for the school in AToS by 2021.</li> <li>2. Year 7-12 'Differentiation and Challenge' factor to be in the top four factors for the school in AToS by 2021.</li> <li>3. The percentage of student agreement in 'Learning Confidence' to move from Renew to Influence in the Viewbank College School Panorama Report.</li> <li>4. The percentage of student agreement in 'Academic Emphasis' will move from Renew to Influence in the Viewbank School Performance Report.</li> </ol>	Data for Student Agency (ATOSS) 2020 data to show 5% improvement from 2019 in: <ol style="list-style-type: none"> <li>(a) I set learning goals for myself</li> <li>(b) Things I am taught are worthwhile learning</li> <li>(c) I am learning things that really interest me</li> <li>(d) I am confident in my learning</li> <li>(e) I know I can keep up with my learning</li> <li>(f) I enjoy tasks that challenge me</li> </ol>

To identify each student's potential and maximise their learning growth.	Yes	<ol style="list-style-type: none"> <li>1. The percentage of students in the top two bands in Reading and Numeracy (NAPLAN) to move from Renew to Influence in the School Performance Report.</li> <li>2. The percentage of students with high or medium gains in Reading and Numeracy (NAPLAN) to move from Renew to Influence in the School performance Report.</li> <li>3. VCE English Study Score to sit within the top five schools in the Viewbank College Panorama Report.</li> <li>4. VCE value add (report 10 VASS data), to be above 0 in adjusted scores for all studies.</li> <li>5. Factors of "Effective Teaching Time" and "Stimulated Learning" within the parent factor of "Effective Teaching Practice for Cognitive Engagement" to be within the 4th Quartile for male and female students by 2021.</li> </ol>	<p>The average scale score growth of 40 for both Reading and Numeracy in 2020.</p> <p>VCE English to maintain average study score of 32</p> <p>70% of VCE Unit 3/4 studies show &gt;0 value add in VASS report 10</p> <p>65% Positive endorsement for "Effective teaching practice for cognitive engagement" in the Parent Opinion survey</p>
To enhance the wellbeing of all students.	Yes	<ol style="list-style-type: none"> <li>1. The 'Social Engagement' factor (AToS) to be within the fourth quartile by 2021.</li> <li>2. The 'School Safety' factor (AToS) to be within the fourth quartile by 2021.</li> <li>3. The components of the 'Teacher/Student Relations' (AToS) factor to be within the fourth quartile by 2021.</li> </ol>	<p>AToS to show improvements in:</p> <p>Respect for diversity at middle years to be in 65th percentile or above</p> <p>My teachers are interested in my well being to be in the 50th percentile or above</p> <p>My teachers seem to know if something is bothering me to be in the 40th percentile or above</p>

<b>Goal 1</b>	Develop a culture where students are empowered to contribute actively in their learning, in the College and as global citizens.
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<b>12 Month Target 1.1</b>	Data for Student Agency (ATOSS) 2020 data to show 5% improvement from 2019 in: (a) I set learning goals for myself (b) Things I am taught are worthwhile learning (c) I am learning things that really interest me (d) I am confident in my learning (e) I know I can keep up with my learning (f) I enjoy tasks that challenge me	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Whole College teaching focus on utilising 'student feedback' data and 'student voice' towards developing teaching and learning programs that reflect student interest in what and how they are learning.	Yes
<b>KIS 2</b> Setting expectations and promoting inclusion	To increase the range of pathways available to meet student learning needs through the introduction of a VCE Options program in 2019.	No
<b>KIS 3</b> Setting expectations and promoting inclusion	To conduct a Middle Years review for targeted improvement	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.	Middle Years review to be conducted. ATOS data demonstrate Learner Characteristics and Disposition need focus. NAPLAN growth data in reading and numeracy demonstrate below expected levels of growth between Years 7 & 9. Focus on student feedback data to facilitate an evidence based approach to building student goal setting and meta cognition (agency)	
<b>Goal 2</b>		To identify each student's potential and maximise their learning growth.

<b>12 Month Target 2.1</b>	The average scale score growth of 40 for both Reading and Numeracy in 2020. VCE English to maintain average study score of 32 70% of VCE Unit 3/4 studies show >0 value add in VASS report 10 65% Positive endorsement for "Effective teaching practice for cognitive engagement" in the Parent Opinion survey	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Align evidence-based PL to build capacity of all teachers to target the learning at student's point of need for Literacy and Numeracy to enable: (a) Targeted intervention of students (Years 7-10) who are below the National minimum standard. (b) Targeted intervention of all students to address gaps in knowledge, understanding and skills utilising the PLC structure.	Yes
<b>KIS 2</b> Strategic resource management	Investigate, review and develop a model of continuous reporting to effectively report 'student growth' for future implementation.	No
<b>KIS 3</b> Building practice excellence	Building on the PLC training in 2018, establish a sustainable professional learning culture to embed an evidenced -based improvement model for collaborative teacher practice.	No
<b>KIS 4</b> Strategic resource management	Investigate, review and develop a timetable model to enable maximum student choice and cater to increased student numbers for implementation in 2020.	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.	Continue this work from 2019, with a focus on completion of learning continuums and embedding an evidence based approach to measuring student growth. Targeted intervention for students identified through MYLNS and high ability students. Build capacity of staff to intervene for all students at point of need.	
<b>Goal 3</b>	To enhance the wellbeing of all students.	

<b>12 Month Target 3.1</b>	AToS to show improvements in: Respect for diversity at middle years to be in 65th percentile or above My teachers are interested in my well being to be in the 50th percentile or above My teachers seem to know if something is bothering me to be in the 40th percentile or above	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b> Networks with schools, services and agencies	Viewbank College to become a Lead School for 'Respectful Relationships' to mentor other schools and to share practice excellence.	
<b>KIS 2</b> Intellectual engagement and self-awareness	Building on the 2018 Respectful Relationships College Implementation Plan, review, develop and implementation of Respectful Relationships curriculum during 2019: (a) Year 7 to 9 implementation - Health and Physical Education Domain. (b) Year 10 to 12 implementation - English and Humanities Domain. (c) Whole-School approach to RR-related skills.	
<b>KIS 3</b> Vision, values and culture	Implementation of the College Pledge, including the review of College Values, Student Engagement Policy and Child Safe to reflect Respectful Relationships.	
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.	Build on the whole school approach to RR related skills, continuing the work from 2019. This includes building understanding of teachers to address issues relating to teacher concern. Develop in students an understanding of respect and impact on peers and teachers.	