

2025 Annual Implementation Plan

for improving student outcomes

Westall Secondary College (8470)



Submitted for review by Tristan Lanarus (School Principal) on 10 December, 2024 at 12:24 PM
Awaiting endorsement by Senior Education Improvement Leader

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
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Enter your reflective comments	
Considerations for 2025	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
To maximise learning growth for all students	Yes	NAPLAN: By 2026, increase the percentage of Year 9 students meeting or above benchmark growth in: <ul style="list-style-type: none"> • Reading from 73.9% (2021) to 80% • Writing from 64.6% (2021) to 75% • Numeracy from 74.2% (2021) to 85% 	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. Percentage of Year 9 strong and exceeding in: Reading 80% Writing 75% Numeracy 85%
		VCE: By 2026, increase the median study score from 27.38 (2021) to 28	Reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024.
		School Staff Survey (SSS): By 2026, increase the percentage of positive endorsements in the following factors: <ul style="list-style-type: none"> • Teacher Collaboration from 34% (2021) to 60% • Guaranteed and Viable Curriculum from 46% (2021) to 60% • Instructional Leadership from 47% (2021) to 60% 	Staff Survey - Percentage of positive endorsements in the following factors: Teacher Collaboration 60% Guaranteed and Viable Curriculum 60% Instructional Leadership 60%
To improve the health and wellbeing of all students	Yes	Attitudes to School Survey (AtoSS): By 2026, increase the percentage of positive endorsement in the following factors: <ul style="list-style-type: none"> • Life Satisfaction from 44% (2021) to 60% • Emotional Awareness and Regulation from 67% (2021) to 75% 	Student Survey - Percentage of positive endorsement in the following factors: Life Satisfaction 60% Emotional Awareness and

		<ul style="list-style-type: none"> • Student Voice and Agency from 60% (2021) to 70% 	Regulation 75% Student Voice and Agency 70%
		Attendance: By 2026, decrease the percentage of students with 20 or above absence days from 25% (2021) to 20%	Attendance: Decrease the percentage of students with 20 or above absence days to 20%

Goal 1	To maximise learning growth for all students	
12-month target 1.1	Percentage of Year 9 strong and exceeding in: Reading 80% Writing 75% Numeracy 85%	
12-month target 1.2	Reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024.	
12-month target 1.3	Staff Survey - Percentage of positive endorsements in the following factors: Teacher Collaboration 60% Guaranteed and Viable Curriculum 60% Instructional Leadership 60%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Leadership	Embed the instructional model across all classes for consistency of practice	Yes
KIS 1.b Assessment	Develop lesson coaching and feedback cycles	No

KIS 1.c Teaching and learning	Develop and implement whole school Literacy strategies	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.	Align and further embed our EDI instructional model with the latest DOE, VTLM 2.0. Focus on implementation across the school.	
Goal 2	To improve the health and wellbeing of all students	
12-month target 2.1	Student Survey - Percentage of positive endorsement in the following factors: Life Satisfaction 60% Emotional Awareness and Regulation 75% Student Voice and Agency 70%	
12-month target 2.2	Attendance: Decrease the percentage of students with 20 or above absence days to 20%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Build staff capacity in understanding and responding to student voice and agency	No
KIS 2.b Support and resources	Improve consistency in SWPBS and inclusive practice	Yes
KIS 2.c Engagement	Increase community and family partnerships	No
KIS 2.d	Build a proactive and strategic approach to wellbeing	No

Support and resources		
<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>Align and further embed our SWPBS/ Westall Way with the latest DOE Charts on Positive Classroom Management Strategies. Focus on implementation across the school.</p>	

Define actions, outcomes, success indicators and activities

Goal 1	To maximise learning growth for all students
12-month target 1.1	Percentage of Year 9 strong and exceeding in: Reading 80% Writing 75% Numeracy 85%
12-month target 1.2	Reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024.
12-month target 1.3	Staff Survey - Percentage of positive endorsements in the following factors: Teacher Collaboration 60% Guaranteed and Viable Curriculum 60% Instructional Leadership 60%
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embed the instructional model across all classes for consistency of practice
Actions	1. PLC cycle with an EDI focus to build staff capacity 2. GVC Development and Implementation with an EDI focus to build staff capacity
Outcomes	- Students in need of targeted support will be identified and supported - More students will learn the key knowledge and skills more efficiently through an EDI focus on learning, not just teaching

	<ul style="list-style-type: none"> - Teachers will have a stronger understanding of the learning needs of their students - Leaders will support all teachers and classroom-based ES staff on EDI capacity and implementation 			
Success Indicators	<ul style="list-style-type: none"> - Curriculum documentation will show EDI implementation - Formative and summative assessment rubrics will show student learning growth - IEPs will describe specific goals, adjustments and supports for intervention staff to follow using EDI - Vic Curriculum Teacher judgements will show increased learning growth - SSS factors instructional leadership, GVC and collective efficacy will increase - ATOSS factor stimulated learning will increase 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Plan and implement a 12-month coaching development program for SIT members and domain leaders	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Lead and coordinate a 7-week PLC cycle with a focus on EDI implementation and capacity building	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$50,000.00
Organise learning walks to observe staff practice and collect data on EDI implementation	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Domain Teams developing GVC with scope and sequences/lesson resources, Years 7-10 aligned to Vic Curriculum 2.0	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Develop a whole school professional learning plan and timetable for ES Intervention support staff	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Goal 2	To improve the health and wellbeing of all students			
12-month target 2.1	Student Survey - Percentage of positive endorsement in the following factors: Life Satisfaction 60% Emotional Awareness and Regulation 75% Student Voice and Agency 70%			
12-month target 2.2	Attendance: Decrease the percentage of students with 20 or above absence days to 20%			
KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Improve consistency in SWPBS and inclusive practice			
Actions	1. 7 week intensive PLC cycle for all staff led by SIT members in groups. Coaching, class observations and pivot data with a focus on fidelity of SWPBS/HIWS and Westall Way. 2. Embed Tier 1 approach to explicit teaching of wellbeing strategies across Year 7-12.			
Outcomes	<ul style="list-style-type: none"> - Students will report improved emotional awareness and resilience - Students will be able to explain what positive mental health means and where they can seek support at school - Teachers will plan for and implement social and emotional learning within their curriculum areas - Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches 			

Success Indicators	<ul style="list-style-type: none"> - Curriculum documentation will show plans for social and emotional learning - Notes from learning walks and peer observation will show how staff are embedding social and emotional learning - Student support resources displayed around the school will show how students can seek support - Vic Curriculum: Personal and Social capability - SSS factors: collective efficacy and trust in colleagues - ATOSS factors: Emotional Awareness and Regulation, Sense of Connectedness 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Lead and coordinate a 7-week PLC cycle with a focus on HIWS/SWPBS in the classroom	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Review current practices using the Mental Health Fund Menu and planning tool to explore current understandings of social emotional learning and student mental health	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide the wellbeing team with additional coaching to build capacity	<input checked="" type="checkbox"/> Allied health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$25,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Develop a professional learning plan to increase staff capacity in explicitly teaching social and emotional skills	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$25,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Training for staff on "Study without Stress" modules and those staff then lead this with Year 11 and 12 students through I Create Study Space classes.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$763,741.03	\$765,000.00	-\$1,258.97
Disability Inclusion Tier 2 Funding	\$252,915.18	\$250,000.00	\$2,915.18
Schools Mental Health Fund and Menu	\$58,532.76	\$60,000.00	-\$1,467.24
Total	\$1,075,188.97	\$1,075,000.00	\$188.97

Activities and milestones – Total Budget

Activities and milestones	Budget
Plan and implement a 12-month coaching development program for SIT members and domain leaders	\$100,000.00
Organise learning walks to observe staff practice and collect data on EDI implementation	\$20,000.00
Domain Teams developing GVC with scope and sequences/lesson resources, Years 7-10 aligned to Vic Curriculum 2.0	\$50,000.00
Develop a whole school professional learning plan and timetable for ES Intervention support staff	\$50,000.00
Lead and coordinate a 7-week PLC cycle with a focus on HIWS/SWPBS in the classroom	\$50,000.00
Review current practices using the Mental Health Fund Menu and planning tool to explore current	\$25,000.00

understandings of social emotional learning and student mental health	
Provide the wellbeing team with additional coaching to build capacity	\$25,000.00
Develop a professional learning plan to increase staff capacity in explicitly teaching social and emotional skills	\$25,000.00
Training for staff on "Study without Stress" modules and those staff then lead this with Year 11 and 12 students through I Create Study Space classes.	\$15,000.00
Totals	\$360,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Plan and implement a 12-month coaching development program for SIT members and domain leaders	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Organise learning walks to observe staff practice and collect data on EDI implementation	from: Term 1 to: Term 3	\$20,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Domain Teams developing GVC with scope and sequences/lesson resources, Years 7-10 aligned to Vic Curriculum 2.0	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

Lead and coordinate a 7-week PLC cycle with a focus on HIWS/SWPBS in the classroom	from: Term 3 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Training for staff on "Study without Stress" modules and those staff then lead this with Year 11 and 12 students through I Create Study Space classes.	from: Term 1 to: Term 3	\$15,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$235,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Develop a whole school professional learning plan and timetable for ES Intervention support staff	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Education support
Totals		\$50,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Review current practices using the Mental Health Fund Menu	from: Term 1	\$25,000.00	<input checked="" type="checkbox"/> Bio-Dash (University of Melbourne)

and planning tool to explore current understandings of social emotional learning and student mental health	to: Term 4		
Provide the wellbeing team with additional coaching to build capacity	from: Term 1 to: Term 2	\$10,000.00	<input checked="" type="checkbox"/> Bio-Dash (University of Melbourne)
Develop a professional learning plan to increase staff capacity in explicitly teaching social and emotional skills	from: Term 1 to: Term 2	\$25,000.00	<input checked="" type="checkbox"/> The Resilience Project
Totals		\$60,000.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
3rd Assistant Principal	\$148,000.00
Sub School ES Staff	\$210,000.00
I Create Program Student Subsidy	\$72,000.00
Literacy and Numeracy Support	\$100,000.00
Classroom Based Inclusion support staff	\$200,000.00
Totals	\$730,000.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
3rd Assistant Principal	from: Term 1 to: Term 4	\$148,000.00	<input checked="" type="checkbox"/> School-based staffing
Sub School ES Staff	from: Term 1 to: Term 4	\$210,000.00	<input checked="" type="checkbox"/> School-based staffing
I Create Program Student Subsidy	from: Term 1 to: Term 4	\$72,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Literacy and Numeracy Support	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Classroom Based Inclusion support staff	from: Term 1 to: Term 4	\$0.00	
Totals		\$530,000.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
3rd Assistant Principal	from: Term 1	\$0.00	

	to: Term 4		
Sub School ES Staff	from: Term 1 to: Term 4	\$0.00	
I Create Program Student Subsidy	from: Term 1 to: Term 4	\$0.00	
Literacy and Numeracy Support	from: Term 1 to: Term 4	\$0.00	
Classroom Based Inclusion support staff	from: Term 1 to: Term 4	\$200,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Totals		\$200,000.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
3rd Assistant Principal	from: Term 1 to: Term 4	\$0.00	

Sub School ES Staff	from: Term 1 to: Term 4	\$0.00	
I Create Program Student Subsidy	from: Term 1 to: Term 4	\$0.00	
Literacy and Numeracy Support	from: Term 1 to: Term 4	\$0.00	
Classroom Based Inclusion support staff	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Plan and implement a 12-month coaching development program for SIT members and domain leaders	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Lead and coordinate a 7-week PLC cycle with a focus on EDI implementation and capacity building	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Develop a whole school professional learning plan and timetable for ES Intervention support staff	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> On-site

Lead and coordinate a 7-week PLC cycle with a focus on HIWS/SWPBS in the classroom	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Develop a professional learning plan to increase staff capacity in explicitly teaching social and emotional skills	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site