

<b>Name</b>	Karen Julia MONEY		
<b>Classification</b>	Principal 2-4	<b>Record No.</b>	02152239
<b>School</b>	William Ruthven Secondary College		
<b>Region</b>	North Western Victorian Region		
<b>Designated Officer</b>	School Advisor Regional Performance and Planning /Greg Williams/ David Kilmartin / Anne Rae (on leave)		
<b>Critical Friend or Collegiate Group members</b>			
<b>Review period</b>	August, 2013	<b>to</b>	April, 2014

<b>Date plan agreed</b>	August, 2013	
<b>Principal's signature</b>		<b>Designated Officer's signature</b>

**Optional School Context** (provide a brief statement outlining any school specific issues that need consideration in the planning process)

William Ruthven Secondary College was established at the beginning of 2010 as part of the William Ruthven precinct regeneration project; merging the 7-12 component of Merrilands P-12 College and Lakeside Secondary College into the William Ruthven Secondary College entity.

From 2011 our 471 secondary students were located on this site. A new twenty first century learning centre has been in use from February, 2012.

A great deal of consultation with staff, students and parents went into formulating the vision statement for the school, **Leadership Excellence Acceptance Respect Now @ WRSC**.

The verb LEARN is deliberately embedded to acknowledge another highly rated value – knowledge and to explicitly build shared understanding of our core business – learning for our students in order to enhance their life long success.

The key vision for the College centres on strong, shared leadership; high expectations; safe, orderly environment and a focus on learning.

Our community is multi-cultural, economically and socially diverse. Engagement with the community and promotion of life-long learning with students, parents and teachers as co-learners and co-leaders is central to the College vision. A commitment to our community is also supported by links to La Trobe University, RMIT University, local learning and business networks and Sutton Tools.

Ensuring the future success of our students is at the centre of our work at William Ruthven Secondary College.

#### My Work

Changes in education in Victoria are reflective of national and world wide recognition of the need for skilled, adaptive thinking communities. School improvement can be seen at its narrowest through literacy, numeracy and retention alone. To really transform William Ruthven Secondary College we need to establish a wider culture of excellence and success based on local, state, national and international best practice advice.

I need to build both leadership and teaching capacity and efficacy in the staff of William Ruthven Secondary College so that a focus on successful learning informs every decision made in the key areas of learning, well-being, pathways, finance and community engagement.

The development of the 2013-2016 Strategic Plan has been used to provide a strong springboard for actions and directions over the coming four years with an emphasis on students and teachers being co-learners, co-leaders and differentiating learning as a strategy to improve the 2013 Annual Implementation Plan (A.I.P.) goals in literacy, numeracy, VCE, attendance, motivation, engagement and successful pathways beyond our College. The consultation process and writing of this plan further engendered staff support for our common approaches and direction.

**School Improvement Focus 1 – 2013/14 Cycle – Attach a copy of your School Strategic Plan and Annual Implementation Plan (AIP)**

Select a Key Improvement Strategy/Significant Project where you will have a hands-on leadership role and which will form the basis for the Professional Learning Focus. Highlight your selection directly onto your AIP or alternatively provide the details below. Also list additional actions which indicate your specific involvement.

**1 Key Improvement Strategy/Significant Project**

Instructional Leadership. Links to Victoria as a Learning Community, the Compact, DEECD's focus on Educational Leadership and the Curiosity and Powerful Learning Framework. A core component of the Framework is the explicit **WRSC Teaching Model: Getting the right balance between Teacher Instruction and Student activity in every classroom every day.**

To significantly lift student literacy, numeracy and VCE outcomes.

**Actions (Whole school and individual leadership actions)**

Build a strong leadership team with clear vision, shared leadership and accountabilitys based on improvements in NAPLAN, on demand, VCE, attendance and opinion survey data depending on the specific area of responsibility for each leader.

- empower responsible teams with appropriate authority.
- Lifting VCE outcomes through Senior school team protocols, data analysis, moderation of results by domains and professional learning teams, team planning, student mentoring, VCE study classes in the term breaks and homework clubs.
- Build a strong teaching staff with a shared commitment to a College vision. The cultures of two schools need to be forged into a new College culture based on high expectations, an orderly environment and performance. To lead to best possible outcomes staff morale needs to be recognised but not used as an excuse to limit our move forward.

I will challenge under performance and utilise all protocols to negotiate the best staffing profile for the College. This will include celebrating current achievements and using them as a base for planning meaningful and sustainable improvement. I would implement Appreciative Inquiry with staff, rather than a deficit model as "change fatigue" is apparent in

**Achievement Milestones (Changes in practice and behaviour)**

Leaders holding themselves and their teams to account.  
Strong relationships between students and staff based on the core business of learning.

Coaching model-

Coaching team consistent approach to planning and delivery across literacy, numeracy and learning.  
Staff receptive.  
Triad process effective. 12 visits per triad per year with planning and reflection on practice.  
Learning Walks will be conducted at least once per term by a wide group of staff from graduate to principal class.  
Learning conversations take place in the 90 minutes of professional learning every Wednesday and less formally in every staff room.  
Learning Intentions used with purpose in 90% classrooms.  
HRLTPs audit shows staff awareness is high, consistency of use low (highlighted by student feedback) this was noted to staff who agreed to embed the HRLTPs more widely- this is the focus of literacy work.

2013

All staff will be coached by the end of 2013

Coach individuals

The school leadership profile in 2013 will focus on learning with

Learning Leader

Curriculum Leader

Middle School Leader

Senior School Leader

Literacy Leader

Numeracy Leader

Engagement Leader

P&D- all staff have three 1:1 meetings with me each calendar year with SP and

some colleagues.

AIP as the goal setting focus. AITSL standards are benchmarked. These meetings are also utilised to introduce powerful learning and explicit instructional model strategies. In 2012 the P&D cycle was aligned to calendar year which is the process forward in 2013. The P&D pro forma at WRSC aligns SP, AIP goals with AITSL professional standards in order to stream line the work.  
2014  
Continue the work highlighted above but embedding the WRSC Explicit Instructional Model even further including all staff being videoed and using the visual for self-reflection and reflection with triad colleagues. The future vision is that the video will be a part of P&D mid and end cycle review reflection.

### Professional Learning Focus 1 – 2013/14 Cycle

Indicate the Professional Learning required to enhance your leadership skills and support the successful implementation of the above initiative.

**1 What will I do?** Oversee the learning at WRSC through leadership and coaching teams. Seek advice, professional learning and reflection on practice from VASSP and Pamela my critical friend. Also access support from the network of colleagues from The University of Melbourne who I engaged with whilst completing the Masters in School Leadership, Australian College of Educators and Australian College of Educational Leaders colleagues. Human, Educational, Cultural and Symbolic leadership

**How will I do this?** What professional learning actions will I undertake to build my own capacity in this area? Refer to [Bastow Institute](#) or [Leadership Development](#) websites

**What evidence will I use to measure my progress?** What data and achievement milestones (changes in practice and behaviours) will I use to monitor my leadership growth and development? Refer to [Summary of Feedback Sources](#)

<b>Year 1</b>	Action Research Projects conducted with staff, Work with Pam Macklin and VASSP team Bastow leadership courses	<b>Year 1</b>	VCE, On Demand, Accelerated Reader and NAPLAN results Staff P&D Feedback
<b>Year 2</b>	Build on action research in change and improvement via building leadership capacity using GROWTH coaching University of Melbourne Graduate School of Education	<b>Year 2</b>	VCE, On Demand, Accelerated Reader and NAPLAN results Staff P&D Feedback
<b>Year 3</b>	GROWTH coaching used to improve learning strategies by all staff in PORs Study Tours, Bastow and University of Melbourne Graduate School of Education	<b>Year 3</b>	VCE, On Demand, Accelerated Reader and NAPLAN results Staff P&D Feedback
<b>Year 4</b>	GROWTH coaching used to improve learning strategies by all staff Study Tours, Bastow and University of Melbourne Graduate School of Education	<b>Year 4</b>	VCE, On Demand, Accelerated Reader and NAPLAN results Staff P&D Feedback

\*Further boxes can be added if required

**School Improvement Focus 2 – 2013/14 Cycle – Attach a copy of your School Strategic Plan and Annual Implementation Plan (AIP) (see embedded in document above)**

Select a Key Improvement Strategy/Significant Project where you will have a hands-on leadership role and which will form the basis for the Professional Learning Focus. Highlight your selection directly onto your AIP or alternatively provide the details below. Also list additional actions which indicate your specific involvement.

<p><b>2</b> <u>Key Improvement Strategy/Significant Project</u> (Describe the key improvement strategy/significant project and any links to regional or system priorities)</p> <p>Improve community perception of WRSC</p>	<p><b>Actions</b> (Whole school and individual leadership actions)</p> <ul style="list-style-type: none"> <li>○ Consult with parents, students and staff on a new vision and values to build clarity and understanding of the future for William Ruthven Secondary College. Build a culture of respect for learning, respect for the spaces, respect for the uniform and respect for the rights of all to learn professionally. This work will also encompass consultation on new College uniform, web site, brand plan and logo aimed at lifting our community's perception of all William Ruthven Secondary College has to offer.</li> <li>○ Liaise with local primary schools on transition programs</li> <li>○ Build parent support and public confidence through outreach to local community, government and welfare groups. College members will speak positively about our school in the wider community. This will include continuing work on site, transport and traffic management to ensure community concerns in these areas are alleviated.</li> </ul> <p>Work to ensure there are maximum opportunities to collaborate in many Educational Precinct P-12 strategies including peer mentoring, student voice, Primary student use of Secondary specialist learning spaces and successful transitions from Primary to Secondary.</p>
<p><b>Achievement Milestones</b> (Changes in practice and behaviour)</p>	<p>Community knowledge of WRSC as a new school is growing          Building reputation with local Primary Schools          RWPS staff meeting WRSC SIT to showcase the learning work undertaken at WRSC.          WRPS and WRSC precinct meetings developing work.          New vision established and used on emails web site newsletters etc <b>Leadership Excellence Acceptance Respect Now @ WRSC.</b>          Facebook established increase 'friends' from current 184          Community outreach and inreach programs established.          75 students using early Wednesday dismissal to engage in community service and learning.          Complaints to NWR re WRSC have been minimal to date          Year 10 leaders mentoring Grade 5 and 6 leaders from local PSs- Year 10s are training August          SRC operating well with monthly meetings          Engagement with Darebin City Council          Student focus groups on learning and school amenities conducted.          Parent Evenings held in February to engender parent support and interest in learning          Student Led Conference and Parent/Teacher Evenings notified in November with constant reminders. Traditional non attendees telephoned day before by ES</p>

and STA staff.

## Professional Learning Focus 2 – 2013/14 Cycle

Indicate the Professional Learning required to enhance your leadership skills and support the successful implementation of the above initiative.

<p><b>2 What will I do?</b> Lead teams of teachers in student voice, transition, community engagement, on School Council, outreach to local business and community groups, particularly work with LLEN, Suttons Tools, La Trobe University, Darbin City Council, Outer Northern Trade Training Centre and RMIT.</p> <p>Work with School Council, staff, students and parents to embed the message that WRSC provides high quality education in Reservoir north. Increase community trust in the school.</p> <p>Educational, Cultural and Symbolic leadership</p>			
<p><b>How will I do this?</b> What professional learning actions will I undertake to build my own capacity in this area? Refer to <u>Bastow Institute</u> or <u>Leadership Development</u> websites</p>		<p><b>What evidence will I use to measure my progress?</b> What data and achievement milestones (changes in practice and behaviours) will I use to monitor my leadership growth and development? Refer to <u>Summary of Feedback Sources</u></p>	
Year 1	Collaboration with CEO of Suttons Tools, Michael Grogan, work with Pam Macklin and VASSP team	Year 1	Community feedback improving and Enrolments increasing. 93 for 2014 up from 72 2013, 70 2012 and 61 2011.
Year 2	work with Mike, Pam Macklin and VASSP team	Year 2	Enrolments increasing
Year 3	work with Mike, Pam Macklin and VASSP team	Year 3	Enrolments increasing and wider community, student, parent perceptions improving
Year 4	work with Mike, Pam Macklin and VASSP team Study Tours, Bastow and University of Melbourne Graduate School of Education	Year 4	Above improvements and school seen as model for school change, improvement, inquiry and action research.

\*Further boxes can be added if required

## Individual Professional Learning Focus – 2013/14 Cycle

An individual Professional Learning Focus that is not directly related to the Annual Implementation Plan. You may wish to include professional learning related to:

- Maintaining / improving your health and wellbeing
- Response to staff opinion survey and leadership feedback
- Further study
- High priority items in order to achieve compliance
- Network improvement plan
- Collegiate Group co-operative learning focus / action research
- Career development opportunities and new roles and responsibilities

**What will I do?** Human, symbolic leadership- Build networks of professional and collegiate support.

How will I do this? What professional learning actions will I undertake to build my own capacity in this area? Refer to <a href="#">Bastow Institute</a> or <a href="#">Leadership Development</a> websites		What evidence will I use to measure my progress? What data and achievement milestones (changes in practice and behaviours) will I use to monitor my leadership growth and development? Refer to <a href="#">Summary of Feedback Sources</a>	
Year 1	Attend International Confederation of Principals Conference for learning particularly in community connections, community well-being	Year 1	Building local state national and international networks with other educators.
Year 2	Working with VASSP and Pamela Macklin on building leadership knowledge Study Tours, Bastow and University of Melbourne Graduate School of Education	Year 2	Building local state national and international networks with other educators.
Year 3	Study tours of high achieving schools	Year 3	Building local state national and international networks with other educators.
Year 4	Show case WRSC as model of excellent learning in low SES environment with all staff students parents proud to be part of the school.	Year 4	Building local state national and international networks with other educators. Cohesive community Improved learning outcomes increased enrolments, seen as a school of choice for other networks to visit.

\*Further boxes can be added if required

## Mid-Cycle Self Evaluation – 2013/14 Cycle

<b>Principal:</b>	Karen Money	<b>School:</b>	William Ruthven Secondary College
<b>Optional: Mid-Cycle Meeting Date:</b>	November- December, 2013 15 November, 2013	<b>Involving:</b>	✓ Designated Officer ✓ Critical Friend

### For Clarity - Acronyms and definitions particular to William Ruthven Secondary College (WRSC)

WRSC DBM - William Ruthven Secondary College Developmental Behaviour Model  
 WRSC EIM = William Ruthven Secondary College Explicit Instructional Model  
 WRSC Coaching Model – Document outlining the purpose and organisation for coaching at WRSC. The document is reviewed and revised every year to reflect the work moving forward. The WRSC Coaching Model is based on coaching principal, assistant principal, leaders and teachers in literacy, numeracy, WRSC DBM, data analysis and leadership skills.

	<b>What have I achieved so far?</b> <i>(Brief description of progress made against achievement milestones including relevant evidence – indicate any unexpected outcomes)</i>	<b>What do I need to focus on next?</b> <i>(Indicate any issues or changes in direction and support if required)</i>
<p><b>School Improvement Focus (1)</b></p> <p>Instructional Leadership. Links to Victoria as a Learning Community, the Compact, DEECD's focus on Educational Leadership and the Curiosity and Powerful Learning Framework. A core component of the Framework is the explicit <b>WRSC Teaching Model (WRSC TM)</b></p>	<p>The progress made to date centres on the development of the WRSC ETM trialling the model in classrooms, filming, developing a self-reflection tool for practitioners to use whilst watching the film of their WRSC EIM based classes.</p> <p><b>Achievement Milestones</b> (Changes in practice and behaviour)</p> <p>Leaders holding themselves and their teams to account. Leaders have coached their WRSC Coaching Model allocated teams. 100% of staff have been coached for a minimum of 1 semester in the framework. 12 visits per triad per year are taking place. Action Research Projects have been completed by each triad each term.</p> <p>Learning Walks were conducted at the end of terms 2 and 3. P&amp;D- all staff have three 1:1 meetings with me each calendar year with SP and AIP as the goal setting focus. AITSL standards are benchmarked. These meetings are also utilised to introduce powerful learning and explicit instructional model strategies. In 2012 the P&amp;D cycle was aligned to calendar year which is the process forward in 2013.</p> <p>The P&amp;D pro forma at WRSC aligns SP, AIP goals with AITSL professional standards in order to stream line the work. This work continues with a focus on using SPA data to inform goals</p>	<p>The leadership team is trialling filming of lessons which highlight an aspect of the WRSC Teaching Model. This will build a suite of exemplars. In 2014 staff will be required to film and reflect as part of coaching, collegiate practice, performance and development process.</p> <p>2014</p> <p>Continue the work highlighted above but embedding the WRSC Explicit Instructional Model (WRSC EIM) even further including all staff being videoed and using the visual for self-reflection and reflection with triad colleagues. The future vision is that the video will be a part of P&amp;D mid and end cycle review reflection</p> <p>Review of the WRSC Coaching Model- renew focus on Developmental Behavior Model (DBM) whilst continuing the literacy, numeracy, pedagogy coaching.</p> <p>Work for the future is in moving a high proportion of the (on NAPLAN OnDemand averaged across domains) 28% of students with low growth into medium growth and a high proportion of the 42% medium growth students into high value add (currently tracking at 28% students).</p>



	<p><i>consistent with improving the learning of the cohort and AIP.</i></p> <p><i>Year 9 NAPLAN 2013 results indicate via Portal Writing – 54.2% above NMS but of concern 27.1% below the low NMS. This is reflected in the Relative Growth analysis with 38% of students having low relative growth and 28% high relative growth in this domain.</i></p> <p><i>Grammar and Punctuation – 44.1% above NMS, 18.6% below. In terms of relative growth WRSC met state benchmarks.</i></p> <p><i>Numeracy - - great result 59.4% above NMS, 15.3% below. In terms of relative growth WRSC exceeded state benchmarks, note 38% achieved high relative growth.</i></p> <p><i>Reading – 61% above NMS and Great result 6.8% below. This indicates that starting 4/5 days per week with 35 minutes of Effective Reading is having an impact. The medium growth range exceeded state benchmarks.</i></p> <p><i>Spelling – 67.8% above NMS, 13.6% below. WRSC met state benchmarks.</i></p>	<p>Based on the NAPLAN results the issues are in Year 9 Writing. A key literacy intervention strategy for 2014 will focus on building writing skills. This will succeed the 2013 focus on vocabulary building.</p> <p>The Effective Reading 140 minutes per week will continue as indicators show it is improving reading skills and relative growth.</p> <p>Developing the 2014/15 P&amp;D cycle work in line with Victoria as a Learning Community (VLC), The Compact, New Directions, AITSL standards (Victoria has a 2014 alignment with these standards). Developing the standards as tools for making informed, useful judgements about performance in order to lift it.</p>
<p><b>Professional Learning</b></p> <p><b>Focus (1)</b></p> <p>Oversee the learning at WRSC.</p> <p>Human, Educational, Cultural and Symbolic leadership</p>	<p><b>What have I achieved so far?</b></p> <p><i>(Brief description of progress made against achievement milestones including relevant evidence – indicate any unexpected outcomes)</i></p> <p>Oversee the learning through leadership and coaching of teams. Seek advice, professional learning and reflection on practice from Victorian Association of State Secondary Principals (VASSP) and critical friend. Pamela Macklin. Also access support from the network of colleagues from The Australian College of Educators (ACE) and the University of Melbourne.</p> <p>Active participant in a central DEECD stakeholder reference group (SRG) with Chris Wardlaw and Jude Barling.</p> <p>Active participant and leader in the WRSC Wednesday 90 minute professional learning meetings.</p> <p>Member of Darebin Network, oversaw annual Darebin Network conference on 6 September, 2013.</p> <p>Action Research Projects on high reliability literacy strategies (terms 2,3 and 4)and use of rubrics (term 1) conducted by staff. See data listed above.</p> <p>The Framework, explicit instructional model, coaching and trads have assisted in developing consistency of practice, transfer of knowledge.</p>	<p><b>What do I need to focus on next?</b></p> <p><i>(Indicate any issues or changes in direction and support if required)</i></p> <p>The work now is in deepening teacher efficacy, professional reflection and therefore practice so the bar is raised consistently higher.</p> <p>Expanding knowledge of data analysis. Phillip Holmes Smith (streams, SPA) is advising on 17 December 2013.</p> <p>Monitoring student and parent connectedness to learning, teachers and school.</p> <p>Learning best practice for personal and teacher performance and development.</p> <p>Refine the teacher and ES performance and development process at WRSC using best practice peer reviewed academic research from Bastow, Principals Australia Institute for example.</p> <p>Continue active participation in VASSP, SRGs, ACE.</p> <p>Act on DEECD advice particularly in VLC work to lift learning standards.</p> <p>Continue work with AITSL as a focus group member; VASSP; Principals Australia Institute (PAI), the Australian</p>

	<p>peer accountability and observation at a minimal level. Beginning to build capacity in parent engagement with student learning. As the Compass system is utilised we intend to introduce GPA for regular parent feedback. The Parent Engagement Evenings on topics of their choice will continue.</p> <p>As a member of VASSP and ACE the professional learning in aspects of leadership, coaching and current educational best practice has been valuable in formulating strategies for WRSC student learning improvements.</p>	<p>College of Educators to ensure best practice advice on learning and performance and development culture are operated strategically at WRSC.</p>
	<p><b>What have I achieved so far?</b> <i>(Brief description of progress made against achievement milestones including relevant evidence – indicate any unexpected outcomes)</i></p>	<p><b>What do I need to focus on next?</b> <i>(Indicate any issues or changes in direction and support if required)</i></p>
<p><b>School Improvement Focus (2)</b> <b>Improve community perception of WRSC</b></p>	<p><b>Achievement Milestones</b> (Changes in practice and behaviour) Community knowledge of WRSC as a new school is growing Building reputation with local Primary Schools 92 Year 7 enrolments for 2014 up from 72 2013, 70 2012 and 61 2011. Safe orderly environment processes and protocols established especially developmental behaviour model and attendance officers. Strong connection to La Trobe University with many 7-12 programs sustainably in progress. This work is facilitated by the WRSC Engagement Leader. New vision established and used on emails web site newsletters etc <b>Leadership Excellence Acceptance Respect Now @ WRSC.</b> Facebook established increase 'friends' from current 233. Community outreach and inreach programs established. 75 students using early Wednesday dismissal to engage in community service and learning. Complaints to NWVR re WRSC have been minimal to date Year 10 leaders mentoring Grade 5 and 6 leaders from local PSS- Year 10s trained in August and delivered in November. Positive feedback from PS principals. SRC operating well with monthly meetings. SRC actively involved in Darebin City Council projects at Ruthven Rail station, in Edwards St</p>	<p>Continue the work on processes and protocols to ensure the learning improvements continue. Safe orderly environment processes extended to coaching for the teachers whose classroom management has been highlighted as an issue. The literacy, numeracy and learning coaches cannot do their work with these teachers effectively until coaching in this area of their work is undertaken. Continue active communication with parents. Continue formal reporting meetings and Curriculum of the Home nights, social nights. Continue work with Sutton Tools, La Trobe University, RMIT, INLLEN, Darebin Network, ONTTC and Darebin City Council. Utilise Compass GPA module for frequent interim reporting to parents. Continue engagement and transition programs and work with local primary schools on middle years learning programs. WRSC Facebook outreach extended. Expand the student Wed afternoon community engagement program. Continue parent and community satisfaction with WRSC evidenced in no complaints made to Regional Office and positive POS. Year 10 leaders mentoring Grade 5 and 6 leaders from local</p>

	<p>Reservoir</p> <p>Engagement with Darebin City Council (DCC) on projects and in Darebin Youth Commitment.</p> <p>Student focus groups on learning and school amenities conducted.</p> <p>Student Led Conference and Parent/Teacher Evenings notified in November 2012 with constant reminders in 2013. Traditional non attendees telephoned day before by sub school and ES staff.</p> <p>2014 Calendar of events and planning letter sent to parents 7 November, 2013.</p>	<p>PSS- Year 10s are trained in August. Conducted leadership program in November.</p> <p>Continue work with Darebin Youth Commitment and INLLEN Act on student voice/focus group advice.</p> <p>Continue the strategy of letter followed by phone calls to parents, extra calls and requests for meetings with the families of students at risk of disengaging with learning..</p>
<p><b>Professional Learning Focus (2)</b></p> <p>Lead teams of teachers in student voice, transition, community engagement</p> <p><b>Educational, Cultural and Symbolic leadership</b></p>	<p><b>What have I achieved so far?</b> <i>(Brief description of progress made against achievement milestones including relevant evidence – Indicate any unexpected outcomes)</i></p> <p>The professional learning has focussed on parent and community engagement, especially in leading teams of teachers in student voice, transition, community engagement, on School Council, outreach to local business and community groups, particularly work with LLEN, Suttons Tools, La Trobe University, Darebin City Council, Outer Northern Trade Training Centre and RMIT.</p> <p>Work with School Council, staff, students and parents to embed the message that WRSC provides high quality education in Reservoir north. Increase community trust in the school.</p> <p>Worked closely with Michael Grogan CEO of Sutton Tools who has mentored my professional learning particularly in community connections and vocational pathways for students.</p> <p>As a member of VASSP and ACE the professional learning in aspects of leadership, coaching and current educational best practice has been valuable in formulating strategies for WRSC community involvement and perception improvements.</p>	<p><b>What do I need to focus on next?</b> <i>(Indicate any issues or changes in direction and support if required)</i></p> <p>Continue the deepening of knowledge about community connections, especially in line with Victoria as a Learning Community and The Compact.</p> <p>Colleagues who worked on Supporting Professional Practice initiative in Student Voice are also a source of research.</p> <p>Continue to oversee the work of school leaders to lead their teams of teachers in student voice, transition, community engagement, on School Council, outreach to local business and community groups..</p> <p>Continue and build on my work with INLLEN, Suttons Tools, La Trobe University, Darebin City Council, Outer Northern Trade Training Centre and RMIT.</p> <p>Continue my work with School Council, staff, students and parents to embed the message that WRSC provides high quality education in Reservoir north. Increase community trust in the school.</p>
<p><b>Individual Professional Learning Focus</b></p>	<p><b>What have I achieved so far?</b> <i>(Brief description of progress made against achievement milestones including relevant evidence – Indicate any unexpected outcomes)</i></p> <p>Active membership of VASSP as State Committee member, AITSL focus group member, Australian College of Educators co-</p>	<p><b>What do I need to focus on next?</b> <i>(Indicate any issues or changes in direction and support if required)</i></p> <p>Continue the commitment to growth in expertise as an educator working in State education. This is a life long</p>

<p><b>Human, symbolic leadership- Build networks of professional and collegiate support.</b></p>	<p>opted Committee member and in being a facilitator for AEU professional learning for aspirant leaders. WRSC has hosted visits from a range of schools interested in the learning framework, the school-wide coaching and professional learning model, student engagement. The schools include Narangba State High School (2 contingents have visited in August and November, recommended by Anna Vlass)</p> <p>Drouin SC; Lara SC; Wodonga Senior SC;</p> <p>Attended International Confederation of Principals Conference for learning particularly in community connections, community well-being</p>	<p>learning process.</p> <p>I have applied to undertake a Doctor of Education with the University of Melbourne Graduate School of Education. If the application is granted I will begin coursework next year. Continuing my work with VASSP and Pamela Macklin on building leadership knowledge and applying to complete a doctorate with the University of Melbourne Graduate School of Education</p>
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**Designated Officer comments:** Focus on achievements and where further development may be required

You have made significant progress in achieving the Key Improvement Strategies outlined in your plan and also towards meeting your individual learning focus. Thank you also for meeting with me and outlining the rigorous performance and development process in your school. From our discussion and the information provided by you in your self-evaluation of the core accountabilities in Schedule B it is clear that you are meeting all requirements at mid cycle. This is particularly evident in the work that you have been doing to ensure that you are targeting the learning needs of students and the improvement in teacher capacity through the implementation of the William Ruthven Secondary College Explicit Instructional Model supported by structured self-reflection. Furthermore you have led the building of the enhanced reputation of WRSC as community knowledge of WRSC as a new school with a safe and orderly environment is growing. You have also made a significant contribution to the wider system.

<b>Principal's signature:</b>		<b>Date:</b>	23/12/2013
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<b>Designated Officer's signature:</b>		<b>Date:</b>	23/12/2013
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## End of Cycle Assessment – 2013/14 Cycle

<b>Principal:</b>	Karen Money	<b>School:</b>	William Ruthven Secondary College
<b>Meeting Date:</b>	12 March, 2014	<b>Involving:</b>	<input checked="" type="checkbox"/> Designated Officer <input checked="" type="checkbox"/> Critical Friend <input checked="" type="checkbox"/> Collegiate Group

**Principal comments:** Focus on achievements and where further development may be required

### Achievements

*Instructional Leadership to significantly lift student literacy, numeracy and VCE outcomes.*

The coaching, action research and explicit instructional models are seeing improvements in teacher practice and student learning outcomes. 2013 VCE results continued to increase with median study score of 28.13. This is very pleasing as it continues the trend from 2010 of a score of 25.

VCE Study Score (school outcome) - All Studies and All year levels						
Year	School - No. of students who had at least one VCE study score	School - Study Score Mean	State - Study Score Mean	School - No of students with at least one VCE study score of 40 or more in the year	School - % of students with at least one VCE study score of 40 or more in the year	State - % of students with at least one VCE study score of 40 or more in the year
2010	95	25.17	28.66	4	4.2 %	13.3 %
2011	65	26.06	28.67	3	4.6 %	13.2 %
2012	71	26.77	28.71	3	4.2 %	13.3 %
2013	70	28.13	28.71	7	10.0 %	13.5 %

Leaders are holding themselves and their teams to account through shared protocols and Open to Learning Conversations (Robinson, 2009)

Strong relationships between students and staff based on the core business of learning is increasingly apparent.

*Improve Community Perception of the College*

Year 7 enrolments increased to 88 in 2014 from a 2011 low of 63. This indicates community confidence in the learning provided.

The links with Sutton Tools, La Trobe University, local members of parliament and Darebin City Council have provided extra-curricular opportunities for our young people.

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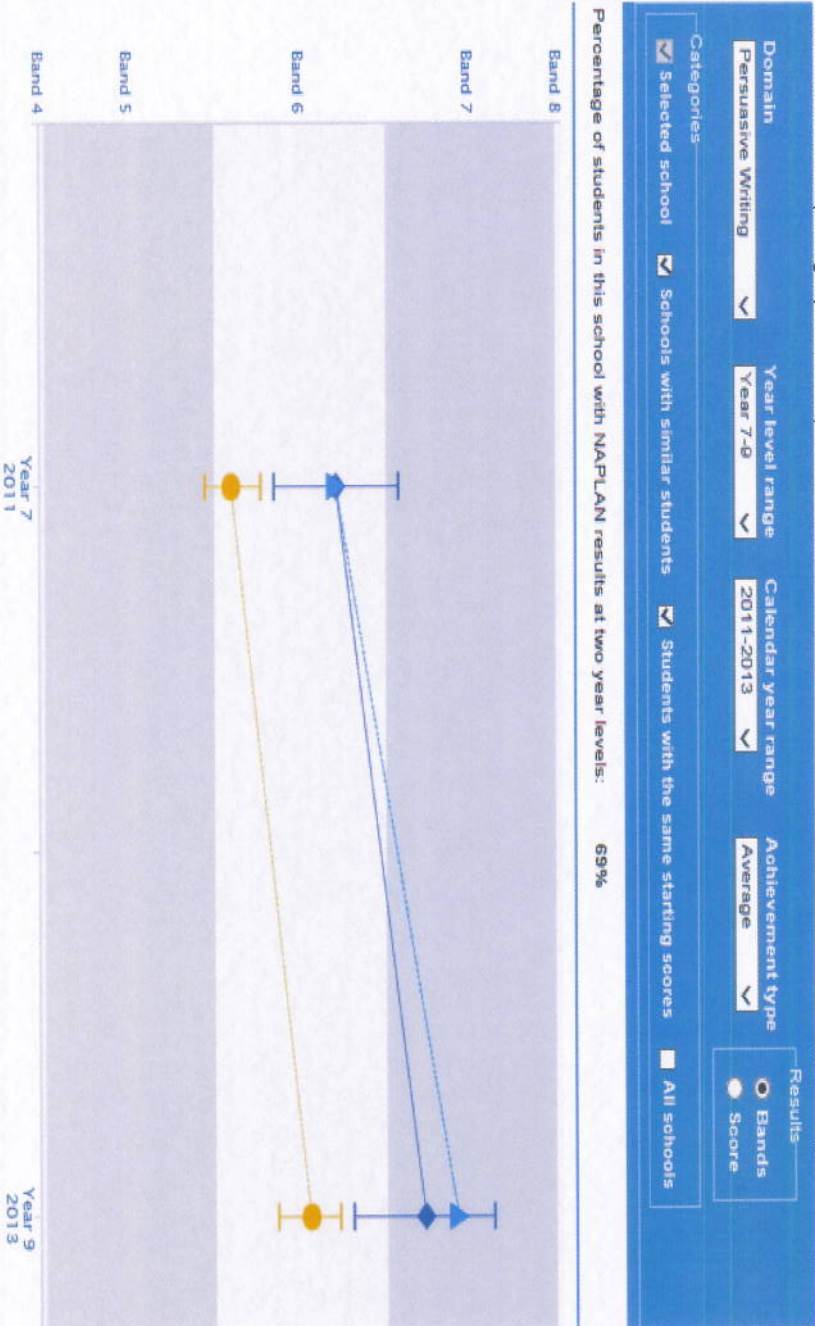
**Further Development is required in the following areas:**

Through educational leadership increasing the number of students with a VCE study score over 40.

Some) - All Studies and All year level:

School - % of students with at least one VCE study score of 40 or more in the year	State - % of students with at least one VCE study score of 40 or more in the year
4.2 %	13.3 %
4.6 %	13.2 %
4.2 %	13.3 %
10.0 %	13.5 %

NAPLAN results (see graphs below) show value add over like schools but we need to lift greater [percentages of Year 9 student results into Band 9



Domain: Numeracy

Year level range: Year 7-9

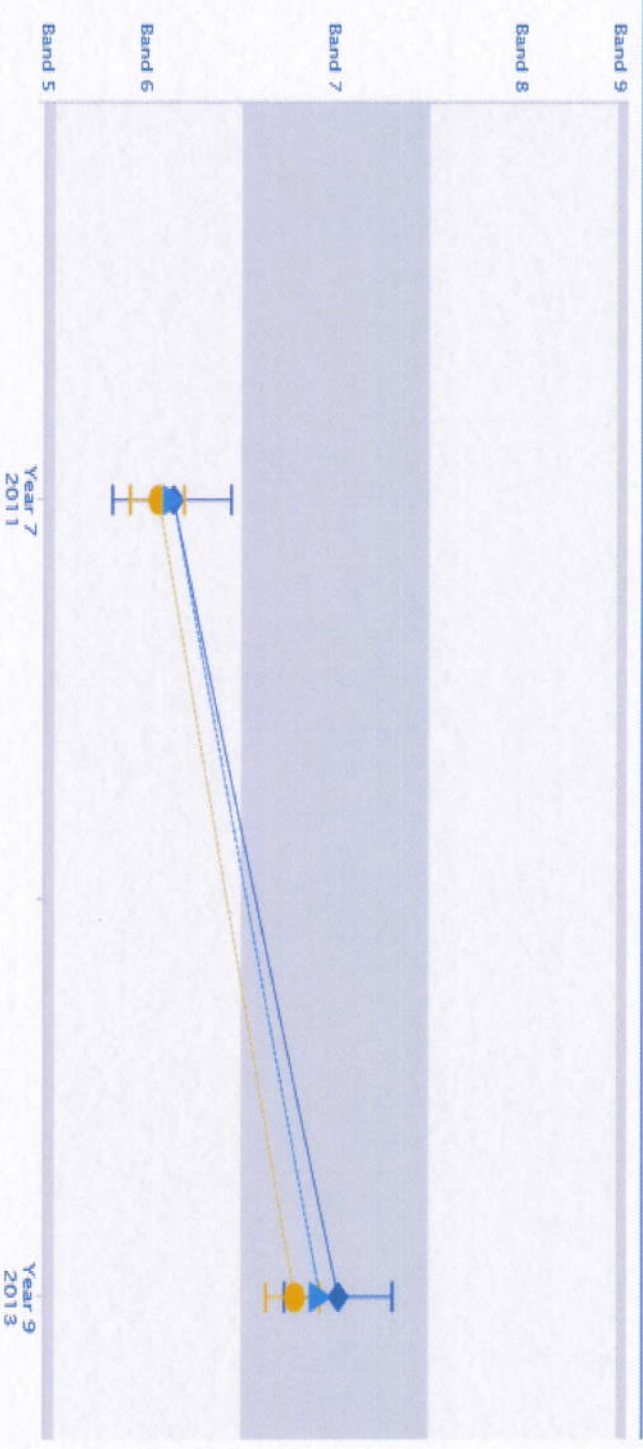
Calendar year range: 2011-2013

Achievement type: Average

Results:  Bands  Score

Categories:  Selected school  Schools with similar students  Students with the same starting scores  All schools

Percentage of students in this school with NAPLAN results at two year levels: 71%



**How to interpret this chart**

- ◆ Average achievement of students in the school
- I Margin of error at 90% level of confidence
- Average achievement of students in schools with similar students (statistically similar schools) and margin of error at 90% level of confidence
- ▲ Average achievement of students with the same starting scores

To be a truly viable secondary College we need to reach an enrolment of 750, currently it is 470 students. Transition and engagement work with Primary Schools and wider community will continue to facilitate this. This work is also informed by what our students are telling us. They are overall very satisfied with the school but we need the Attitudes to School survey results to reflect this also. Key indicators have improved but we are aiming for School Connectedness 3.65, Teacher Effectiveness 3.65, Stimulating Learning 3.25 currently they stand at School Connectedness 3.35, Teacher Effectiveness 3.48, Stimulating Learning 2.97



**Optional Critical Friend / Collegiate Group Comments:** Focus on achievements and where further development may be required

Karen is one of the most highly effective leaders I have ever worked with. She is an outstanding leader and has done a remarkable job in leading exceptional improvements in teaching and learning at WRSC. She is reflective and thoughtful, and brings a sharply practical perspective to her analysis of teaching and learning issues. Karen is focused on the importance of using an evidence base and data to inform planning and improving teaching and outcomes for students. She has a highly collegiate approach and is committed to a set of core values and principles founded on equity, valuing diversity and social justice. Karen is especially focused on ensuring that all students benefit from a high quality education, and on finding ways to advance this goal. It's important for Karen to regularly reflect on is the amount and pace of change being implemented at WRSC and how it impacts on staff (which she does). Her relentlessness and energy levels are great assets, but not shared by all. I feel privileged to work with Karen as a critical friend and have learned a lot about school improvement from her.

**Pamela Macklin, Zbar Consulting**

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I have read Karen's plan and have no doubt whatsoever that she has achieved all of her goals through using the key strategies she has outlined. My evidence is based on the growth and development I have noted in all of her leaders whom I coach individually and as a team. She has performed way beyond expectation in terms of building a highly effective and engaging culture of learning and engagement, and the school she now leads is far different than the broken schools she inherited at the outset. She has taken every opportunity to identify and resource quality professional learning and support for all of her leaders, and the structures she has put in place to make things happen have been best practice, so much so that when I send other schools to visit Ruthven, they are unanimous in their acclamation of what they see there. I have not been afraid to challenge some of her ways of working, and she has responded positively and effectively. This school is on the move, and the direct and distributive role modelling she has displayed has been the key to this outcome. Ian Wallis. VASSP.

**Designated Officer comments:** Focus on achievements and where further development may be required

**Core Accountabilities** as per Schedule B of the Contract of Employment for Principal Class Officers.

Please indicate that all core position accountabilities identified in Schedule B of the individual contract of employment have been met. The "Human Resources Roles and Responsibilities: Principal and Teacher Class" document provides further guidance on what is expected of principal class employees.

**Comments : if applicable**

All of the key compliance measures have been met.

- Ensure the delivery of a comprehensive, high quality education to all students- please see details above
- Act as executive officer of the school council- new 2014-2015 School Council inducted on 3<sup>rd</sup> March, 2014
- Establish and manage financial systems in accordance with DEECD and council requirements- 15 excess staff from 2012 managed down to 5 currently thus decreasing the \$1,200,000 deficit. All Internal and Financial Controls are followed.
- Effectively manage and integrate the school's resources. Funds managed with student learning as a priority. Cash at bank allocated to learning and infrastructure projects.
- Represent DEECD in the school and local community- Active member of DEECD Central Stakeholder Reference Group, VASSP committee, AEU and Australian College of Educators, Darebin Network. I have been admitted as a PhD candidate at the University of Melbourne and look forward to the study and network links with leading educational academics and the benefits this learning can bring to WRSC students.
- Contribute to system wide strategies including policy and strategic planning and development- see above, particularly stakeholder reference group
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<b>Principal's signature:</b>		<b>Date:</b>	7 March, 2014
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<b>Designated Officer's signature:</b>		<b>Date:</b>	
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## End of Cycle Assessment – 2013/14 Cycle

<b>Principal:</b>	Karen Money	<b>School:</b>	William Ruthven Secondary College
<b>Meeting Date:</b>	12 March, 2014	<b>Involving:</b>	<input checked="" type="checkbox"/> Designated Officer <input checked="" type="checkbox"/> Critical Friend <input checked="" type="checkbox"/> Collegiate Group

**Principal comments:** Focus on achievements and where further development may be required

### Achievements

*Instructional Leadership to significantly lift student literacy, numeracy and VCE outcomes.*

The coaching, action research and explicit instructional models are seeing improvements in teacher practice and student learning outcomes. 2013 VCE results continued to increase with median study score of 28.13. This is very pleasing as it continues the trend from 2010 of a score of 25.

Year	School - No. of students who had at least one VCE study score	School - Study Score Mean	State - Study Score Mean	School - No of students with at least one VCE study score of 40 or more in the year	School - % of students with at least one VCE study score of 40 or more in the year	State - % of students with at least one VCE study score of 40 or more in the year
2010	95	25.17	28.66	4	4.2 %	13.3 %
2011	65	26.06	28.67	3	4.6 %	13.2 %
2012	71	26.77	28.71	3	4.2 %	13.3 %
2013	70	28.13	28.71	7	10.0 %	13.5 %

VCE Study Score (school outcome) - All Studies and All year levels

Leaders are holding themselves and their teams to account through shared protocols and Open to Learning Conversations (Robinson, 2009)  
 Strong relationships between students and staff based on the core business of learning is increasingly apparent.

### *Improve Community Perception of the College*

Year 7 enrolments increased to 88 in 2014 from a 2011 low of 63. This indicates community confidence in the learning provided.

The links with Sutton Tools, La Trobe University, local members of parliament and Darebin City Council have provided extra-curricular opportunities for our young people.

### *Human, symbolic leadership- Build networks of professional and collegiate support.*

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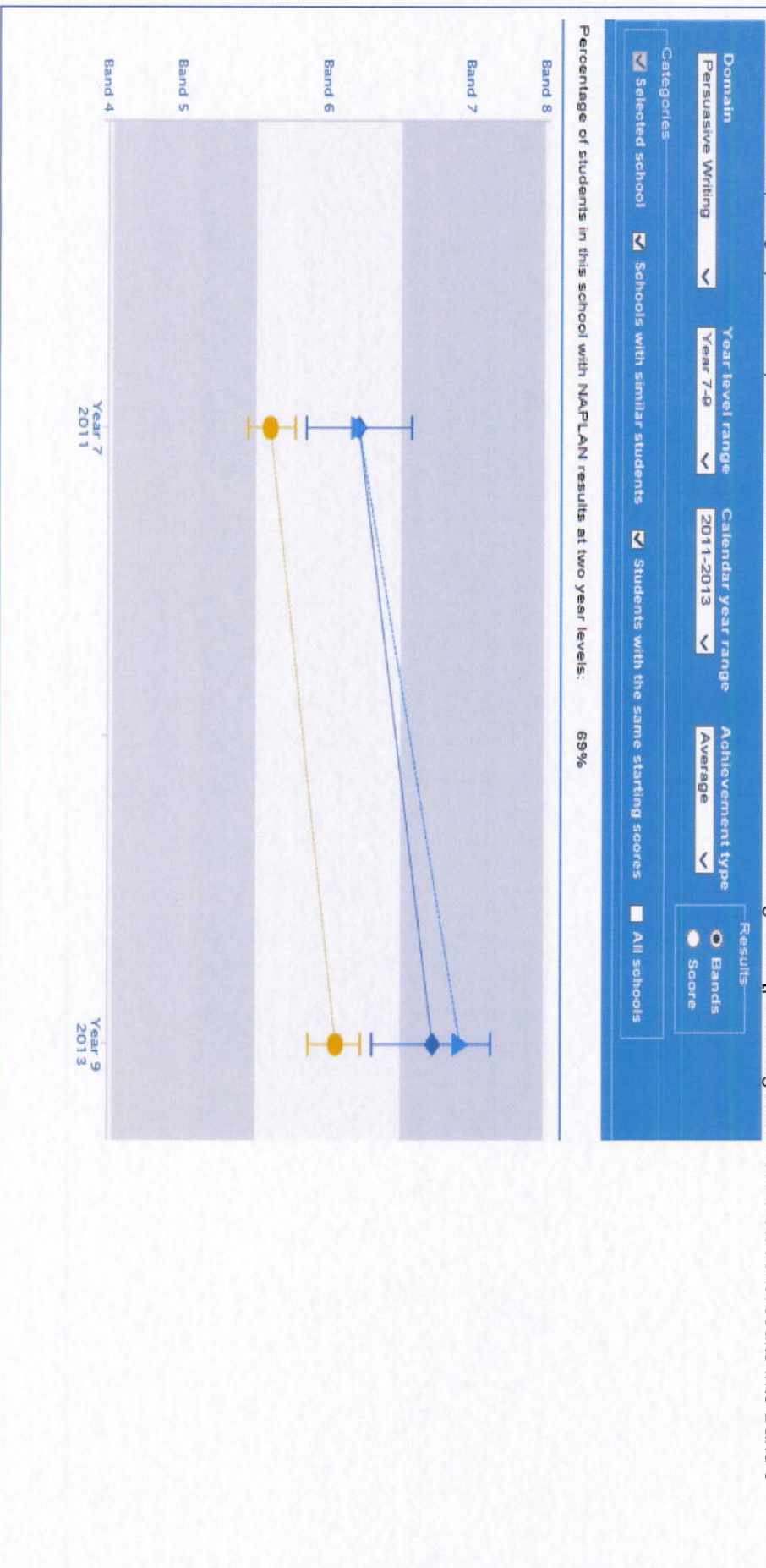
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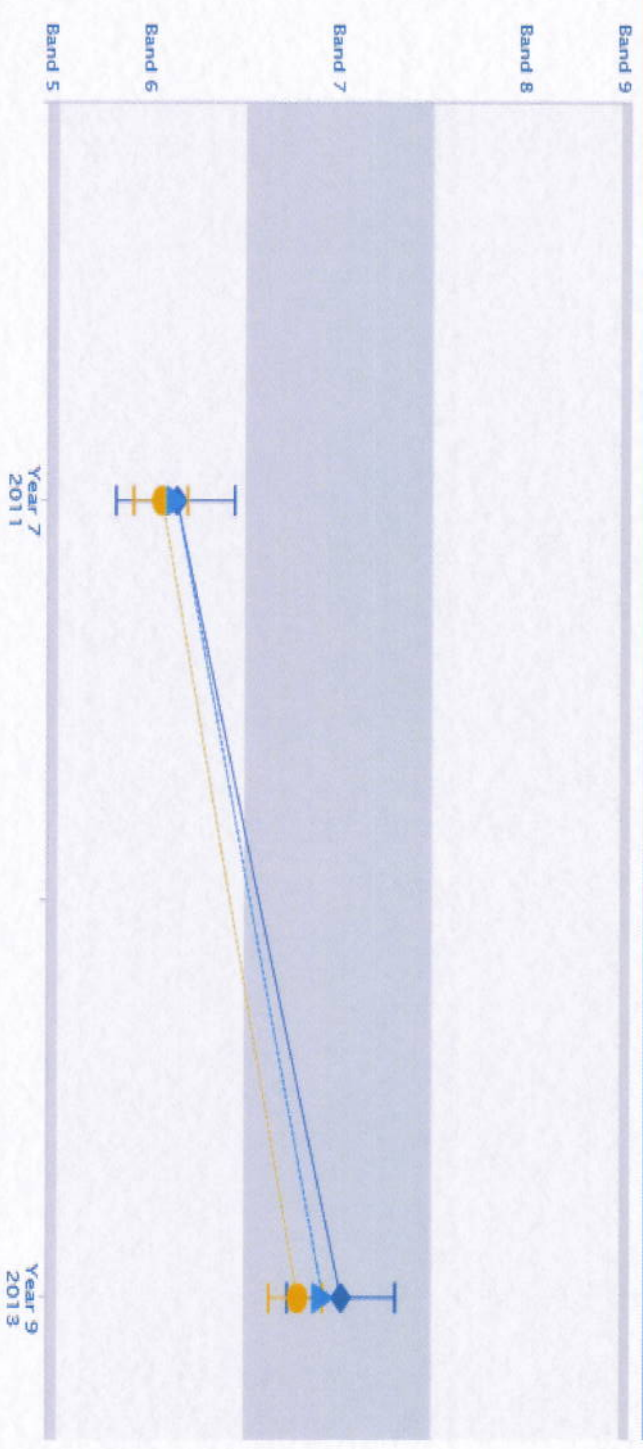


Domain: **Numeracy** | Year level range: **Year 7-9** | Calendar year range: **2011-2013** | Achievement type: **Average**

Categories:
  Selected school
  Schools with similar students
  Students with the same starting scores
  All schools

Results:
  Bands
  Score

Percentage of students in this school with NAPLAN results at two year levels: **71%**



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<b>Principal's signature:</b>		<b>Date:</b>	7 March, 2014
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<b>Designated Officer's signature:</b>		<b>Date:</b>	
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**William Ruthven Secondary College, Reservoir, VIC**

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**School profile**

**School comments**

William Ruthven Secondary College established in 2010 serves the communities of Reservoir, Coburg, Thomastown and Campbellfield. We are proud to be named for the WWI Victoria Cross winner William Ruthven, whose personal qualities of honour and community service are reflected in our promise: Leadership Excellence Acceptance Respect Now @ WRSC. Our 470 co-educational Year 7-12 students, 49 teachers, 12 education support staff and two principal class officers learn and teach in a twenty-first century learning centre, spacious grounds, newly refurbished gymnasium, new performing arts centre science laboratories, computer rooms and large classrooms. The school ethos and infrastructural organisation is based on knowing each student as an individual in order to maximise learning and social success. The college is well resourced with wireless notebooks, Microsoft and Mac computer laboratories and is accessed very easily by public transport. Keon Park station is within 900 metres walking distance, there are local Reservoir Bus Co. and Smart bus routes to the school. The curriculum is innovative and designed to ensure literacy, numeracy and curiosity are at the centre of Years 7-10 learning in order to maximise success in the VCE and VCAL. The college begins four days of the week with 35 minutes of Effective Reading to ensure literacy improvement. Years 7-9 Inquiry program is designed to teach the research, problem solving and collaborative skills required for Years 10-12 VCE ... [Read more](#)

CTU

2008	2009	2010	2011	2012	2013
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School facts 2013	
School sector	Government
School type	Secondary
Year range	7-12
Total enrolments	455
Location	Metropolitan

Student background 2013	
<a href="#">Index of Community Socio-Educational Advantage (ICSEA)</a>	
School ICSEA value	918
Average ICSEA value	1000
Data source	Parent info

School staff 2013	
Teaching staff	44
Full-time equivalent teaching staff <sup>1</sup>	36.5
Non-teaching staff	12
Full-time equivalent non-teaching staff <sup>1</sup>	10.1

Distribution of students <sup>2</sup>				
	Bottom quarter	Middle quarters	Top quarter	
School Distribution	63%	24%	11%	2 <sup>3</sup>
Australian Distribution	25%	25%	25%	25

Percentages are rounded and may not add to 100.

School finances 2012 <sup>1</sup>	
Total net recurrent income	\$6,137,247
Per student net recurrent income	\$13,530
Total capital expenditure	\$185,889

Students 2013	
Total enrolments	470
Girls	
Boys	
Full-time equivalent enrolments <sup>3</sup>	
Indigenous students	
Language background other than English <sup>2</sup>	
Student attendance rate	

Links	
School website	<a href="#">William Ruthven Secondary College</a>
Sector, system or association website	<a href="#">Department of Education &amp; Early Childhood</a> <a href="#">Development Victoria</a>

VET in schools 2012	
<a href="#">Vocational education and training (VET)</a>	
VET enrolments	

**School satisfaction information**

All schools are required to report on parent, teacher and student satisfaction in their annual reports. In 2012, nationally consistent school opinion survey items were agreed by education ministers for parents and students (known as the National School Opinion Survey). A survey and data collection tool that can collect responses to the National School Opinion Survey was made available for all schools to use in August 2013. Schools can use the national parent and student survey items to report on school satisfaction in their annual reports. See the school annual report for information on parent, teacher and student satisfaction.

For further information about the National School Opinion Survey, see [School opinion information](#) on the ACARA website.

Senior secondary outcomes 2012	
<a href="#">Year 12 results</a>	
Senior secondary certificate awarded	
Completed senior secondary school	
<a href="#">Post-school destinations</a>	
Students at university	
Students at TAFE/vocational study	
Students in employment	

<sup>\*</sup> If **School ICSEA value** is displayed in the Student Background section, the School ICSEA value is under review by ACARA.

<sup>1</sup> Data presented on this website should be read in conjunction with the notes and caveats provided.

<sup>2</sup> The table reports student background information that is available for the reported year. For some schools, information cannot be displayed for private reasons or because there is an insufficient proportion of data records.

<sup>3</sup> Proportion of students who sat NAPLAN tests in this calendar year.

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School sector	Government	Index of Community Socio-Educational Advantage (ICSEA)
School type	Secondary	School ICSEA value
Year range	7-12	Average ICSEA value
Total enrolments	455	Data source
Location	Metropolitan	Parent info

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**Results in graphs**

The National Assessment Program - Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9. For more information visit the [NAPLAN website](#).

The graphs below display average NAPLAN scores for each domain. The selected school's scores are displayed in blue. Click on the buttons to view average scores for schools serving students from statistically similar backgrounds and all Australian schools. The coloured icons indicate whether a school's scores are above, close to, or below the scores achieved by other schools.

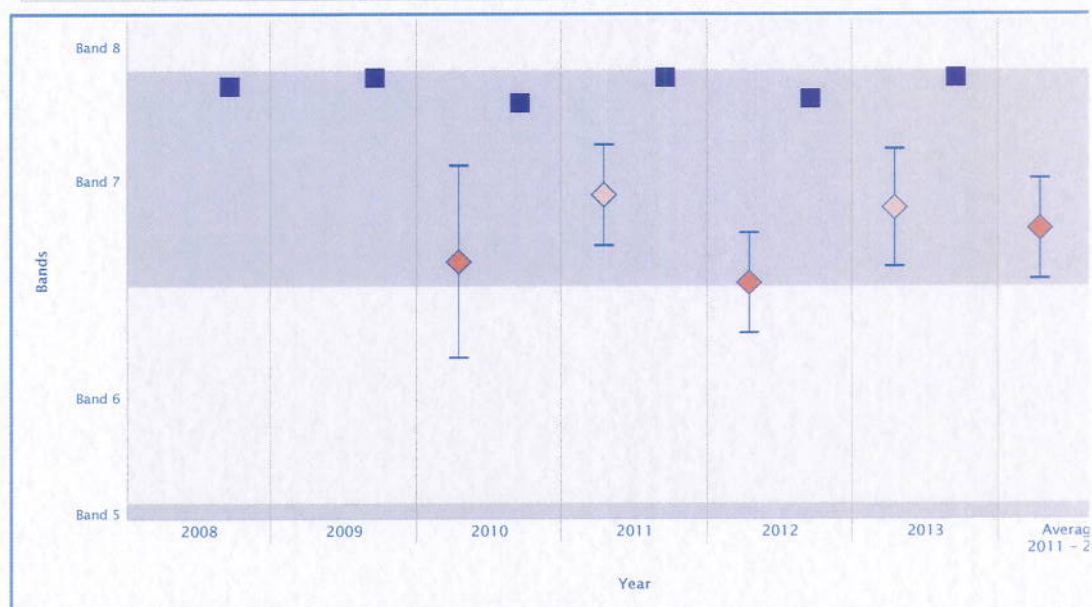
It is important to consider results in conjunction with [NAPLAN participation rates](#) shown below.

Alternate view: [Results in numbers](#)

School year:  Domain:  Colour scheme:

Graph display:  Selected school  Schools with similar students  All schools

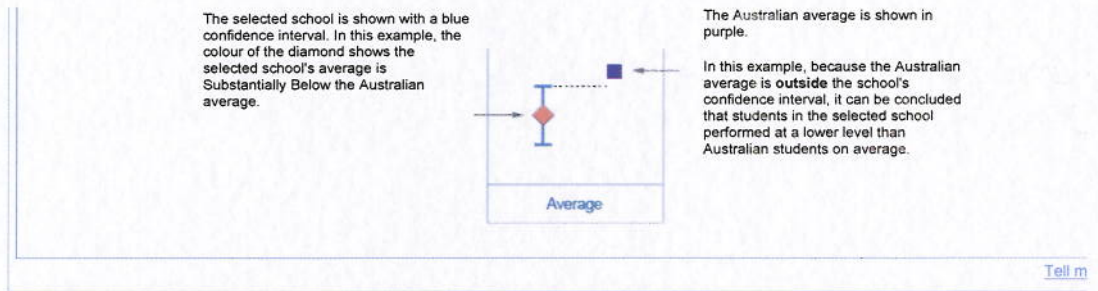
Results:  Bands  Score



Students	2008	2009	2010	2011	2012	2013	Average 2011 - 2
Assessed	-	-	77%	86%	88%	91%	88%
Exempt	-	-	7%	0%	0%	0%	0%
Participation	-	-	84%	86%	88%	91%	88%
Absent	-	-	7%	14%	12%	9%	12%
Withdrawn	-	-	10%	0%	0%	0%	0%
Australian average participation	-	-	93%	92.9%	92.1%	92.1%	92.4%

**How to interpret this chart**

<ul style="list-style-type: none"> <li> Margin of error at 90% level of confidence</li> <li> Average achievement of students in the school</li> <li> Average achievement of students in Australia</li> </ul>	<p>Selected school's average is</p> <ul style="list-style-type: none"> <li> substantially above</li> <li> above</li> <li> close to</li> <li> below</li> <li> substantially below</li> </ul> <p>the average for schools serving students from statistically similar backgrounds or the Australian schools' average</p>
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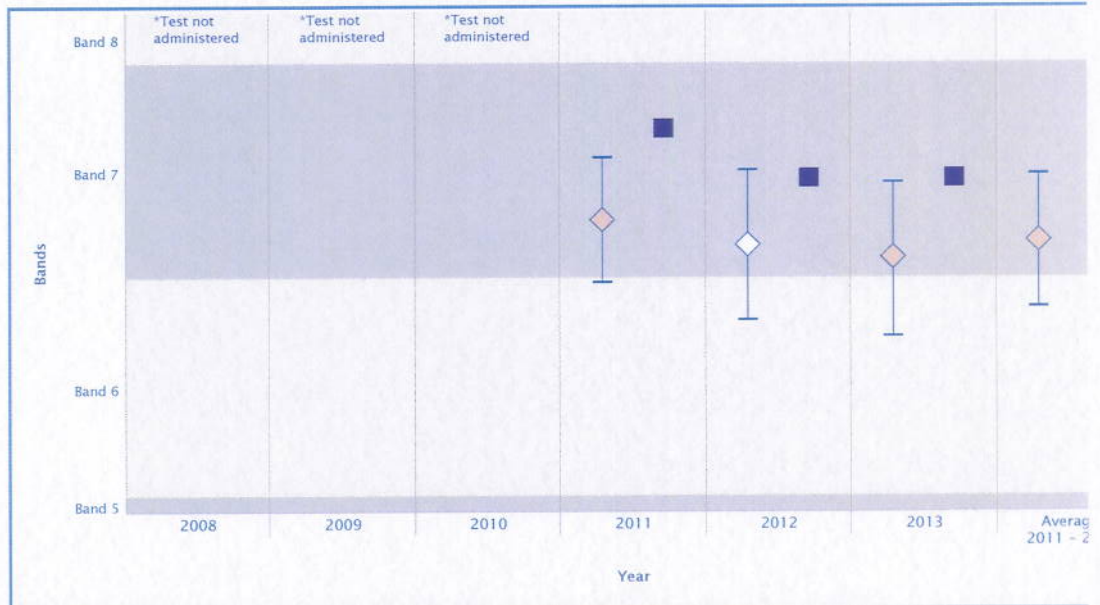
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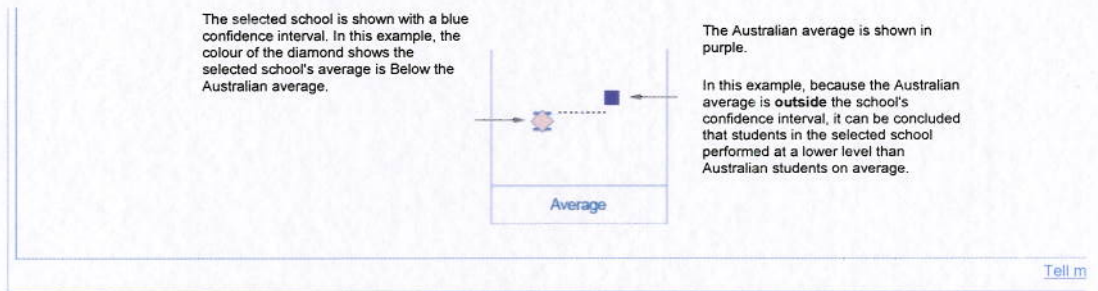


Students	2008	2009	2010	2011	2012	2013	Average 2011 - 2012
Assessed	*	*	*	91%	83%	91%	88%
Exempt	*	*	*	0%	0%	0%	0%
Participation	*	*	*	91%	83%	91%	88%
Absent	*	*	*	9%	17%	9%	12%
Withdrawn	*	*	*	0%	0%	0%	0%
Australian average participation	*	*	*	93.3%	92.4%	92.4%	92.7%

**How to interpret this chart**

- Margin of error at 90% level of confidence
- Average achievement of students in the school
- Average achievement of students in Australia

- Selected school's average is
- substantially above
  - above
  - close to
  - below
  - substantially below
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**William Ruthven Secondary College, Reservoir, VIC**

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**Results in graphs**

The National Assessment Program - Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9. For more information visit the [NAPLAN website](#).

The graphs below display average NAPLAN scores for each domain. The selected school's scores are displayed in blue. Click on the buttons to view average scores for schools serving students from statistically similar backgrounds and all Australian schools. The coloured icons indicate whether a school's scores are above, close to, or below the scores achieved by other schools.

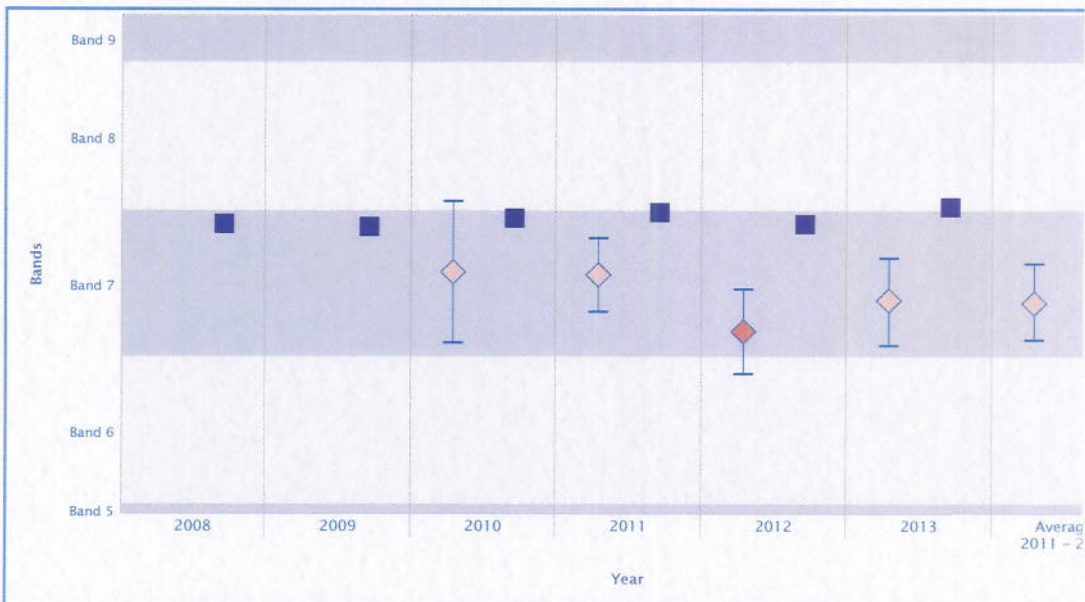
It is important to consider results in conjunction with [NAPLAN participation rates](#) shown below.

Alternate view: [Results in numbers](#)

School year:  Domain:  Colour scheme:

Graph display:  Selected school  Schools with similar students  All schools

Results:  Bands  Score

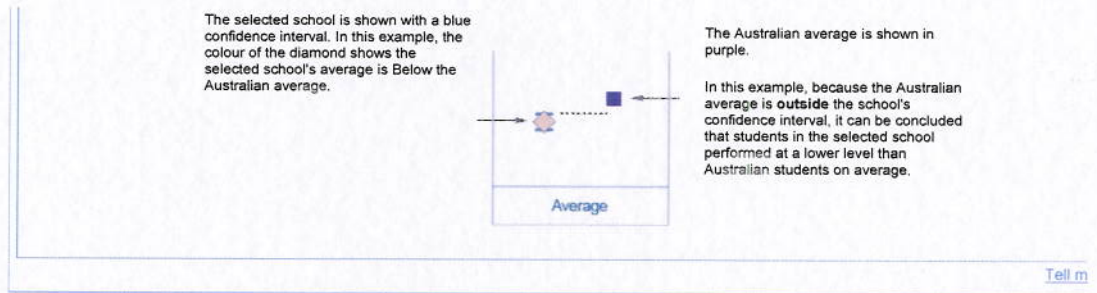


Students	2008	2009	2010	2011	2012	2013	Average 2011 - 2012
Assessed	-	-	71%	91%	83%	91%	88%
Exempt	-	-	7%	0%	0%	0%	0%
Participation	-	-	78%	91%	83%	91%	88%
Absent	-	-	13%	9%	17%	9%	12%
Withdrawn	-	-	10%	0%	0%	0%	0%
Australian average participation	-	-	93%	93.5%	92.7%	92.6%	92.9%

**How to interpret this chart**

- Margin of error at 90% level of confidence
- Average achievement of students in the school
- Average achievement of students in Australia

- Selected school's average is
- substantially above
  - above
  - close to
  - below
  - substantially below
- the average for schools serving students from statistically similar backgrounds or the Australian schools' average



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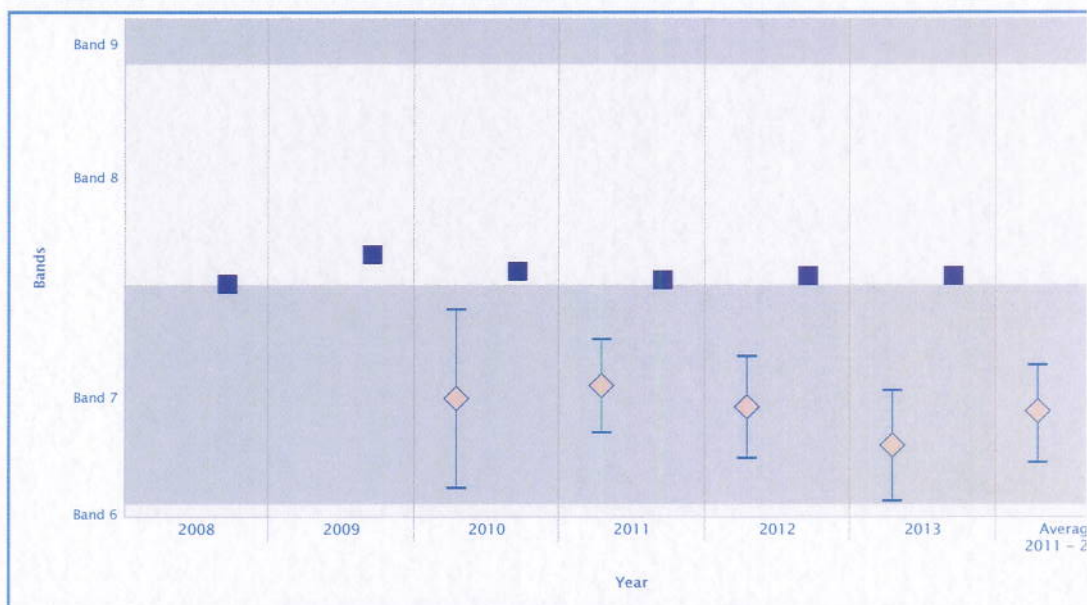
It is important to consider results in conjunction with [NAPLAN participation rates](#) shown below.

Alternate view: [Results in numbers](#)

School year: Year 9 Domain: Numeracy Colour scheme: Red & Green

Graph display:  Selected school  Schools with similar students  All schools

Results:  Bands  Score



Students	2008	2009	2010	2011	2012	2013	Average 2011 - 2012
Assessed	-	-	77%	86%	86%	91%	87%
Exempt	-	-	7%	0%	0%	0%	0%
Participation	-	-	84%	86%	86%	91%	87%
Absent	-	-	7%	14%	14%	9%	13%
Withdrawn	-	-	10%	0%	0%	0%	0%
Australian average participation	-	-	93%	92.4%	91.5%	91.4%	91.8%

**How to interpret this chart**

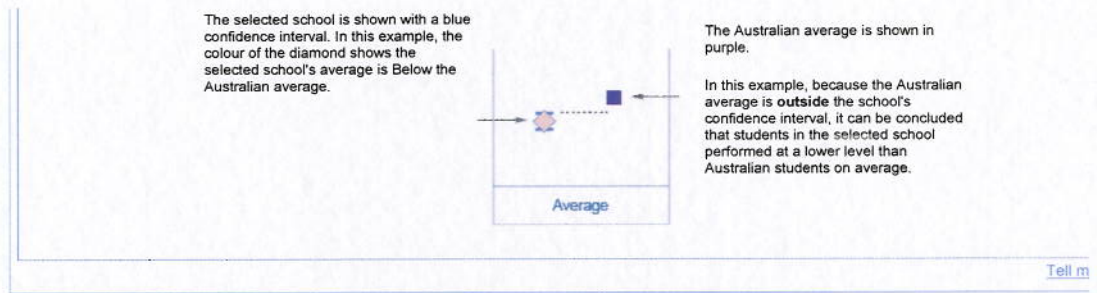
- Margin of error at 90% level of confidence
- Average achievement of students in the school
- Average achievement of students in Australia

Selected school's average is

- substantially above
- above
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