Western Cape College

Annual Improvement Plan 2025

VISION

To empower students to confidently pursue their passions and make meaningful contributions to vibrant and diverse communities.

PURPOSE

To deliver a rich and inclusive educational experience from Kindergarten to Year 12.

STRATEGIC PRIORITIES

Strategic Priority 1
Connection

Strategic Priority 2
Wellbeing

Strategic Priority 3
Learning

Strategic Priority 4
Leading

WESTERN CAPE COLLEGE

Positive Culture for Learning	Leading the Learning	Moderation

Learning Intentions - *All staff will:*

Positive Culture for Learning

Work collaboratively to support students to:
- Implement trauma-informed non-negotiables, such as regular check-ins and "ready-to-learn" strategies, fostering a safe and supportive learning environment.
- Build the capability of students to independently repair harm and resolve conflicts by consistently teaching and modelling restorative approaches.
- Deliver consistent teaching and reinforcement of Positive Classroom Learning (PCL) expectations across K-12, aligned with the WCC Way.

Leading the Learning

- Consistently use the College agreed lesson delivery model to set high and clear expectations for student learning.
- Commit to develop their own and others' capacity as leaders of learning by modelling best practices and fostering a culture of continuous improvement.
- Actively participate in coaching cycles, including observing others, being observed, and reflecting on feedback, to refine teaching practices and enhance student outcomes.

Moderation

- Actively participate in moderation processes before, during, and after assessment to align, calibrate, and confirm the accuracy of assessment decisions.
- Identify, implement, and regularly monitor reasonable adjustments to ensure all students have equitable access to the curriculum.
- Continuously refine and adapt curriculum offerings to ensure they remain relevant to the local context and meet the diverse needs of all students.

All Leaders will:

Positive Culture for Learning

- Regularly monitor classroom environments to implement appropriate supports aligned with trauma-informed non-negotiables.
- Deepen leaders' understanding of neuroscience to inform effective teaching and wellbeing practices.
- Prioritise relational and restorative strategies as core responses to student behaviour.
- Enhance and diversify multi-tiered supports to enable targeted and effective case management for students.

Leading the Learning

- Build their capability as an instructional leader to positively influence teaching and learning practices.
- Acknowledge and celebrate individual staff achievements through meaningful Staff Performance Goals (SPGs) and well-structured coaching cycles.
- Offer and seek actionable feedback on teaching and learning practices to support professional growth and improve student outcomes.
- Dedicate time for intentional, focused discussions about pedagogy, leveraging strengths, and collaboratively building collective teacher efficacy.

Moderation

- Lead the implementation of the WCC Moderation System by providing targeted professional learning and ongoing support for staff.
- Monitor and support teachers to consistently implement reasonable adjustments to meet the diverse needs of students in the classroom.
- Lead staff in understanding and refining Version 9 of the Australian Curriculum, ensuring effective implementation and monitoring in alignment with the College's strategic plan.

Success Criteria - *By the end of the year, we will be able to demonstrate our learning intentions through the following:*

Positive Culture for Learning

- Demonstrated growth in classroom engagement data, coupled with consistent downward trends in incidents that disrupt learning.
- Restorative approaches are implemented as the primary strategy for repairing harm and resolving relationship breakdowns, fostering a positive and supportive learning environment.
- Expansion of evidence-based, multi-tiered interventions available across K-12, ensuring tailored and comprehensive support for all students.
- Increased number of staff trained in Restorative Practices, Berry Street Education Model, and Graduate Certificate in Trauma-Informed Practices.

Leading the Learning

- Measurable growth in teacher confidence and capability through high-quality coaching and support.
- Increased presence of leaders in classrooms as part of the Collegial Engagement Strategy, promoting collaboration and instructional leadership.
- All staff set at least one Staff Performance Goal (SPG) aligned with the 2025 Annual Improvement Plan (AIP).
- Achieve 100% participation of teachers in at least two lesson observation and feedback sessions annually to enhance teaching practices.
- Provide 100% of leaders with access to professional learning opportunities tailored to their leadership work and developmental needs.

Moderation

- 100% of teachers actively participate in the WCC Moderation System, contributing to consistent and reliable assessment practices.
- Strengthen teacher confidence and capability through consistent engagement in high-quality moderation practices.
- Ensure reasonable adjustments are intentionally planned, clearly evident in all lessons, and accurately documented to support equitable access and positive learning outcomes for every student.
- Revise or develop unit plans to align to Version 9 of the Australian Curriculum, in line with the implementation schedule.

As a College, we will measure our evidence of impact through:

- Classroom - ↑ Student Engagement and ↓ Disruptions to Learning
- ↑ Proportion of students achieving a C or above
- ↑ Proportion of students achieving an A or B

- Senior Schooling – ATAR, QCE/QCIA attainment
- School Opinion Survey Data
- Student Engagement and Wellbeing Data

- Maximising Learning Days - ↑ Attendance and ↓SDAs
- Post school destinations