Annual Implementation Plan - 2021
Define Actions, Outcomes and Activities

Ballarat High School (7540)

Submitted for review by Gary Palmer (School Principal) on 11 December, 2020 at 01:07 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	By the end of 2021, the percentage of students with High or Medium NAPLAN Benchmark Growth (Years 7 to 9) for each of the factors will demonstrate: Reading to increase from 60% (2019) to 75% Writing to increase from 76% (2019) to 80% Numeracy to increase from 63% (2019) to 70% By the end of 2021 the percentage of year 9 students in the top two bands of NAPLAN will demonstrate: Reading from 14% (2019) to 20% Writing from 10% (2019) to 20% Numeracy from 13% (2019) to 18% By the end of 2021 the GAT Adjusted Leaning Gain (based on VASS Report 10 data) for all year 12 subjects will demonstrate: Learning gain greater than 0 to increase from 18.5% (2020) to 50% Learning gain greater than -2 to increase from 63% (2020) to 80% By the end of 2021 the VCAL completion rate will show improvement from 95% (2020) to 100% By the end of 2021 the School Staff Survey positive response percentages will demonstrate: Instructional Leadership from 33% (2020) to 50% Collective efficacy from 60% (2020) to 63% Collective responsibility from 72% (2020) to 75% Staff trust in colleagues from 61% (2020) to 65% Teacher Collaboration from 34% (2020) to 46% Academic Emphasis from 44% (2020) to 50% Guaranteed & Viable Curriculum from 47% (2020) to 55% By the end of 2021 the Student Attitudes to School Survey positive response percentages will demonstrate:

	Differentiated Learning Challenge from 62% (2020) to 67% Stimulating Learning from 61% (2020) to 66% Student Voice & Agency from 50% (2020) to 55% Self regulation & Goal Setting from 70% (2020) to 75% Teacher Concern from 44% (2020) to 55% School Connectedness from 62% (2020) to 67% By the end of 2021 the Parent opinion Survey positive response percentages will demonstrate: Teacher Communication from 64% (2020) to 70% Effective Teaching from 65% (2020) to 70% Student Motivation and Support from 61% (2020) to 66%	
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	
Actions	As a whole school embed PLCs structures and processes to support teacher collaboration and reflection to strengthen teaching practice and improve student outcomes. Establish consistent instructional practice across the school in the use of HITS through collaborative inquiry based PLC processes. Implementation of the 2021Tutor Initiative program and ensure connections with MYLNS, High Ability Students, Accelerated Reading Program, VCE/VCAL supports to ensure a coherent approach to catch-up and extension across the school.	
Outcomes	PLCs will meet to engage in reflective practice, evaluate and plan instruction, assessment and lessons, with an improved focus on student learning outcomes. Leaders will: 1. Communicate the PLC Vision "Learning Together So All Students Thrive" in all PLC documentation and meetings. 2. Communicate high expectations about the PLC program being a mindset. 3. Establish and communicate PLC structures across the school.	

	Teachers will: 1. Engage in regular collaboration about student learning using relevant data to inform the PLC inquiry cycle. 2. Use PLC time to evaluate the impact of teaching on student outcomes. 3. Use HITS to plan lessons and units. 4. Trial a range of improvement strategies linked to Interpreting explicit instruction. 5. Share reflections of interventions with their PLC team. Leaders, teachers, tutors, support staff, and the school community will share a common understanding of the mission and whole school plan that supports a strategic approach to catch-up and extension across the school. Leaders will: 1. Establish the mission goals and objectives for the learning extension and catch up program. 2. Design the program to support the tutors and extension initiative. 3. Ensure specific strategies are in place to support all students identified for intervention/support. 4. Prioritise strategic resourcing of TLIs. Teachers will: 1. Identify students for targeted academic support/intervention based on a range of data sets. 2. Work with identified students and tutors to co-construct specific learning goals in areas targeted for intervention/support, as per the students' IEP. 3. Select or adapt curriculum to be address and support the tutor with developing the IEP Students will: 1. All have an IEP with smart goals both short and long term co-constructed with teacher and tutor 2. Be able to articulate their learning goals as documented in their ILP.
Success Indicators	Leaders: 1. Term by term plans for PLC's & student catch up and extension supports 2. Monitor a central database of students receiving intervention. 2. Agenda's, minutes, presentations, PD day programs, professional readings. 4.Financial and organisational documents Teachers (and Tutors): 1. Curriculum documentation. 2.Teacher formative assessment data, teacher judgements, records & observations, PAT testing data, IEPs. 3. PLC teams agenda's, minutes, team norms.

	4. Data used to identify students for tailored supports. 5. Student work samples and artefacts. Students: 1. Progress against Individual Education plans. 2. PAT pre and post testing data, teacher observations and formative assessments.				

Activities and Milestones	Who	Is this a PL Priority	When	Budget	
Use assessment data - NAPLAN, PAT and Teacher Judgements - and moderation, for teaching discussions based on student data to target curriculum planning and differentiation	☑ All Staff ☑ Leadership Partners (DSSI) ☑ PLC Leaders ☑ School Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$14,000.00 ☑ Equity funding will be used	
Develop a common understanding of, and capacity to work as, effective Professional learning Communities.	☑ All Staff ☑ Leadership Partners (DSSI) ☑ PLC Leaders ☑ School Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Equity funding will be used	
establish norms and protocols for the effective running of PLC's	☑ All Staff ☑ Leadership Partners (DSSI) ☑ PLC Leaders ☑ School Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used	
PLC Leaders undertaking professional learning to support Instructional leaders who lead PLC	☑ PLC Leaders	☑ PLP Priority	from: Term 1	$0.00	

			to: Term 4	☐ Equity funding will be used
Complete the PLC Maturity Matrix self-evaluation each semester.	☑ All Staff	☑ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used
Implementation of a whole school plan that supports a coherent approach to catch-up and extension across the school.	☑ All Staff ☑ Assistant Principal ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$700,000.00 ☐ Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	Establish a whole school approach to social-emotional learning, belonging and engagement
Outcomes	Students, Teachers, Support Staff, Leaders and the school community will develop a common understanding of the whole school approach to wellbeing, including actioning the implementation of the BHS Mental Health Plan. All school staff will: 1. Deepen their knowledge around resilience - developing their capacity to support students - therefore reducing stress and improving their own wellbeing. 2. Model respectful and kind behaviour 3. Support all students to develop "upstander" behaviours Team Leaders will: 1. be better able to respond to student wellbeing issues Students will: 1. Will display "upstander" behaviours and show kindness and respect

Success Indicators	Whole school 1. Whole school mental health plan 2. Mental Health programs and workshops documentation 3. Whole school Goal in all staff PDP's 4. Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns. Staff Learning Mentor Implementation plans Students 1. Pre and post test data conducted during whole school Leaning Mentors 2. Student engagement in wellbeing programs 3. Data of counselling services accessed by students

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Team Leaders to complete a SafeMinds professional development program and deliver to all staff. Parents are offered online SafeMinds online	☑ Sub School Leader/s	☑ PLP Priority	from: Term 2 to: Term 2	$0.00 ☐ Equity funding will be used
HeadSpace in schools to deliver a 'Let's talk about it:Mental Health' program via workshops. to students and staff. Parents are offered online workshops.	☑ Student(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used
Whole school mental health promotion days aligned with identified area of need. National Action against bullying and violence, IDAHOBIT, RUOK, World Mental Health day, World Kindness day	☑ All Staff ☑ Student(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Mental Health First Aid. Facilitate training staff Mental Health champions in standard MHF with the aim to enhance staff wellbeing (application pending)	☑ All Staff	☑ PLP Priority	from: Term 2 to: Term 3	$20,000.00 ☐ Equity funding will be used

KIS 3 Building communities	Connected schools priority			
Actions	As a whole school, strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the new ways in which we connected during remote and flexible learning. Develop the Ballarat High School online google sites and classroom for all classes from year 7-12, and support staff to utilise compass and google suites. At a classroom level, teachers are using digital channels of communication to provide regular updates on student learning programs. Develop the term at a glance planners for parents and ensure that planners and all support materials or links are provided on compass.			
Outcomes	Teachers will have strong relationships and improve communication with students and parents/carers/kin via digital platforms including compass and google. Teachers will regularly use Google classroom and compass to communicate and support student learning programs. Learning Area Leaders will have an agreed plan for the dissemination of information to families - with subject learning planners uploaded for each term. Students will have increased agency in their learning and greater access to learning beyond the scheduled class time. Parents/carers/kin will have online access to the learning planners for every subject for the term, and student learning feedback and outcomes - strengthening their connection to the school and their child's learning.			
Success Indicators	Whole School 1. Whole School professional learning day program 2. All KLA's document curriculum digitally 3. New reporting process through Compass			

	4. Whole School Communications Policy Staff 1. Documentation on Compass and Google platforms 2. Face to face check ins and teachers' perceptions of student interest or confidence in digital learning tasks. 3. Pulse checks with parents carers and kin. Students 1. Access learning via google suites.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop staff capacity to use Compass and Google suite to support learning programs	☑ All Staff ☑ KLA Leader ☑ Leadership Partners (DSSI) ☑ Leadership Team ☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used
Redevelop our reporting process to strengthen communication with parents	☑ All Staff ☑ Leadership Partners (DSSI) ☑ Leadership Team ☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Key learning area staff develop a range of learning programs that can be accessed online.	☑ All Staff ☑ KLA Leader ☑ Leadership Partners (DSSI) ☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

	☑ Leading Teacher(s) ☑ Learning Specialist(s)			
Review BHS Communication Policy - including the use of Compass.	☑ All Staff ☑ Leadership Team	☐ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used