

Annual Implementation Plan - 2022

Define Actions, Outcomes and Activities

Ballarat High School (7540)



Submitted for review by Gary Palmer (School Principal) on 16 February, 2022 at 01:36 PM

Endorsed by Karen Howden-Clarnette (Senior Education Improvement Leader) on 21 February, 2022 at 04:53 PM

Endorsed by Richard Jones (School Council President) on 22 February, 2022 at 12:55 PM

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>																					
<p>12 Month Target 1.1</p>	<p><u>Learning</u></p> <p>1.1: To increase the percentage of year 9 students in the top two bands of Numeracy from 11% in 2021 to 17% in 2022. To increase the percentage of students with high growth in Numeracy Years 7-9 from 15% in 2021 to 18% in 2022 To increase the percentage of year 9 students in the top two bands of Reading from 13% in 2021 to 17% in 2022. To increase the percentage of students with high benchmark growth in Reading Years 7-9 from 22% in 2021 to 25% in 2022</p> <p>1.2 To increase the Adjusted learning Gain for all year 12 subjects, as identified in VASS Report 10 from 38% greater than 0 in 2021 to 50% in 2022. To increase the Adjusted learning Gain for all year 12 subjects, as identified in VASS Report 10 from 92% greater than -2 in 2021 to 100% in 2022.</p> <p>1.3 By 2022, the Staff Opinion Survey (SOS) positive responses percentages will show continuous Improvement</p> <table border="1" data-bbox="539 1077 1520 1209"> <thead> <tr> <th>SOS Factor</th> <th>2021 Benchmark</th> <th>2022 Target</th> </tr> </thead> <tbody> <tr> <td>Instructional leadership</td> <td>33%</td> <td>50%</td> </tr> <tr> <td>Collective Efficacy</td> <td>52%</td> <td>65%</td> </tr> <tr> <td>Teacher Collaboration</td> <td>28%</td> <td>60%</td> </tr> </tbody> </table> <p>1.3 By 2022, Attitudes to School Survey (AToS) positive responses percentages will show continuous Improvement</p> <table border="1" data-bbox="539 1310 1520 1409"> <thead> <tr> <th>AToS Factor</th> <th>2021 Benchmark</th> <th>2022 Target</th> </tr> </thead> <tbody> <tr> <td>Stimulating Learning</td> <td>51%</td> <td>70%</td> </tr> <tr> <td>Differentiated Learning</td> <td>53%</td> <td>70%</td> </tr> </tbody> </table>	SOS Factor	2021 Benchmark	2022 Target	Instructional leadership	33%	50%	Collective Efficacy	52%	65%	Teacher Collaboration	28%	60%	AToS Factor	2021 Benchmark	2022 Target	Stimulating Learning	51%	70%	Differentiated Learning	53%	70%
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Wellbeing

Target 1 By 2022, Attitudes to School Survey (AToS) positive responses percentages will show continuous Improvement

AToS Factor	2021 Benchmark	2022 Target
School Connectedness		
Whole School	49%	55%
Years 10-12	40%	50%
Respect for Diversity	41%	46%
(Not) experiencing bullying	84%	87%
Managing Bullying	51%	54%
Student Voice & Agency		
Whole School	38%	42%
Years 10-12	35%	40%

KIS 1 Priority 2022 Dimension

Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy

Actions

1. Embed the PLC model to continuously improve teacher practice through a collaborative inquiry process with a specific focus on increasing student growth
2. Use the DET Pedagogical Model to develop and implement our own whole school instructional model, including the visible use of High Impact Teaching Strategies to improve curriculum and pedagogical practices across the school

Outcomes

Whole School

- Students begin to understand how lessons are structured and how this supports their learning
- Teachers will confidently and accurately identify student learning needs of all of their students
- PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons

Classroom

- Teachers will provide students with the opportunity to work at their level using differentiated resources
- Teachers will provide regular feedback and monitor student progress using COMPASS

Individual

- Teachers and leaders will establish literacy and numeracy interventions

Success Indicators	<p>Whole School</p> <ul style="list-style-type: none"> • Student feedback on the instructional model, and use of HITS. • Classroom observations and learning walks demonstrating use of strategies from professional learning <p>Classroom</p> <ul style="list-style-type: none"> • Data walls indicating clearly student progress • Differentiated curriculum documents and evidence of student learning at different levels <p>Individual</p> <ul style="list-style-type: none"> • Progress against Individual Education Plans • Assessment data and student surveys from intervention groups 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Instructional Model</p> <ul style="list-style-type: none"> • Professional learning on DET Pedagogical Model & HITS • Establish Learning Innovations Team to assist in development and implementation of BHS instructional model • Use PLC Inquiry Process to understand the BHS instructional model and support staff to implement the BHS instructional model in their classrooms 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Peer Observation</p> <ul style="list-style-type: none"> • Trial and establish peer observation protocols and processes • All teachers will have an opportunity to undertake peer observations and coaching and receive feedback on instructional practice as part of the PLC process 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

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Literacy & Numeracy <ul style="list-style-type: none"> Establish a targeted literacy and numeracy program for students as part of the Implementation of TLI ensuring a connection with MYLNS, HABS, Y9 Reading, VCE/VCAL, to support student catch up and extension in the classroom and a formal Literacy & Numeracy Team, to lead this Professional learning to build staff knowledge to understand and implement Individual Education Plans (IEPs) Literacy and numeracy data, such as PAT & NAPLAN, is being used in the PLC Inquiry Cycle to improve individual growth 	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Curriculum & Assessment <ul style="list-style-type: none"> Guaranteed viable curriculum documented and reviewed collaboratively by all staff Assessment & Reporting Policy developed and implemented Professional learning on formative assessment and moderation Use Google classroom and Compass to improve communication and teaching and learning 	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	<ol style="list-style-type: none"> 1. Development and implementation of School Wide Positive Behavior Framework to create a positive and inclusive climate for learning 2. BHS Mental Health and Wellbeing Plans is put in place to support student wellbeing and inclusion
Outcomes	<p>Whole School</p> <ul style="list-style-type: none"> • Teachers will implement and model consistent routines • Teachers, leaders and the school community will share a common <p>Classroom</p> <ul style="list-style-type: none"> • Students will have strong relationships with peers/staff • Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use <p>Individual</p> <ul style="list-style-type: none"> • Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers • Relevant teachers and leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing
Success Indicators	<p>Whole School</p> <ul style="list-style-type: none"> • Observations of changes to classroom practices • Documentation of frameworks, policies or programs <p>Classroom</p> <ul style="list-style-type: none"> • Teacher reports of student wellbeing concerns • Documentation of resources for wellbeing programs <p>Individual</p> <ul style="list-style-type: none"> • Student engagement and assessment data • Documentation of strategies students will use in classes and at school

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>SWPBS</p> <ul style="list-style-type: none"> Develop an understanding within the school of the purpose and elements of SWPBS through staff professional development and school visits Form a SWPBS Team to develop an action plan for the implementation of SWPBS Begin implementation of SWPBS to support the building of a positive climate for learning Using data, identify the next stages of development in establishing curriculum to support SWPBS and to incorporate SWPBS into the school's instructional model Develop opportunities for student agency, engagement and leadership in the development of SWPBS 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	from: Term 1 to: Term 4	\$4,000 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>BHS Mental Health and Wellbeing Plan</p> <ul style="list-style-type: none"> Formulation & implementation of BHS Mental Health and Wellbeing Plan Professional learning to build staff capacity to notice and respond to signs of mental health distress Identifying students with emerging or acute wellbeing needs and referring, and counselled appropriately Promotion of mental health and wellbeing in the school community Develop opportunities for student agency and engagement to promote mental health and wellbeing in the school community 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	from: Term 1 to: Term 4	\$80,000 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Inclusion</p> <ul style="list-style-type: none"> Build staff capacity to implement inclusive teaching practices through utilizing available resources to support inclusion and wellbeing 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	from: Term 1 to: Term 4	\$130,000 <input type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> • Development of IEPs for all vulnerable students, to be visible on Compass • Organize opportunities for at risk students to participate in a range of tiered interventions and programs as appropriate 	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator			<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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