

Annual Implementation Plan - 2023

Define Actions, Outcomes and Activities

Ballarat High School (7540)



Submitted for review by Gary Palmer (School Principal) on 21 February, 2023 at 11:21 AM
Endorsed by Anne Gawith (Senior Education Improvement Leader) on 21 February, 2023 at 02:26 PM
Endorsed by Richard Jones (School Council President) on 14 March, 2023 at 09:37 AM

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<p>12 Month Target 1.1</p>	<p>Learning</p> <p>1.1 VCE Mean score:</p> <p>1.1.1 Improve the VCE mean All study from 29.4 in 2022 to 29.6 in 2023.</p> <p>1.1.2 Improve the English mean score from 26.7 in 2022 to 28 in 2023.</p> <p>1.1.3 Improve the percent of scores greater than 37 from 11.4% in 2022 to 12% in 2023.</p> <p>1.2 NAPLAN benchmark growth Year 9:</p> <p>1.2.1 Improve the percent of meeting and above benchmark growth in reading from 78% in 2021 to 80% in 2023.</p> <p>1.2.2 Improve the percent of meeting and above benchmark growth in writing from 79% in 2021 to 80% in 2023.</p> <p>1.2.3 Improve the percent of meeting and above benchmark growth in numeracy from 74% in 2021 to 76% in 2023.</p> <p>1.3 NAPLAN Top two bands Year 9:</p> <p>1.3.1 Improve the percent of students in the top two bands in reading from 21% in 2022 to 22% in 2023.</p> <p>1.3.2 Improve the percent of students in the top two bands in writing from 10% in 2022 to 13% in 2023.</p> <p>1.3.3 Improve the percent of students in the top two bands in numeracy from 15% in 2022 to 17% in 2023.</p> <p>1.3.4 Improve the percent of students maintained in top two bands in reading from 45% in 2021 to 51% in 2023.</p> <p>1.3.5 Improve the percent of students maintained in top two bands in writing from 32% in 2021 to 37% in 2023.</p> <p>1.3.6 Improve the percent of students maintained in top two bands in numeracy from 45% in 2021 to 51% in 2023.</p> <p>1.4 Attitudes of Students to School Survey 7–12:</p> <p>1.4.1 Improve the percent of positive endorsement in the measure of Stimulated Learning from 47% in 2022 to 55% in 2023.</p> <p>1.4.2 Improve the percent of positive endorsement in the measure of Differentiated learning challenge from 50% in 2022 to 57% in 2023.</p> <p>1.5 School Staff Survey</p> <p>1.5.1 Improve the percent of positive endorsement in the measure of Academic emphasis from 38% in 2022 to 46% in 2023.</p> <p>1.5.2 Improve the percent of positive endorsement in the measure of Instructional leadership from 44% in 2022 to 48% in 2023.</p> <p>1.5.3 Improve the percent of positive endorsement in the measure of Teacher collaboration from 47% in 2022 to 50% in 2023.</p> <p>1.5.4 Improve the percent of positive endorsement in the measure of Collective efficacy from 52% in 2022 to 56% in 2023.</p> <p>1.5.5 Improve the percent of positive endorsement in the measure of Guaranteed and viable curriculum from 47% in 2022 to 50% in 2023.</p>

	<p>2023. 1.5.6 Improve the percent of positive endorsement in the measure of Use student feedback to improve teaching practice from 49% in 2022 to 51% in 2023.</p> <p>Wellbeing</p> <p>2.1 Attitudes of Students to School Survey 7–12: 2.1.1 Improve the percent of positive endorsement in the measure of Sense of connectedness from 41% in 2022 to 55% in 2023. 2.1.2 Improve the percent of positive endorsement in the measure of Respect for diversity from 33% in 2022 to 47% in 2023. 2.1.3 Improve the percent of positive endorsement in the measure of Resilience (perseverance) from 47% in 2022 to 57% in 2023. 2.1.4 Improve the percent of positive endorsement in the measure of Teacher concern from 32% in 2022 to 43% in 2023. 2.1.5 Improve the percent of positive endorsement in the measure of Emotional awareness and regulation from 57% in 2022 to 64% by 2023.</p> <p>2.2 School Staff Survey: 2.2.1 Improve the percent of positive endorsement in the measure of Staff trust in colleagues from 62% in 2022 to 66 % in 2023. 2.2.2 Improve the percent of positive endorsement in the measure of Trust in students and parents from 47% in 2022 to 50% in 2023.</p>
<p>KIS 1.a Priority 2023 Dimension</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>
<p>Actions</p>	<p>1. Embed the BHS whole school instructional model and peer observation process to improve curriculum and pedagogical practices across the school 2. Develop the capacity of teachers to effectively design and implement quality formative and summative assessment techniques to assess and evaluate student learning growth.</p>
<p>Outcomes</p>	<p>Whole school: * A whole school Assessment and Reporting policy will be in place to guide assessment practices and processes * Teachers will confidently and accurately assess student learning growth and provide effective feedback. * Assessment processes will play key roles in teacher collaborative work in PLCs and faculties. * Teachers will confidently and consistently implement the BHS instructional model and use the peer observation process to develop their pedagogical practice and improve student outcomes * Students will understand how lessons are structured and how this supports their learning * A whole school Literacy & Numeracy Framework will be developed to support the introduction of the BHS Instructional Model</p>

	<p>Classroom: * Teachers will utilize a variety of assessment strategies to support assessment of student learning * Using the instructional model, teachers and students will have a common language to discuss learning</p> <p>Individual * Teachers will develop high level professional knowledge of assessment strategies and their application in support of improved student learning outcomes.</p>			
Success Indicators	<p>Whole school: * Student feedback on the Ballarat High School instructional model * Peer observation process embedded and other methods of feedback introduced * Effective formative and summative assessment strategies implemented to support evaluation of student learning growth. * Assessment and Reporting policy completed and implemented</p> <p>Classroom: * Assessment and feedback integrated into everyday classroom practices and structures</p> <p>Individual: * Progress as demonstrated through Compass assessment data</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Instructional Model <ul style="list-style-type: none"> Implementation of the BHS Instructional model across the school Professional learning for teachers provided to support implementation of the BHS IM Development of the BHS Teaching and Learning handbook Support faculties with continued documentation of GVC 	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <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>Assessment</p> <ul style="list-style-type: none"> • Implementation of Assessment & Reporting policy • Implementation of revised VCE Assessment processes in units 1 & 2 • Professional learning for teachers provided in relation to formative assessment • Support provided for faculties to implement moderation and authentication processes 	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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 / PIVOT feedback platform (student voice)</p> <ul style="list-style-type: none"> • Implementation of PIVOT student feedback platform across the school • Trialling of Learning Walks • Consolidation of Peer Observation processes 	<input checked="" type="checkbox"/> Assistant Principal <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	\$20,000.00 <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 1.b Priority 2023 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. Development and implementation of a Disability Inclusion action plan to support student wellbeing and inclusion
Outcomes	<p>Whole school:</p> <ul style="list-style-type: none"> * Teachers, leaders and the school community will share a common understanding of the SWPBS framework. * SWPBS matrices will be visible across the school * Professional learning for staff around wellbeing and inclusive practices <p>Classroom</p> <ul style="list-style-type: none"> * Students will have strong relationships with peers/staff * Teachers and leaders will establish agreed behaviour processes and procedures that staff can demonstrate in the school environment. * Develop staff capacity to utilise inclusive practices. * Support the sharing and development of SWPBS through the 'Learning and Wellbeing' program <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 * Process to identify and develop Individual Education Plan (IEP) for Tier 2 students
Success Indicators	<p>Whole School</p> <ul style="list-style-type: none"> * Observations of changes to classroom practices in line with SWPBS implementation. * Documentation of SWPBS and Inclusion frameworks, policies or programs. * Development and use of agreed Student Management process to support staff to work with students. <p>Classroom</p> <ul style="list-style-type: none"> * Teacher reports of student wellbeing and behavioural concerns * Positive classroom environment as evidenced by whole school behavioural data. * Documentation of resources for wellbeing programs

	Individual * Improved student engagement and assessment data * Documentation of strategies students will use in classes and at school are documented in an IEP * Evidence of teachers making reasonable changes to support inclusion			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
SWPBS * Continue building and embedding the seven essential elements of SWPBS through staff professional development with a focus on teaching expected behaviours, responding to inappropriate behaviours and encouraging behaviours. * Focus on developing an agreed Student Management process and support staff to develop a positive climate for learning. * Using data, identify the next stages of development in establishing curriculum to support SWPBS. * Develop opportunities for student agency, engagement and leadership in the development of SWPBS.	<input checked="" type="checkbox"/> Assistant Principal <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	\$8,000.00 <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
Inclusion Build staff capacity to implement inclusive teaching practices through utilizing available resources to support inclusion and wellbeing <ul style="list-style-type: none"> • Use peer observation and student voice (Pivot feedback tool) to build teacher capacity to differential learning for all students (Tier 1) • 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 • Implement support structures to improve teacher collaboration around IEP implementation 	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$130,000.00 <input type="checkbox"/> Equity funding will be used <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
--	--	--	--	---