

2025 Annual Implementation Plan

for improving student outcomes

Ballarat High School (7540)



Submitted for review by Stephen Fields (School Principal) on 19 December, 2024 at 11:49 AM
Endorsed by Anne Gawith (Senior Education Improvement Leader) on 20 February, 2025 at 09:09 AM

Select annual goals and KIS

| Four-year strategic goals | Is this selected for focus this year? | Four-year strategic targets | 12-month target |
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| Maximise learning growth and achievement for all students. | Yes | <p>NAPLAN benchmark growth Year 9:</p> <ul style="list-style-type: none"> • Improve the per cent of meeting and above benchmark growth in reading from 78 per cent in 2021 to 84 per cent by 2025. • Improve the per cent of meeting and above benchmark growth in writing from 79 per cent in 2021 to 84 per cent by 2025. • Improve the per cent of meeting and above benchmark growth in numeracy from 74 per cent in 2021 to 80 per cent by 2025 | <p>% of students with High or Medium relative growth NAPLAN Reading from 74% to 80%(Year 7 to 9)% of students with High or Medium relative growth NAPLAN Numeracy from 71% to 76%(Year 7 to 9)</p> |
| | | <p>VCE Mean score:</p> <ul style="list-style-type: none"> • Improve the VCE mean All study from 28.39 in 2021 to 30 by 2025. • Improve the English mean score from 26.25 in 2021 to 30 by 2025. • Improve the per cent of scores greater than 37 from 8.2 per cent in 2021 to 15 per cent by 2025. | <p>Improve the VCE mean All study from 28.39 in 2021 to 30 by 2025.Improve the English mean score from 26.25 in 2021 to 29 by 2025.Improve the per cent of scores greater than 37 from 8.2 per cent in 2021 to 12 per cent by 2025.% of VCE, VCE VM and VCAL certificate completions from 95% in 2023 to 97% in 2025</p> |
| | | <p>NAPLAN Top two bands Year 9:</p> <ul style="list-style-type: none"> • Improve the per cent of students in the top two bands in reading from 13 per cent in 2021 to 20 per cent by 2025. | <p>By 2026, reduce the number of NAS students in numeracy in Year 9 compared to the number of NAS students in 2024 from 19 to 12By</p> |

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| | | <ul style="list-style-type: none"> • Improve the per cent of students in the top two bands in writing from 8 per cent in 2021 to 17 per cent by 2025. • Improve the per cent of students in the top two bands in numeracy from 11 per cent in 2021 to 18 per cent by 2025. • Improve the per cent of students maintained in top two bands in reading from 45 per cent in 2021 to 55 per cent by 2025. • Improve the per cent of students maintained in top two bands in writing from 32 per cent in 2021 to 45 per cent by 2025. • Improve the per cent of students maintained in top two bands in numeracy from 45 per cent in 2021 to 55 per cent by 2025. | <p>2026, reduce the number of NAS students in reading in Year 9 compared to the number of NAS students in 2024 from 14 to 10 By 2026 no Aboriginal students are NAS in numeracy and 3 students are in S&E By 2026, increase the number of S&E students in numeracy in Year 9 and compared to the number of S&E students in 2024 from 118 to 132 By 2026, increase the number of S&E students in reading in Year 9 compared to the number of S&E students in 2024 from 103 to 112 By 2026 to ensure all 4 Aboriginal students in Year 9 (matched data) are in S&E for Reading</p> |
| | | <p>Attitudes of Students to School Survey 7–12:</p> <ul style="list-style-type: none"> • Improve the per cent of positive endorsement in the measure of Stimulated Learning from 51 per cent in 2021 to 60 per cent by 2025. • Improve the per cent of positive endorsement in the measure of Differentiated learning challenge from 53 per cent in 2021 to 62 per cent by 2025. | <p>Improve the per cent of positive endorsement in the measure of Stimulated Learning from 60 per cent in 2024 to 65 per cent by 2025. Improve the per cent of positive endorsement in the measure of Differentiated learning challenge from 58 per cent in 2024 to 62 per cent by 2025.</p> |
| | | <p>School Staff Survey:</p> <ul style="list-style-type: none"> • Improve the per cent of positive endorsement in the measure of Academic emphasis from 38 per cent in 2021 to 50 per cent by 2025. • Improve the per cent of positive endorsement in the measure of Instructional leadership from 33 per cent in 2021 to 46 per cent by 2025. | <p>Improve the per cent of positive endorsement in the measure of Academic emphasis from 35 per cent in 2024 to 50 per cent by 2025. Improve the per cent of positive endorsement in the measure of Instructional leadership from 39 per</p> |

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| | | <ul style="list-style-type: none"> • Improve the per cent of positive endorsement in the measure of Teacher collaboration from 28 per cent in 2021 to 50 per cent by 2025. • Improve the per cent of positive endorsement in the measure of Collective efficacy from 52 per cent in 2021 to 60 per cent by 2025. • Improve the per cent of positive endorsement in the measure of Guaranteed and viable curriculum from 42 per cent in 2021 to 60 per cent by 2025. • Improve the per cent of positive endorsement in the measure of Use student feedback to improve teaching practice from 38 per cent in 2021 to 55 per cent by 2025. | cent in 2024 to 46 per cent by 2025.Improve the per cent of positive endorsement in the measure of Teacher collaboration from 48 per cent in 2021 to 55 per cent by 2025.Improve the per cent of positive endorsement in the measure of Collective efficacy from 47 per cent in 2024 to 56 per cent by 2025. |
| Optimise the social and emotional wellbeing and resilience of every student | Yes | Attitudes of Students to School Survey 7–12: <ul style="list-style-type: none"> • Improve the per cent of positive endorsement in the measure of Sense of connectedness from 49 per cent in 2021 to 61 per cent by 2025. • Improve the per cent of positive endorsement in the measure of Respect for diversity from 41 per cent in 2021 to 54 per cent by 2025. • Improve the per cent of positive endorsement in the measure of Resilience (perseverance) from 53 per cent in 2021 to 61 per cent by 2025. • Improve the per cent of positive endorsement in the measure of Teacher concern from 37 per cent in 2021 to 50 per cent by 2025. • Improve the per cent of positive endorsement in the measure of Emotional awareness and regulation from 61 per cent in 2021 to 67 per cent by 2025. | Improve the per cent of positive endorsement in the measure of Sense of connectedness from 49 per cent in 2021 to 61 per cent by 2025.Improve the per cent of positive endorsement in the measure of Respect for diversity from 41 per cent in 2021 to 54 per cent by 2025.Decrease the % of students with 20 or more absent days from 46% in 2024 to 42% in 2025.Decrease the % of Aboriginal students with 20 or more absent days from 56% in 2024 to 46% in 2025 |
| | | School Staff Survey: | Improve the per cent of positive endorsement in the measure of Staff |

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| | | <ul style="list-style-type: none"> • Improve the per cent of positive endorsement in the measure of Staff trust in colleagues from 55 per cent in 2021 to 70 per cent by 2025. • Improve the per cent of positive endorsement in the measure of Trust in students and parents from 43 per cent in 2021 to 51 per cent by 2025. | <p>trust in colleagues from 63 per cent in 2024 to 74 per cent by 2025</p> <p>Parent/Carer/Guardian Survey: Increase positive endorsement for school communication from 65% in 2024 to 73% in 2025. Increase positive endorsement for s parent participation and involvement from 51% in 2024 to 58% in 2025.</p> |
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| Goal 1 | Maximise learning growth and achievement for all students. |
| 12-month target 1.1 | <p>% of students with High or Medium relative growth NAPLAN Reading from 74% to 80% (Year 7 to 9)</p> <p>% of students with High or Medium relative growth NAPLAN Numeracy from 71% to 76% (Year 7 to 9)</p> |
| 12-month target 1.2 | <p>Improve the VCE mean All study from 28.39 in 2021 to 30 by 2025.</p> <p>Improve the English mean score from 26.25 in 2021 to 29 by 2025.</p> <p>Improve the per cent of scores greater than 37 from 8.2 per cent in 2021 to 12 per cent by 2025.</p> <p>% of VCE, VCE VM and VCAL certificate completions from 95% in 2023 to 97% in 2025</p> |
| 12-month target 1.3 | <p>By 2026, reduce the number of NAS students in numeracy in Year 9 compared to the number of NAS students in 2024 from 19 to 12</p> <p>By 2026, reduce the number of NAS students in reading in Year 9 compared to the number of NAS students in 2024 from 14 to 10</p> |

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| | <p>By 2026 no Aboriginal students are NAS in numeracy and 3 students are in S&E</p> <p>By 2026, increase the number of S&E students in numeracy in Year 9 and compared to the number of S&E students in 2024 from 118 to 132</p> <p>By 2026, increase the number of S&E students in reading in Year 9 compared to the number of S&E students in 2024 from 103 to 112</p> <p>By 2026 to ensure all 4 Aboriginal students in Year 9 (matched data) are in S&E for Reading</p> | |
| 12-month target 1.4 | <p>Improve the per cent of positive endorsement in the measure of Stimulated Learning from 60 per cent in 2024 to 65 per cent by 2025.</p> <p>Improve the per cent of positive endorsement in the measure of Differentiated learning challenge from 58 per cent in 2024 to 62 per cent by 2025.</p> | |
| 12-month target 1.5 | <p>Improve the per cent of positive endorsement in the measure of Academic emphasis from 35 per cent in 2024 to 50 per cent by 2025.</p> <p>Improve the per cent of positive endorsement in the measure of Instructional leadership from 39 per cent in 2024 to 46 per cent by 2025.</p> <p>Improve the per cent of positive endorsement in the measure of Teacher collaboration from 48 per cent in 2021 to 55 per cent by 2025.</p> <p>Improve the per cent of positive endorsement in the measure of Collective efficacy from 47 per cent in 2024 to 56 per cent by 2025.</p> | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1.a Teaching and learning | Embed a whole school instructional model that enables effective differentiation through the integration of assessment, a guaranteed and viable curriculum and evidence informed pedagogical practice. | Yes |

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| KIS 1.b Leadership | Develop the capacity of all staff and leadership to embed a culture of high expectations, shared values and trust. | Yes |
| KIS 1.c Leadership | Embed sustainable routines for teacher collaboration and professional development, underpinned by robust implementation practices to ensure school improvement initiatives are embedded. | Yes |
| KIS 1.d Assessment | Develop the capacity of teachers to effectively design and implement quality formative and summative assessment techniques to assess students' knowledge of the curriculum and progress against the achievement standards. | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | The Numeracy and Reading goals have been adjusted to reflect changes in proficiency levels and address the need for improved growth for our students between Year 7 and Year 9. Additionally, the focus on ensuring that First Nations students experience improved outcomes reflects our Network commitment to work together to secure equity for all students. All other elements of this KIS are consistent with our SSP. | |
| Goal 2 | Optimise the social and emotional wellbeing and resilience of every student | |
| 12-month target 2.1 | <p>Improve the per cent of positive endorsement in the measure of Sense of connectedness from 49 per cent in 2021 to 61 per cent by 2025.</p> <p>Improve the per cent of positive endorsement in the measure of Respect for diversity from 41 per cent in 2021 to 54 per cent by 2025.</p> <p>Decrease the % of students with 20 or more absent days from 46% in 2024 to 42% in 2025.</p> <p>Decrease the % of Aboriginal students with 20 or more absent days from 56% in 2024 to 46% in 2025</p> | |
| 12-month target 2.2 | <p>Improve the per cent of positive endorsement in the measure of Staff trust in colleagues from 63 per cent in 2024 to 74 per cent by 2025</p> <p>Parent/Carer/Guardian Survey: Increase positive endorsement for school communication from 65% in 2024 to 73%</p> | |

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| | in 2025. Increase positive endorsement for s parent participation and involvement from 51% in 2024 to 58% in 2025. | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 2.a Leadership | Embed a school culture that celebrates diversity, enables inclusion, promotes cultural awareness and safety and addresses discrimination and racism to promote respectful and inclusive attitudes, behaviours and practices. | Yes |
| KIS 2.b Support and resources | Develop and embed tiered systems of support to meet the diverse wellbeing and learning needs and enable every student to develop the social, emotional wellbeing and resilience capabilities to thrive. | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | Our KIS is in direct response to AtoSS data, Staff Opinion Survey data, SWPBS data, attendance tracking and the forum feedback that we have received from our students and staff over the course of the last 6 months. All other elements of this KIS are consistent with our SSP. | |

Define actions, outcomes, success indicators and activities

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| Goal 1 | Maximise learning growth and achievement for all students. |
| 12-month target 1.1 | <p>% of students with High or Medium relative growth NAPLAN Reading from 74% to 80% (Year 7 to 9)</p> <p>% of students with High or Medium relative growth NAPLAN Numeracy from 71% to 76% (Year 7 to 9)</p> |
| 12-month target 1.2 | <p>Improve the VCE mean All study from 28.39 in 2021 to 30 by 2025.</p> <p>Improve the English mean score from 26.25 in 2021 to 29 by 2025.</p> <p>Improve the per cent of scores greater than 37 from 8.2 per cent in 2021 to 12 per cent by 2025.</p> <p>% of VCE, VCE VM and VCAL certificate completions from 95% in 2023 to 97% in 2025</p> |
| 12-month target 1.3 | <p>By 2026, reduce the number of NAS students in numeracy in Year 9 compared to the number of NAS students in 2024 from 19 to 12</p> <p>By 2026, reduce the number of NAS students in reading in Year 9 compared to the number of NAS students in 2024 from 14 to 10</p> <p>By 2026 no Aboriginal students are NAS in numeracy and 3 students are in S&E</p> <p>By 2026, increase the number of S&E students in numeracy in Year 9 and compared to the number of S&E students in 2024 from 118 to 132</p> <p>By 2026, increase the number of S&E students in reading in Year 9 compared to the number of S&E students in 2024 from 103 to 112</p> <p>By 2026 to ensure all 4 Aboriginal students in Year 9 (matched data) are in S&E for Reading</p> |

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| <p>12-month target 1.4</p> | <p>Improve the per cent of positive endorsement in the measure of Stimulated Learning from 60 per cent in 2024 to 65 per cent by 2025.</p> <p>Improve the per cent of positive endorsement in the measure of Differentiated learning challenge from 58 per cent in 2024 to 62 per cent by 2025.</p> |
| <p>12-month target 1.5</p> | <p>Improve the per cent of positive endorsement in the measure of Academic emphasis from 35 per cent in 2024 to 50 per cent by 2025.</p> <p>Improve the per cent of positive endorsement in the measure of Instructional leadership from 39 per cent in 2024 to 46 per cent by 2025.</p> <p>Improve the per cent of positive endorsement in the measure of Teacher collaboration from 48 per cent in 2021 to 55 per cent by 2025.</p> <p>Improve the per cent of positive endorsement in the measure of Collective efficacy from 47 per cent in 2024 to 56 per cent by 2025.</p> |
| <p>KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> | <p>Embed a whole school instructional model that enables effective differentiation through the integration of assessment, a guaranteed and viable curriculum and evidence informed pedagogical practice.</p> |
| <p>Actions</p> | <ol style="list-style-type: none"> 1. Embedding the "build" phase of the IMBHS instructional model via the introduction of the BHS Instructional Playbook and teaching sprints 2. Whole school professional learning focusing on link between Science of Learning theory and the VTLM 2.0, cognitive load theory, checking for understanding and responsive teaching, supported by PLC inquiry cycles 3. Completion of curriculum documentation incorporating Victorian Curriculum 2.0 with skills and knowledge development mapped. |

| Outcomes | <p>Students: Students respond to teacher feedback to improve their assessment results and maximise learning growth Students provide feedback to teachers via PIVOT, AtoSS and student forums</p> <p>Teachers: Teachers will analyse data and use data to inform their teaching practice and improve student outcomes Teachers will participate in wholeschool professional learning, teaching sprints and PLCs centred on checking for understanding and responsive teaching, as part of IMBHS instructional model implementation Teachers will reflect on their professional practice through a variety of mechanisms including peer observations, learning walks and PIVOT student feedback</p> <p>Leaders: Leaders will implement the 2025 Ballarat High School Professional Learning Plan Leaders will facilitate Subschool Data Professional Learning Meetings twice a term</p> | | | |
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| Success Indicators | <p>PLC inquiries, peer observations, learning walks and student perception data will indicate that staff are successfully embedding the build phase of the IMBHS instructional model PAT data growth School Staff Survey - Teaching & Learning (Evaluation) - Use Evidence to Inform Teaching Practice AtoSS - Effective Teaching Practice for Cognitive Engagement - Effective Teaching time</p> | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Completion of wholeschool curriculum review and curriculum documentation | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> KLA leader | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| Ongoing provision of professional learning to embed BHS Instructional Model, focusing on cognitive load theory, checking for understanding and responsive teaching | <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 | \$114,223.56 <input checked="" type="checkbox"/> Equity funding will be used |

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| Reflective practices for staff including peer observation, learning walks and PIVOT student feedback data collection | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Develop the capacity of all staff and leadership to embed a culture of high expectations, shared values and trust. | | | |
| Actions | <ol style="list-style-type: none"> 1. Implementation of regular sub-school data professional learning meetings 2. Establishing new Year 7 Program with a targeted focus on improving literacy and numeracy outcomes 3. Consistent application of evidence informed learning routines to support all students in the classroom | | | |
| Outcomes | <p>Students</p> <p>Actively involved in all stages of the lesson with teachers targeting each student at their point of need</p> <p>Able, with increasing confidence, to discuss their learning showing an increased understanding of what they have to do to improve</p> <p>Teachers</p> <p>Increased confidence in using responsive teaching techniques to target students at their point of need</p> <p>Create calm and supportive classrooms so that students are able to focus upon their learning and lessons are taught without disruptions</p> <p>Leaders</p> <p>Facilitate increased staff confidence in using learning and observational data to identify barriers to learning and provide solutions to address concerns</p> <p>Build trust within teams through transparent use of data to increase staff capacity</p> | | | |
| Success Indicators | Learning Walk data Student forums | | | |

| | SWPBS data Staff feedback AtoSS Staff Survey PIVOT data | | | |
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| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Planning and implementation of year 7 program changes including curriculum, structure, facilities and staffing changes. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Implementation of sub-school data professional learning meetings for each sub-school. Delivery of action based professional learning for staff in the use of data tools. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| Provide professional learning for teaching staff to support the development and effective implementation of consistent routines and rituals across the school. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 2 | \$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| KIS 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, | Embed sustainable routines for teacher collaboration and professional development, underpinned by robust implementation practices to ensure school improvement initiatives are embedded. | | | |

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| safe and orderly learning environment | | | | |
| Actions | Professional learning plan embedded, with clear evidenced based rationale and capacity to capture best practice within the BHS Playbook, so that practice is informed by Science of Learning research as reflected within our instructional model and introduction of the VTLM 2.0 Introduction of regular sub-school data meetings focusing on students' readiness and capacity to learn to support teacher collective action into addressing the barriers to growth. | | | |
| Outcomes | Students Will be able to discuss, with increasing confidence and authority, what, how and why they are learning. Will be able to self-regulate within lessons and access the support provided by teachers and ES staff. Teachers Will routinely analyse student learning data to increase collective efficacy on an individual and team basis Will develop increasing confidence and capacity in using responsive teaching techniques and strategies to check for understanding and respond to student needs Leaders Will facilitate professional learning through evidence informed and data driven leadership to increase staff confidence and capacity Will ensure staff practice is celebrated and their evaluation of student data is a key element in adapting the strategic direction of the school to challenge all stakeholders at their point of need | | | |
| Success Indicators | Routine collection, sharing and evaluation of Learning Walk data Student feedback and forums Staff feedback and forums Student growth data AtoSS data Staff Survey data | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Implementation of the BHS Professional Learning plan through structural and targeted professional learning sessions. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 | \$0.00 |

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| | <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal | | to: Term 4 | |
| Regular Data Professional Learning meetings to identify barriers and enablers to student learning. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| KIS 1.d Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Develop the capacity of teachers to effectively design and implement quality formative and summative assessment techniques to assess students' knowledge of the curriculum and progress against the achievement standards. | | | |
| Actions | 1. Continue to develop the capacity of teachers to effectively design and implement quality learning progressions 2. Continue to design and implement developmental rubrics ready for whole school implementation in 2026 3. Provide professional learning at faculty level to implement effective moderation processes to build consistency in teacher judgement | | | |
| Outcomes | Students Students can use developmental rubrics formatively and with increased confidence to support their own learning and the learning of their peers Students know what good growth looks like and can use a range of strategies to drive their own progress Teachers Teachers understand developmental progression points and can use a range of formative strategies to challenge students at their point of need Teacher judgement and assessment/moderation/feedback practice shows increased confidence and accuracy in determining student achievement leading to improved growth | | | |

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| Success Indicators | Learning Walk data Student forums Teacher Judgement NAPLAN Staff feedback AtoSS Staff Survey PIVOT data | | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams | |
| Ongoing professional learning for staff to support their understanding and application of learning progressions and developmental rubrics. This will include activities at professional learning days but also through targeted support | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 | |
| Preparatory work for Victorian Curriculum 2 implementation, including curriculum mapping and documentation, to incorporate formative and developmental assessment approaches. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 | |
| Reflective practices for staff to include assessment reflection including peer observation, learning walks and PIVOT student feedback data collection. Utilising faculties and PLCs to reflect on that data. | <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 | |
| Goal 2 | Optimise the social and emotional wellbeing and resilience of every student | | | | |
| 12-month target 2.1 | Improve the per cent of positive endorsement in the measure of Sense of connectedness from 49 per cent in 2021 to 61 per cent by 2025. Improve the per cent of positive endorsement in the measure of Respect for diversity from 41 per cent in 2021 to 54 per cent by 2025. | | | | |

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| | <p>Decrease the % of students with 20 or more absent days from 46% in 2024 to 42% in 2025.</p> <p>Decrease the % of Aboriginal students with 20 or more absent days from 56% in 2024 to 46% in 2025</p> |
| 12-month target 2.2 | <p>Improve the per cent of positive endorsement in the measure of Staff trust in colleagues from 63 per cent in 2024 to 74 per cent by 2025</p> <p>Parent/Carer/Guardian Survey: Increase positive endorsement for school communication from 65% in 2024 to 73% in 2025. Increase positive endorsement for s parent participation and involvement from 51% in 2024 to 58% in 2025.</p> |
| <p>KIS 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p> | <p>Embed a school culture that celebrates diversity, enables inclusion, promotes cultural awareness and safety and addresses discrimination and racism to promote respectful and inclusive attitudes, behaviours and practices.</p> |
| Actions | <ol style="list-style-type: none"> 1. Embedding Positive Classroom Management Strategies to support implementation of SWPBS 2. Review responses to behaviour, including developing clear responses to ongoing harassment and bullying, with a focus on education and developing student social and emotional learning 3. Development of a yearly whole school Wellbeing Plan that outlines events and activities for students and staff that promote respectful and inclusive attitudes, behaviours and practices. |
| Outcomes | <p>Students Students are able to focus and engage with their learning due to consistent evidence informed strategies implemented by staff members at BHS Students look forward to coming to school and tell us that teachers create and maintain calm and orderly classrooms Teachers</p> |

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| | <p>Teachers activate learning for all students by creating and maintaining calm and orderly classrooms through the consistent and effective implementation of evidence based routines and practice Teachers are able to differentiate and adapt their teaching based on the effective use of formative assessment practices within responsive teaching/checking for understanding Leaders Leaders are able to tailor support for staff based on their professional needs to ensure that all teachers experience increased mastery Leaders co-construct, implement, monitor and evaluate a multi-tiered approach to addressing student engagement so that staff are able to teach in calm and orderly classrooms</p> | | | |
| Success Indicators | <p>Learning Walk data Student forums SWPBS data Staff feedback AtoSS Staff Survey PIVOT data Attendance data</p> | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Whole school professional learning day that provides staff with evidence informed practice that will be codeveloped to ensure consistent Positive Classroom Management Strategies. | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Sub school leader/s | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Data meetings focusing on behaviour tracking/student feedback to support staff in refining agreed routines/SWPBS strategies to increase student engagement in learning and capacity to self-regulate. | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Team leader(s) <input checked="" type="checkbox"/> Wellbeing team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$200,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |

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| <p>Development, implementation and evaluation of Tier 1, 2 & 3 Years 7-12 Wellbeing interventions that draw upon Respectful Relationships, Health Promoting Schools Framework - Achievement Program & SWPBS that address student needs at a cohort, group and student level through increasing staff capacity.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Team leader(s) <input checked="" type="checkbox"/> Wellbeing team | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority | <p>from: Term 1 to: Term 4</p> | <p>\$149,020.38</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <p>KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p> | <p>Develop and embed tiered systems of support to meet the diverse wellbeing and learning needs and enable every student to develop the social, emotional wellbeing and resilience capabilities to thrive.</p> | | | |
| <p>Actions</p> | <ol style="list-style-type: none"> 1. Develop, embed, monitor and evaluate a multi-tiered and responsive engagement program that ensures that all students are connected to an appropriate pathway that enables them to achieve and experience success 2. Develop, embed, monitor and evaluate attendance/engagement process that connects students to appropriate pathways. | | | |
| <p>Outcomes</p> | <p>Students All students access an appropriate pathway that ensures that they attend and have a sense of connection to BHS Students can discuss their own and their peers mental health and wellbeing needs and have increased confidence identifying and addressing attitudes or behaviours of concern that do not reflect our school values</p> <p>Teachers Teachers can respond to student needs and plan for learning and experiences that support emotional and social development and growth Teachers can create positive relationships with their students and through their increase the number of students who feel connected and engaged with their learning and school</p> <p>Leaders Leaders can effectively synthesise data sources to provide clear indication of need so that all staff can co-develop and implement strategies that increase engagement and connection</p> | | | |

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| | Leaders can work with productively with families so that all students are connected with the school and are engaged with their pathway | | | |
| Success Indicators | Learning Walk data Student forums Attendance data Staff feedback AtoSS Staff Survey PIVOT data | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Attendance tracking and engagement process developed and embedded to ensure that all students stay connected to the school through targeted interventions codeveloped within regular meetings/SSGs. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Team leader(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$237,848.96 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| Year 9-12 Pathway program developed and implemented to ensure that all students are mentored so that they access a diverse range of opportunities throughout the school year leading to increased numbers of students engaged in accredited courses. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Leading teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |

Professional learning plan

| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
|--|--|----------------------------|--|---|--|---|
| Completion of wholeschool curriculum review and curriculum documentation | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> KLA leader | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Numeracy leader | <input checked="" type="checkbox"/> On-site |
| Ongoing provision of professional learning to embed BHS Instructional Model, focusing on cognitive load theory, checking for understanding and responsive teaching | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team | <input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting <input checked="" type="checkbox"/> Regional leadership conferences | <input checked="" type="checkbox"/> Departmental resources VTLM 2.0 <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| Reflective practices for staff including peer observation, learning | <input checked="" type="checkbox"/> Assistant principal | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative inquiry/action research team | <input checked="" type="checkbox"/> PLC/PLT meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |

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| walks and PIVOT student feedback data collection | <input checked="" type="checkbox"/> Learning specialist(s) | | <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection | | | |
| Implementation of sub-school data professional learning meetings for each sub-school. Delivery of action based professional learning for staff in the use of data tools. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative inquiry/action research team | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Numeracy leader | <input checked="" type="checkbox"/> On-site |
| Provide professional learning for teaching staff to support the development and effective implementation of consistent routines and rituals across the school. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) | from: Term 1 to: Term 2 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation | <input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Regular Data Professional Learning meetings to identify barriers and enablers to student learning. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |

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| | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal | | | | | |
| <p>Ongoing professional learning for staff to support their understanding and application of learning progressions and developmental rubrics. This will include activities at professional learning days but also through targeted support</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s) | <p>from: Term 1 to: Term 4</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative inquiry/action research team | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Departmental resources <p>Developmental assessment resources</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site |
| <p>Preparatory work for Victorian Curriculum 2 implementation, including curriculum mapping and documentation, to incorporate formative and developmental assessment approaches.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s) | <p>from: Term 1 to: Term 4</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources <p>Victorian Curriculum support resources</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site |

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| Reflective practices for staff to include assessment reflection including peer observation, learning walks and PIVOT student feedback data collection. Utilising faculties and PLCs to reflect on that data. | <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection | <input checked="" type="checkbox"/> PLC/PLT meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Whole school professional learning day that provides staff with evidence informed practice that will be codeveloped to ensure consistent Positive Classroom Management Strategies. | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Sub school leader/s | from: Term 1 to: Term 1 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team | <input checked="" type="checkbox"/> Professional practice day | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Data meetings focusing on behaviour tracking/student feedback to support staff in refining agreed routines/SWPBS strategies to increase student engagement in learning and capacity to self-regulate. | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Team leader(s) <input checked="" type="checkbox"/> Wellbeing team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Respectful Relationships SWPBS <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning | <input checked="" type="checkbox"/> On-site |
| Development, implementation and | <input checked="" type="checkbox"/> All staff | from: Term 1 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation | <input checked="" type="checkbox"/> Whole school pupil free day | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |

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| <p>evaluation of Tier 1, 2 & 3 Years 7-12 Wellbeing interventions that draw upon Respectful Relationships, Health Promoting Schools Framework - Achievement Program & SWPBS that address student needs at a cohort, group and student level through increasing staff capacity.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Team leader(s) <input checked="" type="checkbox"/> Wellbeing team | <p>to: Term 4</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student voice, including input and feedback | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | | |
|--|---|-----------------------|---|---|--|--|