

2024 Annual Implementation Plan

for improving student outcomes

Box Hill High School (7635)



Submitted for review by Kellie Ind (School Principal) on 18 January, 2024 at 11:59 AM

Endorsed by Eva McMaster (Senior Education Improvement Leader) on 19 January, 2024 at 11:56 AM

Endorsed by Kaajal Fox (School Council President) on 26 February, 2024 at 09:17 AM

Our Vision, Purpose, and Values

Box Hill High School is a learning community that fosters resilience, a passion for lifelong development and a commitment to impacting the world in positive ways.

Our Purpose

- to ensure an inclusive safe community where students and staff are respectful to each other
- to collaborate to set and achieve challenging learning goals to create an environment where everyone can flourish
- to equip students with the skills to be resilient and passionate life-long learners
- to respect and consider student voice in the classroom and wider school community
- to demonstrate school pride in the way we present and conduct ourselves
- to develop and nurture students who are ethical, think critically and can contribute as global citizens.

Our School Values

Respect: We show respect for other members of our school community in the way we treat others and consider the perspectives of others. Fostering a sense of belonging, we value and support diversity and build a positive and safe environment.

Creativity: We celebrate creativity in all its forms, providing opportunities for students to explore what is possible for them and the world. We nurture innovation and curiosity by encouraging students to develop original ideas and processes.

Resilience: We strive to develop resilient individuals who are able to achieve in different situations and cope with challenges. We build the confidence to solve problems and connect failure to learning. We promote positive education to build skills for a strong mind and healthy body.

Growth: We believe all students can learn and grow. We approach the world with a growth mindset in order to become adaptive and autonomous learners. Through active participation and developing skills of self-regulation growth can be achieved. We strive to be our best.

Self-evaluation summary - 2024

Box Hill High School (7635)

	FISO 2.0 dimensions	Self-evaluation level
Leadership	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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set
To optimise literacy and numeracy outcomes for all students	Yes	By 2026, increase the percentage of Year 9 students in the top two NAPLAN bands: <ul style="list-style-type: none"> • Reading from 41% (2022) to 52% • Writing from 26% (2022) to 30% • Numeracy from 46% (2021) to 60% 	Reading - 40% exceeding Writing - 28% exceeding Numeracy - 40% exceeding
		By 2026, increase the VCE study score mean for: <ul style="list-style-type: none"> • English from 31.24 in 2021 to 32 • English Language from 32.41 in 2021 to 32.5 • English as Additional Language from 31.81 in 2021 to 32 • English Literature from 31.64 in 2021 to 32 	Eng - 31.5 English Lang – 33 EAL – 32 Eng Lit - 32
		By 2026, increase the VCE all school Study Score Mean from 31.74 in 2021 to 32	Study Score Mean - 31.8
		By 2026, increase the percentage of students with VCE Study Scores of 40 or more from 9% (2021) to 12%	10% of students with VCE Study Scores of 40 or more
		By 2026, increase the percentage positive endorsement in the School Staff Survey for the following measure: <ul style="list-style-type: none"> • <i>Teacher collaboration</i> in the School Climate module from 33% (2021) to 48% 	Teacher Collaboration in School Climate module - 65% positive endorsement

To empower students to have greater agency in their learning	Yes	By 2026, increase the percent positive responses score on Attitudes to School Survey (AtoSS) for the following factors: <ul style="list-style-type: none"> • <i>Student Voice and Agency</i> in the Social engagement module from 44% (2022) to 55% • <i>Self-regulation and goal setting</i> in the Learner characteristics and disposition module from 62% (2022) to 68% 	AtoSS: Student voice and Agency - 48% positive response AtoSS: Self-regulation and goal-setting - 65% positive response
		By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for <i>Student voice and Agency</i> from 67% (2021) to 75%	Parent Opinion Survey: Student voice and Agency - 72% positive response
		By 2026, increase the percentage positive endorsement in the School Staff Survey for <i>Academic Emphasis</i> from 68% (2021) to 76%	School Staff Survey: Academic Emphasis - 68% positive endorsement
To further develop and embed a positive wellbeing and engagement culture for all students	Yes	By 2026, increase the percent positive responses score on AtoSS for the following factors: <ul style="list-style-type: none"> • <i>Sense of connectedness</i> in the Social engagement module from 61% (2022) to 70% • <i>Teacher concern</i> in the Teacher-student relations module from 37% (2022) to 45% 	Sense of connectedness - 60% positive response Teacher concern - 40% positive response
		By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for all the factors in the Safety module from 78% (2021) to 85%	Parent Opinion Survey: Safety module - 80% positive endorsement

Goal 2	To optimise literacy and numeracy outcomes for all students	
12-month target 2.1-month target	Reading – 40% exceeding Writing – 28% exceeding Numeracy – 40% exceeding	
12-month target 2.2-month target	Eng - 31.5 English Lang - 33 EAL - 32 Eng Lit - 32	
12-month target 2.3-month target	Study Score Mean - 31.8	
12-month target 2.4-month target	10% of students with VCE Study Scores of 40 or more	
12-month target 2.5-month target	Teacher Collaboration in School Climate module - 65% positive endorsement	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.b Assessment	Utilise Professional Learning Communities to further develop teacher knowledge and instructional practice to differentiate student learning to their point of need	Yes
KIS 2.c Teaching and learning	To develop and implement whole school strategies for Writing and Numeracy and further embed the whole school reading strategy in all classes	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	KIS2.b 2023 Attitudes to School Survey (AToSS) data indicates a decline in stimulated learning and differentiated learning challenge and the student voice and agency measure has not increased from 2022 to 2023. Staff survey data also indicated a decline in academic emphasis to 59%. This result could reflect the 2022 and 2023 focus on establishing clear and consistent classroom behaviour expectations as a priority in the classroom but also indicates a continued need to develop teacher knowledge and instructional practice to differentiate student learning to their point of need, and to ensure that there is an explicit focus on high expectations for student learning outcomes. This is especially in light of the significant number of early career teachers and new teachers joining the school over the last three years.	

	<p>The Staff Survey results however indicated a significant increase in positive attitudes towards teacher collaboration in 2023, indicating a preparedness to utilise PLCs to drive this improvement. This presents a very good opportunity to utilise the time in PLCs and positive teacher collaboration to improving academic rigour through strengthening consistency and teacher instructional knowledge and practice.</p> <p>KIS2.c</p> <p>The development of improved teaching of writing and numeracy will continue to be foci for 2024 to build on the work done in 2023. Writing remains the NAPLAN area where our Year 9 students achieve lower results compared to our high results in reading and numeracy measures and compared to Year 9 reading results similar schools. This indicates that this is an area for relative improvement for the school and that the work begun in 2023 on embedding <i>Writing Revolution</i> strategies should continue. Significant disparity between the NAPLAN outcomes of EAL and non-EAL students on literacy measures has indicated a need to provide additional support to EAL students. The school now has a significant proportion of students from EAL backgrounds.</p> <p>In numeracy, the 2023 self-evaluation indicated that rich mathematical tasks were embedded in roughly half of the units of work and work is required in 2024 to further embed these. The self-evaluation indicated that work on developing staff understanding of the numeracy learning progressions was begun in Term 1 but did not continue throughout the year, and this will be picked up again in 2024. Regular student feedback on improved learning and positive attitudes in math classes is also necessary in order to evaluate that there is improvement in both engagement and learning in math classrooms.</p> <p>Ensuring that new teachers to the school are inducted in both these writing and numeracy classroom pedagogical practices will need to be facilitated and monitored in domain meetings.</p>
Goal 3	To empower students to have greater agency in their learning
12-month target 3.1-month target	AtoSS: Student voice and Agency - 48% positive response Self-regulation and goal-setting - 65% positive response
12-month target 3.2-month target	POS: Student voice and Agency - 72% positive response
12-month target 3.3-month target	School Staff Survey: Academic emphasis - 68% positive endorsement
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 3.b Assessment	To develop and implement a defined process for students to engage with their data and develop student agency in their learning. Yes

<p>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.</p>	<p>KIS3.b The 2023 focus on student agency resulted in a shared developmental understanding of student agency across year levels for teachers (KIS 3a) and also PIVOT data in areas for improvement in both cycle one and two of 2023 highlighted "This teacher gives me choices about the work I do" and "This teacher helps me to set goals for my learning" as areas for improvement across all teachers.</p> <p>However, student focus groups highlighted that although students complete assessment such as PAT to inform teaching practice, they do not engage with their data in a meaningful way to allow them to set effective goals in their learning. AToSS data shows lower responses with specific student cohorts such as Year 10 girls in areas such as differentiated learning challenge and stimulated learning which may stem from a disconnect in engaging with their own learning data and/or lack of opportunities to understand their achievement and make choices about their learning. In 2024, there will be a focus on providing opportunities in each unit for students to reflect on their results and feedback and set goals for improvement.</p>	
<p>Goal 4</p>	<p>To further develop and embed a positive wellbeing and engagement culture for all students</p>	
<p>12-month target 4.1-month target</p>	<p>Sense of connectedness - 60% positive response Teacher Concern - 40% positive response</p>	
<p>12-month target 4.2-month target</p>	<p>Parent Opinion Survey: Safety module - 80% positive endorsement</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 4.a Engagement</p>	<p>To embed the whole school approach to a positive climate for learning</p>	<p>Yes</p>
<p>KIS 4.c Engagement</p>	<p>To strengthen existing communication protocols relating to the whole school approach to wellbeing and engagement</p>	<p>Yes</p>

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.

KIS 4.a

From the self-evaluation against the FISO Continua, school leaders and school staff assessed the school as being at the embedding level for engagement. We are aiming to strengthen students' sense of belonging and improve inclusive practices. This commitment for improvement is driven by the AToSS survey data which shows students reporting a decline in positive responses to having a sense of connectedness to BHHS, a pattern observed since 2021. We noticed a gender difference with females reporting 51% positive responses and males reporting 56% positive responses. We noticed some significant gender differences with year 8, 10 and 12 females reporting lower percentage positive endorsement for sense of connectedness than males. Our goal in the SSP is to improve the sense of connectedness from 61% to 70% by implementing targeted interventions in year levels where a decline has been observed. Selection of this KIS builds on our previous focus on creating a positive climate for learning where we have students feel like they are connected and that teachers strengthen the focus in the classroom on to creating a supportive and engaging culture by building relationships and facilitating peer relationships.

KIS 4.c

Our self-evaluation against the FISO continua noted that we need to continue to embed communication processes across the school to support student who require tiered intervention. The finding was consistent with our AToSS data where teacher concern has been consistently lower over the last five years with students reporting positively around teacher concerns at 37% and we are aiming to increase this to 45% by strengthening communication around Individual Education Plans (IEPS) and the school's tiered system of support. The school compared favourably to similar schools on this teacher concern measure this year.

Define actions, outcomes, success indicators and activities

Goal 2	To optimise literacy and numeracy outcomes for all students
12-month target 2.1 target	Reading - 40% exceeding Writing - 28% exceeding Numeracy - 40% exceeding
12-month target 2.2 target	Eng - 31.5 English Lang - 33 EAL - 32 Eng Lit - 32
12-month target 2.3 target	Study Score Mean - 31.8
12-month target 2.4 target	10% of students with VCE Study Scores of 40 or more
12-month target 2.5 target	Teacher Collaboration in School Climate module - 65% positive endorsement
KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Utilise Professional Learning Communities to further develop teacher knowledge and instructional practice to differentiate student learning to their point of need
Actions	To develop sustainable and collaborative practices for moderation of student learning
Outcomes	<ul style="list-style-type: none"> • Students will report that teachers have a better understanding of their learning needs • Students will be able to use student work exemplars in a number of their subjects in 2024 to develop their understanding of quality work and identify next steps for their improvement in learning • Teachers will be able to accurately and consistently form judgements on student achievement

	<ul style="list-style-type: none"> • Teachers will develop a shared understanding of best practice protocols for moderating student work through collaboration with others • Teachers will develop their skills in evaluating and reflecting on the quality of assessment tools through collaboration • Leaders will develop and document shared moderation practices and protocols for sustained school practices based on teacher consultation and input • Leaders will support teachers build capacity through targeted professional development opportunities • Leaders will support VCE teachers to optimise student results through moderation practices.
<p>Success Indicators</p>	<p><u>Early indicators:</u></p> <ul style="list-style-type: none"> • Pre and post teacher survey data measuring confidence in accurate assessment of student learning • Annotated student work exemplars developed by teachers in each subject area • Meeting records from PLCs • BHHS moderation process documented • Teacher feedback from Curriculum Day • Revised and updated assessment rubrics • Teachers will meet regularly to collaboratively moderate student work samples and identify gaps in student learning / next steps in learning / areas for improvement / targeted improvement areas / articulate the learning progressions within their subject areas • Student feedback on PIVOT surveys and from student focus groups indicating that teachers know where they are with their learning progression. <p><u>Late indicators:</u></p> <ul style="list-style-type: none"> • Staff Survey - improvement on School Climate module factors academic focus/collective efficacy/ teacher collaboration • Teacher post survey data showing that there is an increased confidence in assessment of student learning progressions • VCE results improvement • Panorama NAPLAN data shows greater alignment in teacher judgement and NAPLAN results under the “NAPLAN proficiency comparison to teacher judgement” dashboard • AToSS data (differentiated learning challenge).
<p>KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>To develop and implement whole school strategies for Writing and Numeracy and further embed the whole school reading strategy in all classes</p>

Actions	<ol style="list-style-type: none"> 1. To develop and implement domain-based strategies to improve student writing skills. 2. To further embed numeracy improvement initiatives in year 7-10 classrooms.
Outcomes	<p><u>Outcomes for writing and literacy (reading) improvement:</u></p> <ul style="list-style-type: none"> • Students will write more frequently in all subjects • Students will be able to identify and describe areas in their writing to improve and set goals based on PAT ewrite • Students will engage in writing activities targeted to their writing needs across domains • High-ability students will have more academic challenge in their English classes and be extended in their writing skills • VCE students will have regular targeted exam writing practice in their subjects • Teachers will be able to recognise and respond to common writing errors in subjects they teach through moderation processes • Teachers will use strategies in The Writing Revolution (TWR) in their lessons to improve student outcomes • Teachers will plan for and implement more low stakes writing opportunities within their curriculum areas • Teachers in English will have a shared understanding of writing progressions • Leaders will support the continuous development and documentation of whole school writing strategies • Leaders will ensure that whole-school reading strategies are promoted and new teachers are inducted into these practices. <p><u>Outcomes for numeracy improvement:</u></p> <ul style="list-style-type: none"> • Students will engage in more reasoning and problem-solving in the maths curriculum • High-ability students will have more academic challenge in their mathematics lessons • Teachers will be able to use different sources data to analyse student prior learning • Teachers will incorporate elements of fluency, reasoning, problem-solving, and understanding into each unit of work • Teachers will have an understanding of the achievement standards and content descriptors of the updated Victorian Curriculum: Mathematics • Leaders will support teachers with the numeracy improvement strategies and provide time, support and mentoring for effective implementation • Leaders will monitor and evaluate improvement in numeracy outcomes (including student feedback), and provide feedback on outcomes to domain and wider community (including parents).
Success Indicators	<p>For Writing</p> <p><u>Early Indicators:</u></p> <ul style="list-style-type: none"> • Leaders have collated an accessible bank of language tools to assist teachers in diagnosing writing needs • English teachers have developed annotated student work samples for teachers and student use • English teachers have embedded the PAT ewrite data schedule for relevant year levels • PAT ewrite student data • TWR strategies usage documented

	<ul style="list-style-type: none"> • Student PIVOT data. <p><u>Late Indicators:</u></p> <ul style="list-style-type: none"> • NAPLAN Writing results improved • Student samples of writing goals based on PAT ewrite feedback • VCE results in English, Literature, EAL and EL. <p>For Numeracy</p> <p><u>Early Indicators:</u></p> <ul style="list-style-type: none"> • PIVOT data – student engagement, academic emphasis • Rich task lesson plans in unit documentation • Updated curriculum maps/units of work/rubrics/learning sequences/etc. <p><u>Late Indicators:</u></p> <ul style="list-style-type: none"> • NAPLAN results – achieving SSP target of 40% Exceeding • SSS – Academic emphasis • AToSS measures – stimulating learning, differentiated learning challenge, high expectations of success, effective teaching time.
Goal 3	To empower students to have greater agency in their learning
12-month target 3.1 target	AtoSS: Student voice and Agency - 48% positive response Self-regulation and goal-setting - 65% positive response
12-month target 3.2 target	POS: student voice and agency - 72% positive response
12-month target 3.3 target	School Staff Survey: Academic emphasis - 68% positive endorsement
KIS 3.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	To develop and implement a defined process for students to engage with their data and develop student agency in their learning
Actions	1. To provide opportunities for students to reflect on their learning feedback in class and set their own learning goals.

Outcomes	<ul style="list-style-type: none"> • Students identified for the TLI and MYLNS will have IEPs that explicitly state literacy and numeracy goals for learning improvement that they will be able to work towards • Tutors will co-create learning goals with the students they are supporting • Students will set learning goals based on formative and summative feedback • Teachers will provide time and opportunity in class for students to reflect on the feedback on CATs and SACs • Teachers will provide feedback to students on the next steps for learning growth.
Success Indicators	<ul style="list-style-type: none"> • IEPs with literacy and numeracy goals identified for students • Notes regarding student learning goal frameworks used by feeder schools • CAT/SAC feedback protocol • CAT and SAC feedback samples • Student learning goal matrices • EDAPT - student goal setting.
Goal 4	To further develop and embed a positive wellbeing and engagement culture for all students
12-month target 4.1 target	<p>Sense of connectedness - 60% positive response</p> <p>Teacher Concern - 40% positive response</p>
12-month target 4.2 target	Parent Opinion Survey: Safety module - 80% positive endorsement
KIS 4.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	To embed the whole school approach to a positive climate for learning
Actions	To further embed a whole-school positive climate for learning by strengthening sense of school belonging and inclusive practices.
Outcomes	<ul style="list-style-type: none"> • Students will feel supported and engaged in homegroups and will develop positive relationships with staff and peers • Students will report feeling valued, accepted, safe and comfortable in the classroom • Students will be aware of AtoSS data and will feel that they have a voice in creating a culture that is inclusive where everyone belongs

	<ul style="list-style-type: none"> Teachers, leaders and the school community will share a common understanding of the high impact wellbeing strategies (DE HIWS) Teachers will implement and model consistent routines, creating a supportive and safe culture in every class Teachers will continue to tackle any discriminatory language and respond quickly and effectively (gender and racial) Teachers and leaders will integrate social, emotional and personal wellbeing learning into school practice, policies and program Leaders will communicate clear expectations and support to students and families Leaders will develop resources and plan to support the introduction of Homegroups from Year 7-12 in 2024 Leaders (Sub-schools including relevant APs, Wellbeing and Inclusion) will know the student cohorts in each Sub-school (EAL, low literacy, students on IEPs, high ability, attendance concerns) and provide targeted support and monitoring.
Success Indicators	<p><u>Early Indicators:</u></p> <ul style="list-style-type: none"> Classroom and peer observations Chronicle data patterns Documentation of frameworks, programs, social and personal capabilities scope and sequence Internal professional learning attendance Pivot data Student focus groups. <p><u>Late indicators:</u></p> <ul style="list-style-type: none"> Students, Staff and parent perception survey results Reduction in suspensions in 2024 compared to 2023 AToSS - SAFETY factors - bullying survey data/LGBTIQ tolerance etc. Attendance data at each year level improved.
KIS 4.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	To strengthen existing communication protocols relating to the whole school approach to wellbeing and engagement
Actions	To further embed communication processes across the school to support students requiring tiered interventions in wellbeing and disability inclusion.
Outcomes	<ul style="list-style-type: none"> Leaders embed tiered system of support embedded for student with wellbeing needs and level of disability

	<ul style="list-style-type: none"> • Leaders develop new role for Disability Inclusion Leading Teacher and understand how this will support school and students with Disability Inclusion reform rollout in 2025 • School community has strengthened connections with other schools and community organisations • Teachers know appropriate referral pathways • Teacher regularly refer to the "7 classroom expectations" in class • Leaders will develop resources to engage all parents in the community based on feedback • Leaders will improve communication protocols in the school (Compass, Teams, Email, Briefings, Processes) • Parents will have a stronger understanding about student learning, engagement and wellbeing (emails, newsfeed, parent information nights, parenting workshops, morning teas policies etc.) • Communication to hard-to-reach parents is improved through addressing cultural and language barriers • Students will know who to see for help and assistance, and where to get information they need.
<p>Success Indicators</p>	<p><u>Early Indicators:</u></p> <ul style="list-style-type: none"> • Teachers work in teacher teams to effectively implement IEPs and provide feedback to relevant parents • Parent events run every term and regular communications about school events, goals and information are evident • Prin Team and SIT meeting minutes include planning for timely communication to parents, students and staff • Minutes from staff working party to develop inter-school communication protocols • Mandarin translation of key school policies, published on Compass • Compass and website policies are up-to-data and easy to access. <p><u>Late Indicators:</u></p> <ul style="list-style-type: none"> • Parent opinion survey data (communication) • Staff survey data (buffering).