

2025 Annual Implementation Plan

for improving student outcomes

Box Hill High School (7635)



Submitted for review by Kellie Ind (School Principal) on 19 December, 2024 at 03:15 PM
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 19 December, 2024 at 03:31 PM
Endorsed by School Council President on 19 February 2025

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
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: • Reading from 41% (2022) to 52% • Writing from 26% (2022) to 30% • Numeracy from 46% (2021) to 60%.	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. By the end of 2025, increase the percentage of Year 9 students in the top two NAPLAN bands: Reading - 40% Writing - 35% Numeracy - 35% By 2025, reduce the number of 'needs additional support' students in each of reading and numeracy in Year 7 and 9 compared to the number of 'needs additional support' students in 2024 (Numeracy = 0 students at Year 7 Numeracy; 3 students in Year 9 Numeracy; Literacy = 6 students in Year 7 Reading; 3 students in Year 7 Writing; 9 students in Year 9 Reading, 6 students in Year 9 Writing).
		By 2026, increase the VCE study score mean for: • 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	By end of 2025, increase the VCE study score mean for: English – 31 English Language – 30 EAL – 30

To empower students to have greater agency in their learning.	Yes	English Literature from 31.64 in 2021 to 32	Literature – 30
		By 2026, increase the VCE all school study score mean from 31.74 in 2021 to 32.	VCE all school study score target for 2025 – 31
		By 2026, increase the percentage of students with VCE Study Scores of 40 or more from 9% (2021) to 12%.	% of VCE Study Scores of 40 or more - 10%
		By 2026, increase the percentage positive endorsement in the School Staff Survey for the following measure: <i>Teacher collaboration</i> in the School Climate module from 33% (2021) to 48%.	Teacher Collaboration - 60%
		By 2026, increase the percent positive responses score on AtoSS for the following factors: <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%.	Student Voice and Agency - 48% Self-regulation and goal-setting - 68%
		By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for <i>student voice and agency</i> from 67% (2021) to 75%.	Student voice and agency - 74%
		By 2026, increase the percentage positive endorsement in the School Staff Survey for <i>academic emphasis</i> from 68% (2021) to 76%.	Academic emphasis - 70%

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: • <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 - 58% Teacher Concern - 39%
		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%.	Safety module: Managing bullying - 80% Non-experience of bullying - 80% Promoting positive behaviour - 78% Respect for Diversity - 85% Student Wellbeing and Support - 82%

Goal 2	To optimise literacy and numeracy outcomes for all students.		
12-month target 2.1-month target	By the end of 2025, increase the percentage of Year 9 students in the top two NAPLAN bands: Reading - 40% Writing - 35% Numeracy - 35% By 2025, reduce the number of 'needs additional support' students in each of reading and numeracy in Year 7 and 9 compared to the number of 'needs additional support' students in 2024 (Numeracy = 0 students at Year 7 Numeracy; 3 students in Year 9 Numeracy; Literacy = 6 students in Year 7 Reading; 3 students in Year 7 Writing; 9 students in Year 9 Reading, 6 students in Year 9 Writing).		
12-month target 2.2-month target	By end of 2025, increase the VCE study score mean for: English - 31 English Language - 30 EAL - 30 Literature - 30		

12-month target 2.3-month target	VCE all school study score target for 2025 - 31		
12-month target 2.4-month target	% of VCE Study Scores of 40 or more - 10%		
12-month target 2.5-month target	Teacher Collaboration - 60%		
Key Improvement Strategies		Is this KIS selected for focus this year?	
KIS 2.a Assessment	To further develop teacher data literacy and rigorous collaborative practices (PLCs) to plan, measure and evaluate the impact of teaching and learning.	Yes	
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.	All three KIS have been selected for focus this year due to the overlap between KIS2a and KIS2b with regards to the work of the PLCs in 2025. The plan is to continue to build on the focus of moderation across all domain PLCs in 2024 by ensuring that all teachers use student learning data to reflect on the impact of teaching and learning to accurately assess where their students are at their point of learning. This is enabled by the school-wide use of rubrics and the 2024 work on moderation. The utilisation of the new data platform Intellischools, and sharing of student work samples in PLCs will form a strong basis for this work. In our staff evaluation, teachers identified the need for more accessibility and knowledge of where students were with their learning. Relevant school data that supports this focus - 64% for 'monitor effectiveness using data' in Staff Survey (compared to 67% in similar schools), and 63% for 'differentiated learning challenge' in the AToSS (low for 'my teacher understands how I learn' and 'my teacher gives different work to students depending on their ability').		

	Our goals of writing and numeracy improvement continue as this will be ongoing work to embed evidence-based strategies across classrooms. In 2025 we will also revisit some key reading strategies again that were part of the school's improvement in the previous SSP.		
Goal 3	To empower students to have greater agency in their learning.		
12-month target 3.1-month target	Student Voice and Agency - 48% Self-regulation and goal-setting - 68%		
12-month target 3.2-month target	Student voice and agency - 74%		
12-month target 3.3-month target	Academic emphasis - 70%		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 3.a Engagement		To develop a whole school understanding of student agency in their learning.	No
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
KIS 3.c Assessment		To develop and embed a whole school approach to giving and receiving feedback.	No
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 3b builds on the work of 2023 when teachers developed a whole-school understanding of student agency through a series of PLCs that explored key ideas and subsequently co-created a developmental framework of what types of activities could be built at each sub-school to develop student agency. Since then there have been over 20 new staff join the school so there is a need to initially revisit this learning again and then build on this to implement and embed strategies to improve students' knowledge of their learning growth and develop their goal-setting for improvement based on teacher feedback.		

Goal 4	To further develop and embed a positive wellbeing and engagement culture for all students.		
12-month target 4.1-month target	Sense of connectedness - 58% Teacher Concern - 39%		
12-month target 4.2-month target	Safety module: Managing bullying - 80% Non-experience of bullying - 80% Promoting positive behaviour - 78% Respect for Diversity - 85% Student Wellbeing and Support - 82%		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 4.a Engagement	To embed the whole school approach to a positive climate for learning.		Yes
KIS 4.b Support and resources	To strengthen partnerships with families and external agencies and the wider community to support engagement and wellbeing.		No
KIS 4.c Engagement	To strengthen existing communication protocols relating to the whole school approach to wellbeing and engagement.		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.	In 2025, we continue to embed the tiered system as our whole-school approach to student wellbeing, and to further strengthen communication of the tiered supports for students, teachers and parents. Tier 1 support will be based on continuing the focus on teachers developing positive relationships in class and demonstrating care for their students. In 2024, there was pleasing improvement in key AToSS measures. While there was a positive increase in School Connectedness and the school's results were higher than similar and network schools, there is need for a focus on building this in girls (especially in year 8 and year 10). Overall, we were higher than network and similar schools on all measures apart from 'perceptions of LGBTIQ+ phobic discrimination' so addressing this will also be a part of our work on anti-bullying and anti-racism with students in 2025. Parent Opinion Survey results showed improvement in 'managing bullying'. However, a decline can be seen in		

	'promoting positive behaviour', 'respect for diversity', and 'student safety'. There will be a focus on promoting specific strategies that build a positive climate for learning in every classroom, and on communicating these across the community, which should see improvement in parent perception as well.
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Define actions, outcomes, success indicators and activities

Goal 2	To optimise literacy and numeracy outcomes for all students.
12-month target 2.1 target	By the end of 2025, increase the percentage of Year 9 students in the top two NAPLAN bands: Reading - 40% Writing - 35% Numeracy - 35% By 2025, reduce the number of 'needs additional support' students in each of reading and numeracy in Year 7 and 9 compared to the number of 'needs additional support' students in 2024 (Numeracy = 0 students at Year 7 Numeracy; 3 students in Year 9 Numeracy; Literacy = 6 students in Year 7 Reading; 3 students in Year 7 Writing; 9 students in Year 9 Reading, 6 students in year 9 Writing).
12-month target 2.2 target	By end of 2025, increase the VCE study score mean for: English - 31 English Language - 30 EAL - 30 Literature - 30
12-month target 2.3 target	VCE all school study score target for 2025 - 31
12-month target 2.4 target	% of VCE Study Scores of 40 or more - 10%
12-month target 2.5 target	Teacher Collaboration - 60%

KIS 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	To further develop teacher data literacy and rigorous collaborative practices (PLCs) to plan, measure and evaluate the impact of teaching and learning.
Actions	Teachers will build their capacity to plan, measure and evaluate the impact of teaching and learning based on student data.
Outcomes	Teachers will be able to identify and use relevant datasets (formative assessment, NAPLAN, PAT) to understand the prior learning needs of their students. Mathematics teachers will systematically track cohort learning data to measure and evaluate teaching and learning. VCE teachers will systematically track cohort learning data to measure and evaluate teaching and learning. Leaders will implement new data platform to support teachers to better know their students. Leaders will develop school data plans to embed organisational practices around the use of school data sets. Sub-school leaders will strengthen processes for knowing the students in their cohorts.
Success Indicators	Early Indicators for Developing Teacher Data Literacy: - Quarantined staff time in the meeting schedule for reviewing student data and identifying suitable responses. - PLC meeting records of action inquiry cycles. - Mathematics domain pre-testing protocol developed. - School data plans developed. Late Indicators for Developing Teacher Data Literacy: - School Staff Survey Data improvement in Teaching and Learning - Evaluation Domain categories.
Activities	
Processes developed for tracking students involved in Tier 2 academic support programs. (EAL/VHAP/English Excellence/GAPP/LFL/NFL).	

There is a dedicated teacher workshop at start of Term 1, “Know your students”, in which teachers access prior learning data (school data, NAPLAN, PAT) on their classes.
Staff are supported in their access and use of Intellischools, the new school data platform.
Year 7 Math teachers presented with a list of students who were in "exceeding" in grade 5 NAPLAN; Year 8 and 9 teachers presented with list of students who were in 'exceeding' in Year 7. Year 10 Math teachers presented with list of students who achieved 'exceeding in Year 9'.
SIT team participate in a whole day PD on data literacy building in schools (Selena Fisk).
In every PLC, staff are presented with some relevant data with a clear narrative (and optimally shared before each meeting).
VCE teachers are provided with their subject cohort data and analyse for future actions.
Teachers in Math Domain regularly engage with relevant student growth and achievement data to set improvement goals and monitor learning.
Math domain develops a pre-testing protocol to be adopted across the domain.
Math and English teachers are presented with NAPLAN reports including item analysis in a dedicated domain meeting and some key next steps identified for domains.
Math leaders build capacity of teachers to know what to do with the information from pre-testing.
Student focus group protocols developed (purpose, selection of students, types of questions, storage and use of information, also feedback to relevant groups).
Leaders facilitate VCE data talks with teachers to set improvement goals.
Sub-school staff analyse student achievement data at the end of each semester to proactively identify students who are performing below or above their past results.
Students have opportunities to see school and cohort performance data in homegroups and/or student assemblies (plan developed for what is shown each term).

The Math domain increase consistency of pre-testing and cohort tracking of pre-testing data, linked to Numeracy PLCs.	
Inquiry cycle focusing on trialling a literacy or numeracy strategy with class and then evaluating impact in PLC (student sample work).	
SIT leaders create relevant summaries (analysis and interpret) of school performance data sets (NAPLAN, ATOSS, PIVOT) leading to developing a set of actions.	
English teachers will utilise PAT eWrite data to identify their students' learning needs in domain.	
A school data plan/plans are created and communicated across school community.	
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	In PLCs, teachers will strengthen their knowledge of instructional practices based on the science of memory and learning that lead to improved learning outcomes for all students.
Outcomes	Students will be able to describe what the learning intention is for their lesson and connect to their learning. Students will begin to develop their understanding of the science of learning. Teachers provide multiple opportunities for students to consolidate knowledge and skills. Teachers will utilise evidence-based approaches in lessons based on the science of memory and learning. Leaders will provide professional learning on the science of learning and memory. Leaders will strengthen instructional practices outlined in the BHHS structured lesson model.

Success Indicators	Early Success Indicators of Developing Instructional Practices: - records of PLC meetings throughout the year - learning walk observations of explicit use of learning intentions - students report use of learning intentions - feedback from student focus groups - teacher feedback on PL sessions on the science of teaching and learning - Learning Specialists mentoring of individual teachers - VCE student session feedback (study support programs). Late Success indicators of Developing Instructional Practices: - A ToSS: Effective Teaching Time Factors (eg.my teacher provides learning intentions for lessons' 'my teachers use more than one way to check that we understand'); Differentiated learning challenge factors; Learning Confidence factors; Motivation and Interest factors - School Staff Survey: Academic Emphasis; Teacher collaboration; Instructional leadership; Collective responsibility - Parent Opinion Survey - Factors in Student Cognitive Engagement and Student Development - VCE results.
Activities	
	A refresher PL on lesson structure and connection to improved student learning outcomes.
	An early career teacher mentoring program developed and facilitated with teachers (less than 5 years teaching experience) focusing on strengthening proficiencies in instructional practice, classroom management, use of data, assessment of learning, catering for diverse learners.
	PD for all staff on the science of attention for better outcomes in learning and wellbeing (Dr. Craig Hassed).
	Conduct student focus groups on key elements that improve learning in the classroom and provide feedback to teachers.
	Learning Specialists mentor and support individual teachers in effective teaching and learning strategies.
	Learning Walks will be run each term for selected teachers to focus and learn from observing a targeted instructional practice.
	Professional reading and discussion teacher sessions organised in PLC time focussing on the science of teaching and learning (covering topics of memory, cognitive load, explicit teaching etc.).

Teachers will be encouraged in some domain groups to trial student one-on-one conferencing with their students to provide specific feedback to improve learning outcomes.	
Term 3 Curriculum Day with Glen Pearsall on strategies for engaging learners.	
KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricular programs	To develop and implement whole school strategies for Writing and Numeracy and further embed the whole school reading strategy in all classes.
Actions	Writing and Reading Improvement Action To further implement and embed a whole-school approach to improve student writing skills and reading skills using evidence-based strategies. Numeracy Improvement Action To further implement numeracy strategies in Math classes that support students to develop deeper mathematical thinking and ensure high-ability students achieve suitable growth.
Outcomes	Literacy Outcomes: Students will be able to identify and describe areas in their writing to improve and set goals. High-ability students will have more academic challenge in their English classes and be extended in their writing skills. Teachers will trial a common writing rubric to strengthen teacher capacity in providing feedback on writing Teachers will use strategies in The Writing Revolution (TWR) in their lessons to improve student outcomes. Teachers will explicitly teach reading strategies to improve comprehension. Leaders will support the continuous development and embedding of whole school writing strategies. Leaders will ensure that whole-school reading strategies are promoted and new teachers are inducted into these practices.

	Numeracy Outcomes: Students will report that they are engaging in deep thinking, productive struggle, and positive affect. High-ability students will consistently report that they are challenged in class. Teachers will consistently use the Anticipate-Launch-Explore-Summarise model for delivering rich mathematical tasks. Teachers will continue to embed elements of fluency, problem-solving, reasoning and understanding into their planning. Leaders will support teachers to apply the Anticipate-Launch-Explore-Summarise model with fidelity. Leaders will ensure that deep thinking and growth mindset is promoted as core values in the mathematics.
Success Indicators	Early Indicators for Success in Literacy Outcomes: - PAT eWrite data - Peer observations with a focus on writing - Student PIVOT data - Teacher perception survey (school-based survey) - Student focus group data - Students set learning goals in writing - High-ability student survey (school-based survey) - Professional learning plan and meeting presentation slides - Messaging to student and staff and parents. Late Indicators for Success in Literacy Outcomes: - PAT eWrite data - PAT Reading data - NAPLAN data in Writing and Reading - VCE results in English, Literature, EAL and English Language. Early Indicators for Success in Numeracy Outcomes: - Student PIVOT data - questions relating to deep thinking and student confidence - High-ability student survey (school-based survey) - Teacher perception survey (school-based survey) - Student focus group data - Audit of rich tasks - Learning walk notes - Professional learning plan and meeting presentation slides

	- Messaging to student and staff and parents. Late Indicators for Success in Numeracy Outcomes: - PAT Mathematics - NAPLAN numeracy results (year 9) - VCE Mathematics results.
Activities	
Literacy improvement activities:	
Leaders run professional development for whole staff on reading comprehension including vocabulary (command terms and subject specific terminology) & morphology.	
Introduction of the whole school mechanics of writing rubric (PLC) to support teachers to improve teachers' ability to give feedback on mechanics of writing.	
New teachers will be introduced to The Writing Revolution and the explicit teaching of sentence level strategies.	
VCE teachers will share best practice on how they support students to improve their responses to exam questions.	
Teachers will know their students who have been identified as having low literacy. They will know their TLI goals and will be able to support student's skill development in these areas.	
Year 7-10 Teachers will know their students who have been identified as showing high ability in writing and reading.	
Teachers collaborate on vocabulary list for a guaranteed unit and designing activities to help students understand and use that vocabulary (teach reading strategies to improve comprehension).	
Literacy leader audits how English Domain are teaching reading comprehension strategies.	
Teachers will increase purposeful low stakes writing opportunities for students.	
Teacher professional learning session (James Pinnuck) to develop clarity around explicit teaching of sentence level strategies including complete sentences, conjunctions, appositives, sentence expansion and note taking.	

Teachers will participate in an action inquiry cycle in Term 2. Analyse student work samples, use an explicit teaching approach (worked examples, co-construct or modelling), use a sentence level strategy and give feedback based on the formative assessment rubric.
Teachers will embed writing revolution strategies and low stakes writing opportunities into the guaranteed curriculum.
Students will be setting literacy goals based on improvements identified on the mechanics of writing rubrics and learner behaviours - regulation and attention.
Students (year 7-9) will complete PAT eWrite twice during the year.
English Domain teachers will focus on differentiating writing strategies to cater for identified high ability students.
Learning Walks will be run in term 2 and 3 to observe the explicit teaching of writing, low stakes opportunities for students and feedback given to students.
Student Focus Groups (Year 7-10) facilitated to gather feedback on the whole school approach to writing.
English Domain will be introduced to Duke and Cartwright model of Reading and apply it back to the reading units.
Teachers will undertake an Action Inquiry Cycle in Term 3. Analyse student data (work samples), trial explicit teaching strategies, use the mechanics of writing rubric, trial conferencing.
Teacher professional learning session on writing conferencing.
Numeracy improvement activities:
New math teachers to the school in 2024 and 2025 provided with induction into numeracy instructional model.
Facilitate staff learning on how to use Intellischools to identify high ability students in their classes and to use that data to make appropriate decisions to cater for their learning needs.
A review of Y7-10 curriculum documentation is undertaken, with focus on 2-3 domains each team.
Mathematics domain meeting time assigned to revisit vision for mathematics improvement and ensure it is agreed on by the domain.
Mathematics domain meeting time assigned for teachers to share their practice (rich tasks, embedding proficiencies).

Students who have high achievement in math (Year 5,7 and 9 NAPLAN 2024 and 2025 data) are identified in "know your students' and Math domain meetings.
Math teacher teams for 2025 have dedicated time in Domain meetings to embed balanced curriculum into units.
Team of math teachers, domain leader and AP enrol in Academy Mathematics Local Leaders/Pedagogy and Practice course.
Mathematics domain meeting time allocated for teachers to share their practice (rich tasks, embedding proficiencies).
Year 11 and 12 VCE Math teachers will collaborate in dedicated VCE teachers' meetings to strengthen student results in VCE Math subjects (utilising VCE data sets).
Students in NFL and Year 10 Applied Numeracy co-create learning goals based on their level of learning using bookend assessments.
Math leaders develop process for getting systematic student feedback on student engagement and challenge in Y7-10 Math classes.
Students selected for Quicksmart numeracy 2025 interventions and sessions timetabled.
Students in Year 7-10 literacy and numeracy support classes are tracked for learning growth.
Introduce a semester-based intensive English program for (y7-10) EAL students in the school who have very little English.
Team teaching in some year 8 and year 9 math classes trialled (classes blocked together in timetable and classrooms adjacent).
Students in literacy support classes will be involved in corrective reading program to improve decoding and comprehension.
Teachers will trial using a document camera for explicitly teaching writing.
Build capacity of EAL teachers to use Language Nut with EAL students.
Develop explicitly described problem-solving curriculum to be delivered through Year 7 problem-solving lessons.
Update Year 7 – 9 mathematics extension packs to increase the amount of problem solving and reduce the amount of acceleration.
Math teachers participate in professional learning focused on developing deep thinking in math classrooms provided through Riversdale Network delivered by Peter Liljedahl on Building Thinking Classrooms.

Promote Premier's Reading Challenge.	
Students provide feedback on their engagement and learning in their math classes via student focus groups (led by senior students or student leaders?).	
Goal 3	To empower students to have greater agency in their learning.
12-month target 3.1 target	Student Voice and Agency - 48% Self-regulation and goal-setting - 68%
12-month target 3.2 target	Student voice and agency - 74%
12-month target 3.3 target	Academic emphasis - 70%
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	Embed opportunities for students to reflect on their learning and set achievable goals for learning growth in each subject area.
Outcomes	Students will set their own goals (SMART+ goals) for literacy, numeracy and learner behaviours and will reflect on their feedback. Students will use annotated samples to evaluate their point of need and monitor their learning. Teachers will facilitate goal setting practices through dedicated review/reflection stages within course timelines. Teachers and students will have a shared understanding of student agency at BHHS. Leaders will build the capacity of staff to co-create SMART+ goals with their students. Leaders will facilitate and share best practice examples (through PLCs, observations and other collaborative practices in domains).

Success Indicators	Early Success Indicators for Students Developing Agency: - Increases in student agency reflected in PIVOT Data (both provided and targeted questions). - Student focus groups highlight an observable increase in student goal setting and reflection in classes. - Annotated feedback samples are available to students. - “Exemplars” of student goals documented. - Annotated student work samples provided by teachers to students. Late Success Indicators for Students Developing Agency: - School Staff Survey data - Academic Emphasis - AtoSS factors - Student Voice and Agency, Self-regulation and Goal-Setting. - Parent Opinion Survey data - Student Agency and Voice, High Expectations for Success, Student Motivation and Support - Best practice feedback protocols developed and shared and documented - Compass Insights data shows growth for students on IEPs.
Activities	
	Update classroom posters on Learner Behaviour (also SMART Goal posters?).
	Students are presented with information about effective strategies for learning in assemblies.
	Teachers support students to set SMART goals for learner behaviours in home group sessions.
	Leaders develop teacher PL workshop and supporting resources to assist in explicit teaching of SMART goals to students.
	Teachers in domain groups continue to moderate work and create annotated student work samples for use in class.
	Unit outlines are adjusted to include time for students to reflect on feedback and set goals.
	A staff refresher session on student agency and developmental model is facilitated with all staff.
	Student leadership groups contribute to best practices in providing useful feedback to students to act upon.

Organise for high achieving ex-students to present VCE success sessions for current students.	
Goal 4	To further develop and embed a positive wellbeing and engagement culture for all students.
12-month target 4.1 target	Sense of connectedness - 58% Teacher Concern - 39%
12-month target 4.2 target	Safety module: Managing bullying - 80% Non-experience of bullying - 80% Promoting positive behaviour - 78% Respect for Diversity - 85% Student Wellbeing and Support - 82%
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	Students will report that they have a voice in contributing to a culture that is inclusive and promotes a sense of belonging. Students will report positive outcomes from participating in tier 1 and 2 engagement and wellbeing programs. Teachers will embed key strategies (High Impact Wellbeing Strategies, Positive Classroom Management Strategies) to create positive classrooms for learning and strengthen sense of belonging. Teachers will be able to document reasonable adjustments and learning goals for students on IEPs. Leaders will strengthen the role and outcomes of Homegroups from Year 7-12 in 2025. Leaders will strengthen the capacity of staff to embed evidence-based strategies that ensure a positive and safe

	classroom environment (relationships, behaviour management, inclusive practices). Leaders will embed a structured case-management approach for all students requiring tier 3 supports that connects relevant staff to build 'team around the learner'. Disability Inclusion Leaders will build teacher knowledge around DI and what is involved at the classroom level.
Success Indicators	Early Indicators of Improvements in Engagement and Wellbeing: - Student evaluations of each wellbeing/engagement program - Student focus group feedback - Feedback from student leadership groups (Class captain meetings, SRC, Year 11 Leaders, Prefect Team) - Presentations to staff on core strategies and classroom expectations for teachers and students - Documentation of wellbeing and engagement programs across the school. - Student Survey results on school wellbeing (school-based survey) - Case-management meetings and documentation (involving sub-schools, wellbeing, careers, inclusion, school nurse). Late Indicators of Improvements in Engagement and Wellbeing: - Student Pulse check surveys on homegroups each term - AToSS measures - Sense of Connectedness; Teacher Concern; Advocate at School; Sense of Inclusion; Managing Bullying; Experience of Bullying' Experience of Racism - School Staff Survey data - Collective Responsibility - Parent Opinion Survey data - Student Connectedness; Safety Factors - Attendance data.
Activities	
	Staff will participate in a range of PL workshops with a specific focus on Positive Classroom Management Strategies/HIWS/Disability Inclusion/student data platforms.
	Staff will have the opportunity to attend Disability Inclusion drop-in sessions with leading teacher (DI).
	Learning specialists will provide support to staff to develop their capacity to ensure positive and safe classroom environments.
	The Junior Sub-School will run a Year 7 teachers meeting with a targeted focus on Year 7 students and strategies for positive transition to high school.
	Sub-Schools will implement Tier 3 care team meetings that involve Team Around the Learner.

Sub-Schools will run teacher meetings with a focus on getting to know your students, whole school policies with a through-line focus on high expectations.
Sub-Schools will monitor students at risk through the data platform 'Intellischools' and other sources of information including Panorama.
Anti-racism and anti-discriminatory education to students will be addressed through year level assemblies, guest speakers and workshops.
Continuing to refine 7-12 Home Group programs by collecting and implementing student feedback through pulse check surveys.
Home Group Teacher meetings will be scheduled at the end of each term with a focus on reviewing the term and co-designing the next term.
Each Sub-School will organise parent/carer information sessions and regularly post information to parents/carers throughout the year.
Marrung RAP activities to be prioritised for implementation.
Relevant tier 2 programs and staffing needs proposal developed to better support engagement and skill development of students with a disability using tier 2 funding Disability Inclusion.
Provide targeted student wellbeing programs at each sub-school utilising Mental Health Menu items and other programs that work (RAISE Foundation, Resilience Project, Tomorrow Man and Tomorrow Woman).
School psychologist and student counsellors will continue to embed support processes in the Wellbeing Hub including the documentation and communication of student wellbeing information to relevant stake holders.
Time allowance for school leaders and additional educational support staff are funded to support the introduction of DI in 2025.
Principal Student Advisory team created with 'lunch with the prin' each term.
A mentoring program created for GAPP students with Year 7-9 GAPP teachers supporting small number of GAPP students and short checkins each term to see how each student going with social/academic and personal development.
The Schools Mental Health Menu will be utilised to implement evidenced based Tier 1 programs with a focus on bullying and social and emotional health and wellbeing.
Investigate ways to support more parent and community engagement with the school.in a range of ways including the 95th celebration.

Investigate the social-emotional needs of specific cohorts such as year 8-10 girls to improve their connection to school and each other through a range of classroom and extracurricular approaches.	
A student voice feedback scope and sequence document will be established with a focus on what, why and when student feedback is collected and how it will be analysed.	
Cyber Safety student, teacher and parent sessions will be delivered by Cyber Safety Expert, Susan McLean.	
Schedule regular learning walks with a focus on positive classroom management practices, inclusive education and High Impact Wellbeing Strategies.	
Attendance response process will be refined to ensure staged approach to tiers of non-attendance is consistent across sub-schools.	
RESPECT program review to inform future direction from 2026.	
Parent morning tea on theme of student wellbeing organised with relevant leaders. Parents consulted regarding topics of interest and questions to discuss.	
Feedback on Tier 1 and 2 student programs will be collected, and findings shared with relevant stakeholders.	
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	Students know about appropriate school support resources available to them and how to ask for support. Students will report a good understanding about the purpose and positive impact of homegroups on their sense of belonging and wellbeing. Teachers will continue to refine their knowledge of the tiered model of support and be proactive in early intervention of

	students with at-risk behaviours and refer appropriately. Teachers will be able to describe appropriate adjustments for students on IEPs in a consistent manner. Sub-School Leaders and Year level coordinators will monitor student cohorts and ensure early intervention strategies are implemented (attendance, behaviour, wellbeing, academic). Leaders will review and improve processes for connecting with parents when there are cultural and language barriers. Leaders and sub-school teams will know the roles, responsibilities and processes around attendance-tracking. Leaders formalise protocols of giving and receiving feedback from students on wellbeing and engagement (focus groups, school data, student leaders' roles).
Success Indicators	Early Indicators of Success in Promoting Communication of Wellbeing and Inclusion at School: - Homegroup pulse checks each term - feedback from student leaders - Staff PL feedback from Term 1 - Documentation of frameworks, policies or programs - Internal and external professional learning attendance by relevant leaders - Documentation of referrals/communication processes. Late Indicators of Success in Promoting Communication of Wellbeing and Inclusion at School: - AToSS measures - Sense of Connectedness; Teacher Concern; Advocate at School; Sense of Inclusion; Managing Bullying; Experience of Bullying' Experience of Racism - School Staff Survey data - Collective responsibility - Parent Opinion Survey data - Student development; Safety measures.
Activities	
	Wellbeing (MHP or Psych or Leader) to present an item at every year level assembly and re-post key messages to families via Compass to include parents.
	Sub-school teams run sub-school teachers' meetings in Term 1 to provide overview of vision, year level themes, support and referral processes.
	Annual refresher PL session of Child Safe Standards and Policy undertaken with all staff.
	Tiered Student Support and Referral Model presented to staff, alongside roles and responsibilities of wellbeing, sub-school, and inclusion teams.

Establish and document standard protocols for monitoring and responding to non-attendance (e.g. automatic letters on Compass templates to families; role of YLC, attendance ES admin staff, role of classroom teacher).
Promote wellbeing and mental health information in appropriate community languages and engage translation services. Useful wellbeing documents translated.
Increase staff understanding on how to cater for students with ADHD and ASD through PL (school staff and external expertise, online PL).
Continue to promote good mental health messages across the school including display boards and in toilet poster frames.
Student Support Leaders and APs collaborate to further embedding the use of the Tier 3 tracking document by sub-school, inclusion and wellbeing staff.
Common student (behaviour, safety, attendance, other) plan templates are finalised and implemented.
Sub-school Leaders will develop their knowledge of individual students in specific cohorts (student well below standard, high ability students, EAL students with very little English, students from disadvantaged home-lives, students at risk of disengaging, and consistent behaviour issues) and monitor their engagement, wellbeing and engagement.
Support student leaders to organise and promote wellbeing and cultural theme days across the school year.
Resource appropriate mental health professionals to support individual student mental health and promote good mental health practices across the school.
An audit is undertaken on useful wellbeing documents for parents that could be translated into other languages (parent input is sought).
A Disability Inclusion Handbook will be developed which specifically outlines our whole school approach to Disability Inclusion implementation.
The school website is renewed and updated to include easier access to wellbeing and engagement information for parents. Compass School Documentation (students and parents folder) is also updated.
Student leaders (SRC, Year 11 leaders, Prefect team) contribute to anti-racism school policy.
Attendance process and response model refined, communicated to school community and reviewed.
Year 7 Visits to Headspace through RESPECT/HPE.

Respectful Relationships PL undertaken with staff.
Year 10 Momentum Program further evaluated to assess whether meeting desired outcomes. Communication improved to parents regarding outcomes.
Develop a BHHS Teacher/Staff infographic to support PL on noticing, inquiring and referring any wellbeing concerns for students (NIP it in the bud). What does the referral process look like at BHHS and how are supports for students referred, documented or reported back to teachers.
Gather data on student wellbeing needs to inform program selection and recruitment of mental health professionals. Look at 2024 and 2025 data and trends.