



## ***Annual Implementation Plan 2019***

### ***Box Hill High School***

#### **Reflective Comments**

The Strategic Review conducted this year by Peter Fotheringham, and supported by our Challenge Partners, Pitsa Binion and Peter Corkhill, has provided a great insight into the strengths of Box Hill High School and the areas that demand our attention moving forward. We are extremely pleased that our work with students, staff and parents has been acknowledged through this process, but remain mindful that with a school community of 1320 students and 110 staff we must continue to address the learning needs of all students and the instructional effectiveness of all classroom teachers.

#### **Considerations for 2019**

- Develop and document a guaranteed and viable curriculum and common, rigorous standards-based assessment and developmental rubrics that are accessible to all staff.
- Reduce variation in teacher practice by strengthening the pedagogical expertise of teaching staff in consistently implementing the HITS.
- Strengthen the use of a range of data to plan for targeted teaching and differentiation with emphases on our highest achieving students and those requiring significant intervention for progress.
- Activate student voice and agency in teaching and learning to promote self-regulation, goal setting and feedback.

#### **Documents that support this plan:**

- Box Hill High School - School Review Report 2018
- Box Hill High School - School Strategic Plan 2019-2022
- Professional Learning Plan 2019

**GOAL 1: To improve the learning growth of every student****12 Month Target**

1. Each 'deemed capable' Year 7-10 student to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English language modes and Mathematics strands (teacher judgment).
2. To increase the targets as set out in the tables below.

<b>NAPLAN % Yr 9 Learning Gain</b>	<b>2018</b>	<b>2019</b>
Reading	34%	34%
Writing	32%	32%
Numeracy	35%	35%

<b>NAPLAN % Yr 9 Top Two Bands</b>	<b>2018</b>	<b>2019</b>
Reading	53%	50%
Writing	22.4%	25%
Numeracy	62%	60%

<b>NAPLAN % Yr 9 Low Relative Learning Gain</b>	<b>2018</b>	<b>2019</b>
Reading	14.8%	14%
Writing	19.2%	16%
Numeracy	14.8%	14%

<b>VCE Mean Study Scores</b>	<b>2017</b>
English	29.76
English Language	32.51
English as Additional Language	30.82
English Literature	31.39
English study Scores 37+	23%
All School	32.3

<b>NAPLAN % Yr 9 Band 6</b>	<b>2018</b>	<b>2019</b>
Writing	9.1%	9%

**FISO Dimension:** Curriculum planning and assessment | Building practice excellence | Building leadership teams

KIS 1: Continued development and implementation of a guaranteed and viable curriculum

**Actions:**

- Continue to develop and implement a guaranteed and viable curriculum using the Teaching & Learning Process.
- Design, implement and review a moderation process for Year 7 work.
- Strengthen a consistent whole-school approach for teaching academic vocabulary.

**Evidence of impact****Teachers will:**

- Contribute to the development of two outstanding units of work following the Teaching & Learning Process.

- Develop their outstanding units in alignment with a domain level plan for skills progression from 7-12.
- Moderate Year 7 student work generated from implementation of Outstanding Units of Work.
- Document the academic vocabulary for the outstanding units.

*Students will:*

- Develop common skills and knowledge in each subject.
- Receive moderated and consistent feedback on their learning.
- Be consistently and explicitly taught the literacy strategies of the subject, to apply these in their learning.

*Activities and milestones:*

- Teachers receive feedback on two Outstanding Units of Work.
- Assessment from all year 7 Outstanding Units of Work has been subject to a moderation process.
- Academic vocabulary for all Outstanding Units is documented and visible to all domain staff.
- Students can clearly articulate their learning every lesson.

*Success Indicators:*

- Teachers implement the guaranteed and documented curriculum in all classes.
- Year 7 teachers engage in a robust moderation process and identify focus areas for intervention and support.
- Teachers use a range of strategies to teach the academic vocabulary in their subject.
- Students are able to clearly articulate what they know and the next steps in their learning.
- Students can confidently use academic vocabulary in class discussion and their written work.

KIS 2: Develop a team evidence based inquiry approach through teacher collaboration.

**Actions:**

- Build teacher capacity to examine and analyse data in teams, in order to identify student learning needs.
- Use the inquiry cycle to develop and implement differentiated intervention plan.
- Work in teams to analyse relevant data to identify student learning needs.
- Develop common appropriate and differentiated interventions to improve student learning growth.
- Provide timely and specific feedback to students on their learning progress.
- Develop a bank of appropriate resources to cater for the identified interventions.

**Evidence of impact**

*Teachers will:*

- Use the inquiry approach in teams to identify student learning needs and implement appropriate interventions.
- Analyse data to provide feedback to students on their learning progress.
- Participate in the systematic classroom observation and feedback process.

*Students will:*

- Act on targeted feedback and set specific learning goals.
- Provide feedback to teachers through the student survey.

*Activities and milestones:*

- PLC will share learning based on the inquiry approach with staff (Domain/staff meetings).
- Teachers have analysed and acted on feedback from the student survey.
- Teachers present evidence of student learning growth and interventions at the IDP meeting.

*Success Indicators*

- *Teachers work collaboratively to link data analysis (gained from the inquiry cycle) to planning for high impact teaching and learning*
- *Teachers use a range of strategies to provide effective feedback to students.*
- *Feedback from students and colleagues informs reflection and goal setting about practice through PLT and PDP conversations.*
- *Students set appropriate learning goals and can clearly articulate their next steps to achieve their goals.*

KIS 3. Continue to build instructional capacity to guide, support and direct improvement in teacher practice and student outcomes

**Actions:**

- Continue to implement a whole-school plan for embedding High Impact Teaching Strategies in every classroom.
- Strengthen the use of evidence-based literacy strategies in every classroom.
- Develop and implement the school's professional learning plan.
- Develop and implement the school's e-learning plan.

**Evidence of impact**

*Teachers will:*

- Use learning intentions and lesson structure continually to improve student learning.
- Explicitly teach identified literacy strategies.
- Implement appropriate HITS at suitable stages of the lesson.

- Use evidence based practices to implement a targeted teaching approach.

*Students will:*

- Understand and articulate the Learning Intentions and Success Criteria for each lesson.
- Understand the stages of the lesson and the purpose of each stage.
- Apply the literacy strategies to improve their learning.

*Activities and milestones:*

- Develop a school based survey to elicit student feedback on T&L.
- All teachers' trial the survey with two classes in 2019 (targeted).
- Use of the lesson structure is evident in all classrooms.
- Relevant literacy resources are developed and visible in all classrooms.

*Success Indicators:*

- HITS are increasingly observable in all classrooms.
- Identified literacy elements are evident in students' workbooks.
- Learning intentions are visible and students interact with them each lesson.
- School e learning plan is accessible to all staff and implementation has begun.

**GOAL 2: To develop engaged, critical thinkers who demonstrate the school's learner behaviours**

**12 Month Target**

By 2022 the percentage of Year 7-12 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 70-80 per cent.

<b>Attitudes to School Survey % positive response Year 7-9</b>	<b>2018</b>	<b>2019</b>	<b>Attitudes to School Survey % positive response Year 10-12</b>	<b>2018</b>	<b>2019</b>
Stimulated Learning	53.2	57	Stimulated Learning	65.6	67
Effective teaching time	65.4	66	Effective teaching time	65.6	67
Differentiated Learning Challenge	34.3	40	Differentiated Learning Challenge	73.9	74
Sense of Confidence	74.4	76	Sense of Confidence	83.3	84
Motivation and interest	79.8	81	Motivation and interest	79.6	80
Self-Regulation and goal setting	60.3	62	Self-Regulation and goal setting	83.6	84
Student voice and agency	71.5	73	Student voice and agency	73.6	75

KIS 1. Continue to activate student voice, leadership and agency in their own learning (CPA and ES)

**Actions**

- Develop a leadership skills continuum from Years 7-12 through staff and student input.
- Develop, implement and review a common student survey for unit feedback.
- Explore, communicate and document learner behaviours with staff.
- Develop shared understanding of learner behaviours with students through focus groups, assemblies and in class.

**Evidence of impact**

**Teachers will:**

- Contribute to the development of student survey, trial survey and give feedback.
- Contribute ideas for the leadership continuum.
- Unpack and articulate learner behaviours in all classes.
- Provide opportunities for students to demonstrate the learner behaviours.

**Students will:**

- Contribute to the development of student survey.
- Student focus groups to contribute ideas towards the development of leadership continuum.
- Unpack student understanding of what learner behaviours look like in and outside the classroom.
- Demonstrate expected learner behaviours in all classes.

**Activities and milestones**

- Leadership skills continuum 7-12 developed
- Common student feedback survey is developed, has been conducted by all teachers
- Teachers analyse and reflect on the student feedback survey, discuss the results in their PLT and take appropriate action
- Evaluate the feedback survey and make appropriate adjustments for 2020
- Learner behaviours are developed and documented
- Teachers and students use a common and consistent language in relation to the learner behaviours.

**Success Indicators**

- Targeted learner behaviours are increasingly evident in class
- Students are more aware of and better able to articulate their own progress.

- ATOSS data shows an improvement in factors related to Self-Regulation and Metacognition.

**GOAL 3: To develop happy, respectful and resilient students who display growth mindsets and behaviours that reflect school values**

**12 Month Target**

By 2022 the percentage of Year 7-12 students responding positively to the following measures contained in the student Attitudes to School Survey

ATOSS Factor (7-9)	2018	2019	ATOSS Factor (10-12)	2018	2019
Resilience	77.2%	78%	Resilience	79.9%	80%
Teacher Concern	18.6%	30%	Teacher Concern	60.5%	62 %
Advocate at school	37.88%	40%	Advocate at school	76.3%	77 %
School Connectedness (Sense of belonging)	87.5%	87.5%	School Connectedness (Sense of belonging)	91.3%	91 %
			School stage transitions (Year 10 to 12 only)	60.5%	62%

*FISO Dimension: Positive Climate for learning*

**KIS 1. Continue to implement a whole-school approach to student health, wellbeing and inclusion**

**Actions**

- New organisational structure embedded to support improved student engagement and wellbeing services.
- Establish a set of school values through consultation with staff and students.
- The values and the associated behaviours are explicitly documented in a school resource book.
- Display and communicate school values to the school community.
- Update policies relating to student engagement, student management and inclusion.
- Review and investigate learning intervention programs.
- Evaluate, refine and embed engagement programs that promote resilience and a growth mindset.
- Create a student-friendly development framework for the positive education continuum.
- Audit the careers curriculum framework.

### *Evidence of impact*

#### *Teachers will:*

- *Provide feedback on the learning intervention and engagement programs.*
- *Implement inclusive practice protocols in classrooms.*

#### *Students will:*

- *Provide feedback on the learning intervention, engagement programs.*
- *Contribute to the development of inclusive practice protocols in the school.*
- *Actively engage with and demonstrate inclusive practices in and outside of the classroom.*

#### *Activities and milestones*

- *School values are established, displayed and communicated to the school community.*
- *Student interactions on social media are monitored during school hours.*
- *Provide parent education opportunities in relation to positive education and student wellbeing.*
- *Engagement and inclusion policies are updated.*
- *Relevant information is available to parents on the school website.*
- *Student engagement programs are sequenced and documented.*
- *Learning intervention programs are analysed for evidence of impact.*

#### *Success Indicators*

- *Agreed school values are visible in all interactions between students, staff and parents.*
- *Inclusive practices and positive student behaviours & contributions are increasingly visible around the school.*