

2023 Annual Implementation Plan

for improving student outcomes

Box Hill High School (7635)



Submitted for review by Kellie Ind (School Principal) on 21 December, 2022 at 11:18 AM
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 06 January, 2023 at 10:38 AM
Endorsed by Kaajal Fox (School Council President) on 01 February, 2023 at 05:03 PM

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 - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
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	

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	

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	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	

SSP Goals Targets and KIS

Goal 1	In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities as outline below
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To optimise literacy and numeracy outcomes for all students.
Target 2.1	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%
Target 2.2	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
Target 2.3	By 2026, increase the VCE all school study score mean from 31.74 in 2021 to 32.

Target 2.4	By 2026, increase the percentage of students with VCE Study Scores of 40 or more from 9% (2021) to 12%.
Target 2.5	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%.
Key Improvement Strategy 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.
Key Improvement Strategy 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.
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	To develop and implement whole school strategies for Writing and Numeracy and further embed the whole school reading strategy in all classes.
Goal 3	To empower students to have greater agency in their learning.
Target 3.1	By 2026, increase the percent positive responses score on 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%

Target 3.2	By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for <i>student voice and agency</i> from 67% (2021) to 75%.
Target 3.3	By 2026, increase the percentage positive endorsement in the School Staff Survey for <i>academic emphasis</i> from 68% (2021) to 76%.
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	To develop a whole school understanding of student agency in their learning
Key Improvement Strategy 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.
Key Improvement Strategy 3.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	To develop and embed a whole school approach to giving and receiving feedback.
Goal 4	To further develop and embed a positive wellbeing and engagement culture for all students.
Target 4.1	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%

Target 4.2	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%.
Key Improvement Strategy 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.
Key Improvement Strategy 4.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	To strengthen partnerships with families and external agencies and the wider community to support engagement and wellbeing.
Key Improvement Strategy 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.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	<p>Yes</p>	<p>Support for the 2023 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By end of 2023, increase the percentage of Year 9 students in the top two NAPLAN bands: Writing - 27 % Numeracy - 50%</p> <p>By end of 2023, increase the percent positive responses score on AtoSS for the following factors: Sense of connectedness in the Social engagement module from 61% (2022) to Sense of connectedness - 63%</p> <p>By the end of 2023, increase the percent of positive responses score on AtoSS for Teacher concern in the Teacher-student relations module from 37% (2022) to 40%</p> <p>By end of 2023, increase the percentage positive endorsement in the Parent Opinion Survey for all the factors in the Safety module from 78% (2021) to 80%.</p>

To optimise literacy and numeracy outcomes for all students.	No	<p>By 2026, increase the percentage of Year 9 students in the top two NAPLAN bands:</p> <ul style="list-style-type: none"> • Reading from 41% (2022) to 52% • Writing from 26% (2022) to 30% • Numeracy from 46% (2021) to 60% 	
		<p>By 2026, increase the VCE study score mean for:</p> <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 	
		<p>By 2026, increase the VCE all school study score mean from 31.74 in 2021 to 32.</p>	
		<p>By 2026, increase the percentage of students with VCE Study Scores of 40 or more from 9% (2021) to 12%.</p>	
		<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following measure:</p> <ul style="list-style-type: none"> • <i>Teacher collaboration</i> in the School Climate module from 33% (2021) to 48%. 	

To empower students to have greater agency in their learning.	No	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <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% 	
		<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for <i>student voice and agency</i> from 67% (2021) to 75%.</p>	
		<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for <i>academic emphasis</i> from 68% (2021) to 76%.</p>	
To further develop and embed a positive wellbeing and engagement culture for all students.	No	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <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% 	
		<p>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%.</p>	

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
12 Month Target 1.1	By end of 2023, increase the percentage of Year 9 students in the top two NAPLAN bands: Writing - 27 % Numeracy - 50% By end of 2023, increase the percent positive responses score on AtoSS for the following factors: Sense of connectedness in the Social engagement module from 61% (2022) to Sense of connectedness - 63% By the end of 2023, increase the percent of positive responses score on AtoSS for Teacher concern in the Teacher-student relations module from 37% (2022) to 40% By end of 2023, increase the percentage positive endorsement in the Parent Opinion Survey for all the factors in the Safety module from 78% (2021) to 80%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Targets	<ol style="list-style-type: none"> 1. By end of 2023, increase the percentage of Year 9 students in the top two NAPLAN bands: Writing - 27 % Numeracy - 50% 2. By end of 2023, increase the percent positive responses score on AtoSS for the following factors: Sense of connectedness in the Social Engagement module from 61% (2022) – to 63% 3. By the end of 2023, increase the percent of positive responses score on AtoSS for Teacher concern in the Teacher-student relations module from 37% (2022) to 40% 4. By end of 2023, increase the percentage positive endorsement in the Parent Opinion Survey for all the factors in the Safety module from 78% (2021) to 80%.
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ol style="list-style-type: none"> 1. Implement a whole-school writing strategy to improve cross-curricular literacy and thinking skills. 2. Implement strategies to enhance the teaching of mathematical thinking and numeracy skills in 7-10 Mathematics classrooms 3. Strengthen student engagement by prioritising differentiation and student agency in the classroom.
Outcomes	<p><u>Outcomes for Action 1:</u></p> <ul style="list-style-type: none"> * Teachers will implement and document interventions at the sentence level, based on the Writing Revolution toolkit. * Teachers will identify student learning needs based on diagnostic literacy assessment data (PAT eWrite, NAPLAN, GAT) * Students will display an increased use of sentence level metalanguage (conjunctions, clauses, subject, verb, object, prepositional phrases, adverbials, embedded clauses). * Students will know what the next steps are to progress their learning in writing (whole-school writing rubric) <p><u>Outcomes for Action 2:</u></p> <ul style="list-style-type: none"> * Math teachers will plan, implement and document one guaranteed lesson per unit of a Student-Centred Structured Inquiry Learning Experience in year 7-10 Maths classrooms.

	<ul style="list-style-type: none"> * Teachers will have a collective understanding of the numeracy learning progressions. * Students will provide feedback to teachers on their learning experiences in the Maths classroom. * Teachers will use student feedback to review Student-Centred Structured Inquiry Learning Experiences. <p><u>Outcomes for Action 3:</u></p> <ul style="list-style-type: none"> * Students and teachers will have a shared understanding of what student agency is and the role of students as active agents of their learning * Students will reflect on and self-assess their learning in each class * Teachers provide opportunities for students to have agency in the classroom * Teachers will implement and document instructional strategies to differentiate the middle part of the lesson
<p>Success Indicators</p>	<p><u>SC for Action 1</u></p> <ul style="list-style-type: none"> - PAT eWrite assessments are administered. - eWrite is administered outside of English classes to increase visibility of the literacy goal. - “because, but, so” (Writing Revolution strategy) sentence activities are documented - Scaffolded timed writing activities are documented - VCE students who are identified as needing support will be documented on Edapt. - - Writing action-inquiry data PLCs - Results of the students involved in writing intervention will be tracked and compared to other markers of achievement. <p><u>Late indicators:</u></p> <p>2024 PAT eWrite data shows improvement in sentence level measures. 2024 NAPLAN data shows improvement in writing growth.</p> <p><u>SC for Action 2</u></p> <ul style="list-style-type: none"> - Guaranteed lesson plans for Student-Centred Structured Inquiry Learning Experiences will be developed. - Student (focus groups and/or surveys) and Teacher feedback on Student-Centred Structured Inquiry. Learning Experiences will be recorded in teaching teams. - Peer observations through Learning Walks. - PLC Action-inquiry cycle data - Curriculum documentation will show a guaranteed lesson per term in 7-10 Mathematics. <p><u>Late indicators:</u></p> <p>The percentage of students in the top two NAPLAN bands for Numeracy in Year 9 will increase. The percentage of students achieving low benchmark growth in Numeracy in Year 9 will decrease. Increase in % Stimulated Learning AtoSS measure for Year 7-10</p>

	<p><u>SC for Action 3</u></p> <ul style="list-style-type: none"> - Curriculum and responsive pedagogy documentation will capture lesson plans for differentiation - Formative & summative assessment rubrics will show student learning growth - Teacher PL on Student leadership, agency and voice - applied learning - Students and teachers will use the language of ‘agency’ and ‘active learners’ through focus groups and PLC - Student data (focus groups, PIVOT survey) tells us that students are reflecting against success criteria - PIVOT data: higher response rates to ‘I work at my level’, ‘the teacher gives me choices about the work I do’ - Teachers look at student sample work to identify learning needs and measure growth <p><u>Late indicators</u></p> <ul style="list-style-type: none"> Increase % endorsement for AtoSS for stimulated learning and differentiated teaching Increase % endorsement for AtoSS Social Engagement student voice and agency factor Staff Opinion Data – students understanding of agency
<p>KIS 2 Priority 2023 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
<p>Actions</p>	<ol style="list-style-type: none"> 1. Embed whole-school strategies that foster an inclusive environment for all students. 2. Implement a tiered approach to respond to individual (wellbeing) student needs.
<p>Outcomes</p>	<p><u>Outcomes for Action 1:</u></p> <ul style="list-style-type: none"> * Teachers will implement and model positive and inclusive classroom practices, and actively address incidents of discriminatory language and behaviours in and out of class * Students will have strong positive relationships with peers and staff * Student leaders will actively promote respect for diversity in the school community * School leaders will embed the continuous development of a positive climate for learning across the school. <p><u>Outcomes for Action 2:</u></p> <ul style="list-style-type: none"> * Staff will share a common understanding of the school's tiered approach to inclusion and wellbeing (escalation pathway) * Staff will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers * Sub school and wellbeing leaders will improve communication of learning and wellbeing needs of identified students to their teachers * Leaders will improve communication by teachers and staff to families of students with identified learning and/or wellbeing needs. .
<p>Success Indicators</p>	<p><u>SC for Action 1:</u></p> <ul style="list-style-type: none"> - Peer observations and or action-inquiry notes on positive

- Graduate teacher induction program to strengthen positive and safe classroom practices
- Curriculum documentation
- Student leaders have clear roles and responsibilities in implementing positive and inclusive wellbeing and engagement actions in the school
- Visible artefacts around the school celebrating diversity
- Increase in Student leaders or peer support program leading learning activities and assemblies in this area. Specifically cultural celebration.

Late indicators

- Increase % in Parent Opinion Survey for community engagement (School communication and teacher communication factors)
- Increase % in Parent Opinion Survey for School ethos and environment
- Increase % endorsement for AtoSS School Safety factors
- Increase % endorsement for AtoSS Social Engagement student voice and agency factor
- Increased % endorsement for Staff survey - school climate

SC for Action 2:

- Tiered response is implemented for Compass Chronicles by end of 2023. (Teachers to use tiers in 2024)
- All Core subjects teachers in year 7-9 to chronicle digest their class to receive regular updates from Sub-Schools

Late indicators

- Increased % endorsement on AtoSS in Teacher Concern - Year 8-10
- Improved attendance measures for students in Tier 3