

Annual Implementation Plan – 2026

Box Hill High School (7635)



Submitted for review by Kellie Ind (School Principal) on 03 February, 2026 at 08:26 AM
Endorsed by Joanne Wastle (Senior Education Improvement Leader) on 06 February, 2026 at 03:35 PM

Define actions, evidence of change and tasks

Goal 1	To optimise literacy and numeracy outcomes for all students.	
KIS 1.b	Utilise Professional Learning Communities to further develop teacher knowledge and instructional practice to differentiate student learning to their point of need.	
Actions	Teachers will further develop their capacity to plan, measure, and evaluate the impact of teaching and learning informed by student data.	
Evidence of change	<ol style="list-style-type: none"> 1. AtoSS Differentiated Learning Challenge increased from 62% to 65%. 2. Teacher data use visible in PLC inquiry cycles. 3. The consistent practice of monitoring learning in the classroom has been strengthened through coaching, mentoring and learning walks. 4. Teachers are using high-ability student data to identify students for Tier 2 differentiated support. 5. Mathematics teachers are using data to support Tier 1 differentiation of curriculum planning and appropriately increasing the level of challenge of the Year 7 and Year 8 curriculum. 	
Tasks	People responsible	
Undertake two Action Inquiry Cycles (Terms 2 and 3) to strengthen teacher practices in analysing student learning data to inform teaching.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teaching and learning coordinator	
Embed consistent use of the BHHS Lesson Structure (explicit teaching) to respond to student learning needs through professional learning, guidance, coaching, mentoring, learning walks and induction.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	

Strengthen the use of data to inform sub-schools about learning needs and interventions for students.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Sub-school leader/s
Strengthen teachers' ability to track students, differentiate at point of need and ensure high growth for high-ability students in GAPP and mainstream classes.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)
Strengthen Tier 1 differentiation practices in the mathematics domain, including the use of pre-test data to inform the planning of learning sequences.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Numeracy improvement teacher
KIS 1.c	To develop and implement whole school strategies for Writing and Numeracy and further embed the whole school reading strategy in all classes.
Actions	<p>Literacy - to further consolidate our writing improvement across domains and introducing consistent reading improvement strategies in English.</p> <p>Numeracy - to further implement numeracy strategies (based on the Anticipate/Launch/Explore/Review Pedagogical Model) in mathematics classes that support students to develop deeper mathematical thinking and ensure high-ability students achieve suitable growth.</p>
Evidence of change	<p>Literacy:</p> <ol style="list-style-type: none"> 1. Maintain the proportion of Year 9 students achieving <i>High Growth</i> in NAPLAN writing and reduce the proportion of students achieving <i>Low Growth</i>. 2. By 2026, increase the percentage of Year 9 students in <i>Exceeding</i> bands for reading from 34% in 2025 to 39% in 2026 and maintain reading from 44% in 2025 to 44% in 2026. 3. Embed explicit teaching of writing strategies in curriculum documentation. 4. Increase the number of low-stakes writing opportunities for students in lessons. 5. Increase PAT reading data to show improvement in Years 7-9. <p>Numeracy:</p> <ol style="list-style-type: none"> 1. Increase the proportion of Year 9 students achieving <i>High Growth</i> in NAPLAN from 26% to 30% and reduce the proportion of students achieving <i>Low Growth</i> from 19% to 15%. 2. By 2026, increase the percentage of Year 9 students in <i>Exceeding</i> bands for Numeracy from 30% in 2025 to 33% in 2026.

	<p>3. Reduce the discrepancy between the proportion of students achieving Exceeding in Year 7 NAPLAN Numeracy and the proportion of Year 7 students being assessed with teacher judgements of Above age-expected level.</p> <p>4. Document problem-solving curriculum for Year 7 students.</p> <p>5. Mathematics teachers consistently extending high-ability students, as evidenced by student feedback.</p>
Tasks	People responsible
Continue embedding sentence-level writing strategies across domains (domain-based).	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Literacy leader
Improve student writing in VCE with guidance on how to respond to command terms and sharing exam guidance within domains.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Literacy leader
Begin a staged approach to leading reading improvement with a focus on professional learning with school leaders and implementation of strategies in English and in VCE classrooms.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader
Develop and embed the problem-solving curriculum and pedagogy used in the mathematics domain.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Numeracy leader
Strengthen Tier 2 differentiation practices in the mathematics domain, including the identification and tracking of high-ability students and the consistency and quality of extension processes.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader

Goal 2	To empower students to have greater agency in their learning.	
KIS 2.a	To develop a whole school understanding of student agency in their learning	
Action	To strengthen the effective learner behaviours of self-regulation, growth mindset and active participation in our students.	
Evidence of change	<p>1. Increase the percent positive responses score on AtoSS for the following factors: <i>Student Voice and Agency</i> in the Social Engagement module from 51% (2025) to 55% and <i>Self-regulation and Goal setting</i> in the Learner Characteristics and Disposition module from 66% (2025) to 68%.</p> <p>2. To improve students' perception (PIVOT) of teachers supporting students to set learner behaviour goals from 4.69/6 to 4.72.</p> <p>3. Increase the percentage positive endorsement in the Parent Opinion Survey for <i>Student Voice and Agency</i> from 73% to 75%.</p> <p>4. Increase the percentage positive endorsement in the School Staff Survey for <i>Academic Emphasis</i> from 64% (2025) to 76%.</p> <p>5. An increase in the positive reporting of learner behaviours in the term reports.</p>	
Tasks	People responsible	
Strengthen and refine current student goal setting and reflection practices (post-assessment) at VCE.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Sub-school leader/s	
Support students in each sub-school to develop the organisational, study and self-regulation skills necessary to enable learning in high school (Tier 1 and 2).	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Sub-school leader/s	
Investigate the impact of generative AI tools on student self-regulation and active participation and developing processes for supporting students to use critically in their learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	
Embed the BHHS model of learner behaviours across the whole community.	<input checked="" type="checkbox"/> Assistant principal	

	<input checked="" type="checkbox"/> Leading teacher(s)
Develop and implement a student focus group annual plan to capture students' voice on learning and wellbeing initiatives.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)
Develop a plan for improving the viability of the curriculum to make space for goal setting and reflection in classes.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum coordinator (s) <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s)

Goal 3	To further develop and embed a positive wellbeing and engagement culture for all students.	
KIS 3.a	To embed the whole school approach to a positive climate for learning.	
Actions	<ol style="list-style-type: none"> 1. Embed our whole school approach to classroom practices that enable learning. 2. Strengthen the whole school approach to catering for students based on their social-emotional developmental stage. 	
Evidence of change	<ol style="list-style-type: none"> 1. Year 8-10 Female Attitudes to School Survey results for the factors ‘Sense of Confidence’ and ‘Sense of Connectedness’ show improvements from the 2025 baseline. 2. The Resilience, Rights and Respectful Relationships curriculum and Positive Education pillars are mapped across the whole school, including a revised 7-9 RESPECT program that increases student engagement. 3. Aligned to the BHHS lesson structure, teachers plan for embedding entry, call to action, and exit routines into their teaching practice, including frequent positive feedback and praise. 4. The number of suspensions relating to bullying behaviour (including racism) has reduced from the 2025 baseline. 5. Teachers report improved confidence in embedding Tier 1 teaching practices including those that also cater for students with ASD/ADHD. 	
Tasks	People responsible	
Develop staff understanding of engaging girls in learning inside and outside of the classroom.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Student wellbeing coordinator <input checked="" type="checkbox"/> Sub-school leader/s	
Enhance positive classroom management strategies (Enabling Learning VTLM 2.0) with a focus on teachers providing frequent positive feedback and embedding consistent classroom routines with their students.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	
Audit and strengthen the current social-emotional learning programs to identify and provide opportunities at each sub-school to effectively cater for cohort developmental and social needs, and to strengthen student engagement and connection.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Student wellbeing coordinator	

<p>Enhance the promotion of respectful behaviours to the school community, using platforms such as student leadership groups, values awards, newsletters, Teams, Compass newsfeed, and assemblies.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Sub-school leader/s
<p>Sub-schools develop and implement an action plan that is relevant to the developmental and social needs of their cohorts, including a plan for homegroups.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Sub-school leader/s
<p>Develop staff understanding and capacity to implement Multi-tiered Systems of Supports (MTSS) for diverse learners.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Student wellbeing coordinator
<p>Implement the BHHS Anti-racism Strategy.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)