

Annual Implementation Plan: for Improving Student Outcomes

School name: **Box Hill High School**

Year: **2017**

School number: 7635

Based on strategic plan: 2015 - 2018

Endorsement:

Principal **Kate Mitchell 07/12/16**

Senior Education Improvement Leader **Rod Williamson**

School council **Marcus Balon 07/12/16**

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	
<ul style="list-style-type: none"> To improve the learning growth of every student in an environment that sets high expectations for all. To improve the engagement of students through a stimulating learning environment. To build an environment where students will flourish 	Excellence in teaching and learning	Building practice excellence	✓
		Curriculum planning and assessment	✓
	Professional leadership	Building leadership teams	
	Positive climate for learning	Empowering students and building school pride	✓
		Setting expectations and promoting inclusion	
	Community engagement in learning	Building communities	

Improvement Initiatives rationale:
 Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

Building practice excellence and maximising student outcomes with a focus on collaboration and collaborative reflection on teaching practice
Empowering students to build an environment where students will flourish.

Key improvement strategies (KIS)
 List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
Building practice excellence to maximise student learning outcomes	<ul style="list-style-type: none"> Continuing focus on strategies for Years 7 -12 classes to ultimately improve the number of over 40 scores. Instil best practice to maximise student success at VCE. Develop effective use of data, rigorous and challenging Common Learning Tasks (CLT) and assessments. Collaborative reflection on teaching practice by all staff in Trios in order to facilitate our whole school improvement on "how" we teach by using the ABC model. Increase teachers' knowledge on neuro-science research and its application to the classroom. Continuing documentation of curriculum with a focus of backward tracking of skills from Year 12
Empowering students to build an environment where students will flourish.	<ul style="list-style-type: none"> Implementation of new house system and enhance visibility of Houses through a variety of strategies. Continuing to embed positive education principles in classrooms and across each year level.



Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS								
IMPROVEMENT INITIATIVE								
STRATEGIC PLAN TARGETS		Building practice excellence and maximising student outcomes with a focus on collaboration and collaborative reflection on teaching practice						
12 MONTH TARGETS								
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<ul style="list-style-type: none"> Continuing focus on strategies to improve the number of over 40 scores. Instil best practice to maximise student success at VCE. Continuous audit of curriculum documentation to: <ol style="list-style-type: none"> Accurately reflect what is taught in classrooms Document modified units of work and CLTs for reasonable adjustment Reflect principles from ABC model <p>Continuing to improve digital literacy</p>	<p>MIT and domain to interview all over 40 students and make data available to staff. MIT to suggest some questions.</p> <p>Teachers reflect on their own personal teaching practices with a view to improving Year 11 and 12 student outcomes.</p> <p>Year 11/12 Teachers design classroom strategies to better reflect Year 12 key knowledge and key skill requirements.</p> <p>Backward track curriculums from Years 12 – 10 to ensure all necessary skills and content are highlighted and covered by teachers.</p> <p>Develop role of subject convenors</p> <p>Ensure collaboration within domains</p> <p>Review of new initiatives re exams and camp scheduling and transition at end of first and second semesters.</p> <p>Survey students and staff on these initiatives.</p> <p>Review of strategies to improve EAL at Year 7 & Year 10</p> <p>Meet targets set through our membership as a PASCH School.</p> <p>Explore and document individual pathways for students needing an alternative to VCE.</p> <p>Explore amount of time students have out of class with a view to minimizing disruptions.</p> <p>Silent study space for lunchtimes to be organised for students and publicised.</p> <p>Embed use of OneNote (Office 365) for all domain documentation needs.</p> <p>Introduce One Note Class Notebooks into Year 7 and 8 classes.</p> <p>Audit Year 7,8,10,11 Digital curriculum</p> <p>PAT testing – Years 7 -9.</p>	<p>LL/IAC/DAV/ MIT JON/BOT/MI D /MIT and Year 11 teachers</p> <p>LL and Domain Leaders</p> <p>LL and Domain Leaders, YLC 11 and 12</p> <p>7 and 10 YLCs and English LOTE RID/BOT</p> <p>Digital, LL and Domains</p>	<p>End of semester one and two Term 1</p>	<p>6 months: NAPLAN Data</p> <p>12 months: VCE Data</p> <p>Documentation available demonstrating backward tracked curricula.</p> <p>Survey results and review documentation.</p>	<p>● ● ●</p> <p>● ● ●</p>	<p>1. Increase the proportion in the top two NAP bands at Year 9 Level Decrease the proportion in the lower two bands at Year 9 level in Numeracy, Reading and Writing See Table 1a and 1b Below:</p> <p>2. Increase the percentage achieving high growth, decrease the low growth percentage on NAPLAN relative growth assessments Year 7- 9 in Numeracy, Reading and Writing Domains See Table 2 Below:</p> <p>3. Increase the VCE English, VCE English Language, EAL and English Literature and school mean study scores See Table 3 Below:</p> <p>4. Increase number of over 40 study scores from 12% - 18% See Table 4 Below:</p>		




<ul style="list-style-type: none"> Develop effective use of data, rigorous and challenging Common Learning Tasks (CLT) and assessments 	<p>Embed use of PAT data at Domain level and by individual teachers.</p> <p>Improve use of PAT data, pre- and post – testing, student surveys and special needs data, by domain leaders, to ensure more targeted teaching by teachers in their domains</p> <p>Audit CLT's against BHHS Assessment Policy.</p> <p>Audit staff use of COMPASS for CLTs and assessment tasks with a view of achieving 100% staff usage.</p> <p>English and Maths Domains analyse, monitor and strategize NAPLAN and ICAS Data and put into place strategies to ensure students learning growth continues</p>	LL and Domain Leaders	Term 3 Staff meeting	6 months:				
				12 months:				
				PAT Testing data				
				PDP evidence to support use of data				
				Audit results				
Audit results								

Table 1a: NAPLAN

YEAR 9 NUMERACY					
YEAR	BELOW NMS BAND 5	AT NMS BAND 6	ABOVE NMS BAND 9/10	BHHS MEAN	STATE MEAN
2014	0.5%	3.7%	61.6%	656.2	584.1
2015	0.0%	4.7%	61.6%	664.5	589.3
2016	0.5%	1.6%	66.9%	671.0	586.6
TARGET 2017	0.0	1.6	67.0		
YEAR 9 READING					
YEAR	BELOW NMS BAND 5	AT NMS BAND 6	ABOVE NMS BAND 9/10	BHHS MEAN	STATE MEAN
2014	1.6%	4.7%	54.7%	636.6	575.9
2015	3.6%	5.1%	54.3%	631.5	576.8
2016	2.2%	4.9%	49.8%	634	574.8
TARGET 2017	2.0%	4.5%	50.0%		
YEAR 9 WRITING					
YEAR	BELOW NMS BAND 5	AT NMS BAND 6	ABOVE NMS BAND 9/10	BHHS MEAN	STATE MEAN
2014	5.2%	13.1%	35.3%	592.1	544.0
2015	8.2%	15.9%	31.8%	593.5	545.5
2016	3.8%	15.7%	31.9%	601.8	550.2
TARGET 2107	3.6%	15.5%	33.0%		



Table 1b:

		READING_nb	WRITING_nb	SPELLING_nb	NUMERACY_nb	GRAMMAR & PUNCTUATION_nb
2012 (7) to 2014 (9)	Percentage Top Two Bands	67.5	47.6	60.2	71.0	58.6
	Percentage Bottom Two Bands	2.1	2.6	2.1	1.1	2.1
2013 (7) to 2015 (9)	Percentage Top Two Bands	32.8	14.1	34.7	41.1	39.7
	Percentage Bottom Two Bands	7.5	11.6	4.5	5.1	7.5
2014 (7) to 2016 (9)	Percentage Top Two Bands	41.4	11.0	36.6	50.8	39.3
	Percentage Bottom Two Bands	2.1	11.5	6.8	1.1	4.2

		READING_nb	WRITING_nb	SPELLING_nb	NUMERACY_nb	GRAMMAR & PUNCTUATION_nb
Percentage Top Two Bands		84.6	61.9	79.4	86.8	76.7
		Increase	Increase	Increase	Increase	Increase
Percentage Bottom Two Bands		0.0	1.1	0.5	0.0	0.5
		Decrease	Decrease	Decrease	Decrease	Decrease
Percentage Top Two Bands		54.3	31.8	48.5	61.1	46.4
		Increase	Increase	Increase	Increase	Increase
Percentage Bottom Two Bands		3.6	8.2	4.6	0.5	5.6
		Decrease	Decrease	No Decrease	Decrease	Decrease
Percentage Top Two Bands		50.0	32.1	47.3	67.2	50.0
		Increase	Increase	Increase	Increase	Increase
Percentage Bottom Two Bands		2.2	3.8	3.8	0.0	1.1
		No Decrease	Decrease	Decrease	Decrease	Decrease

Table 2: NAPLAN

RELATIVE GROWTH - NUMERACY – YEAR 7 - 9		
YEAR	LOW %	HIGH %
2014	20.5	28.9
2015	11.4	38.1
2016	16.9	25.3
TARGET 2017	15.0%	30%
RELATIVE GROWTH READING YEAR 7 - 9		
YEAR	LOW%	HIGH %
2014	11.2	32.0
2015	15.8	33.9
2016	11.0	34.0
TARGET 2017	10.5%	34.9
RELATIVE GROWTH WRITING YEAR 7 - 9		
YEAR	LOW%	HIGH %
2014	21.8	27.1
2015	18.9	31.1
2016	19.5	41.4
TARGET 2017	19%	42%



Table 3: VCE MEAN SCORES

	BHHS MEAN 2014	BHHS MEAN 2015	BHHS TARGET 2016	BHHS MEAN 2016	STATE MEAN 2014	STATE MEAN 2015	STATE MEAN 2016	BHHS TARGET 2017
ENGLISH	31.83	31.48	32.0	33.40	28.22	28.19	28.16	33.45
ENGLISH EAL	26.96	28.91	29.0	29.38	29.87	29.67	29.73	29.87
ENG LANGUAGE	32.68	34.84	35.0	33.24	30.04	29.45	29.35	33.25
LITERATURE	31.79	32.13	N/A (no class)	NA	28.19	28.34		

Table 4: VCE STUDY SCORES OVER 40

YEAR	BHHS % OF VCE STUDY SCORES OF 40 OR MORE	STATE -% OF VCE STUDY SCORES OF 40 OR MORE
2014	15.1%	6.3%
2015	16.3%	6.5%
2016	19.0%	6.3%
Target 2017	19.2%	



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		[Drafting Note these are the goals in your SSP related to this Improvement Initiative. Sometimes a goal in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]						
IMPROVEMENT INITIATIVE								
STRATEGIC PLAN TARGETS		[Drafting Note these are the targets in your SSP related to this Improvement Initiative. Sometimes a target in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]						
12 MONTH TARGETS		[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<ul style="list-style-type: none"> • Improve understanding and rigour of assessments 	Provision of Assessment PD for staff, eg creating rubrics, critical and creative thinking in assessments, using COMPASS for assessment, assess higher order thinking skills etc. Implementation of BHHS Exam Policy Implementation of BHHS VCE Policy by all teachers	LL/Domains BT, JOH, TOV, MID, LL JOH, MID		6 months:	● ● ●	1. Increase the Attitudes to School Survey variable means relating to teaching and learning See Table 5 Below: 2. Increase the percentile trend in the Attitudes to school survey – years 7 -12 in Teaching and learning See Table 6 Below: 3. Improve parent opinion survey in relation to School climate and Student Engagement variables See Table 7 Below:		
				12 months: Summary of PD Attendance	● ● ●			
<ul style="list-style-type: none"> • Review current reporting system with a view for improvement. 	Conduct a review of our reports based on the question, what do we want to achieve? Audit reports to ensure that they reflect Victorian Curriculum assessment. Review reports to ensure consistency between domains about what is reported.	LL and domain leaders and staff		6 months:	● ● ●			
				12 months: Changed reports	● ● ●			
<ul style="list-style-type: none"> • Collaborative reflection on teaching practice by all staff in Triads in order to facilitate our whole school improvement on "how" we teach. 	Continue whole school focus on Intentional Teaching: Invite more staff to join Teaching Model and collaboration team. PD provided for staff around Learning Intentions and success criteria. Working with staff to develop a common professional practice PD goal around effective use of learning intentions and success criteria in each class for 2018. Unpack be Supportive/Be Challenging from ABC Model. Digital – Active use of OneNote and Office 365 by all teachers. Establish small collaborative groups Each teacher has a Collaborative Reflection Smart	ALL Vic Zbar ABC team Digital team ALL ABC team	Term 3 Term 4	6 months:	● ● ●	1. Improve on Staff Opinion survey: Collective responsibility, Collective focus on student learning See Table 8 Below:		
				12 months: Growth from School Staff Survey on: <ul style="list-style-type: none"> • Collective Focus on Student Learning • Teacher Collaboration • Teaching and learning Summary of PD Attendance Professional Practice Goals evidenced in PDP documentation List of collaborative groups Professional Engagement Goals evidenced in PDP documentation	● ● ●			



	<p>Goal to be used as their Professional Engagement goal on their 2017 PDP which is linked to their personal student outcomes goal.</p> <p>Schedule time in calendar for termly Triad reflections.</p> <p>Troubleshoot any apparent obstacles in the Collaborative Reflection program.</p> <p>Establish a second Discovery Lab</p> <p>Use blog on ABC Model website to share effective practices.</p> <p>Encourage discussion of innovative practice within domains. Share best practice via workshop week – Term 2 Week 3 and then again in Term 4 – date TBA</p>	<p>DAV/LL/DAV</p> <p>IAV/MIT/DAV/LL</p> <p>ABC TEAM</p> <p>DAV</p> <p>LL/ABC TEAM</p> <p>LL/Domain leaders</p>		<p>Published Calendar</p> <p>Team membership</p> <p>Document the Collaborative Reflection program.</p> <p>A second Discovery Lab.</p> <p>Blog</p> <p>Minutes of meetings</p>				
<p>• Increase teachers’ knowledge on neuro-science research and its application to the classroom.</p>	<p>Andrew Fuller to support teachers’ understandings.</p> <p>Tracey Ezard PD to suggest strategies that teachers may use personally and in their classrooms.</p> <p>Schedule time for sharing ideas and successes in staff meeting</p>	<p>HAM</p> <p>MIT</p> <p>IAC/DAV/ MIT</p>	Dec 19	6 months:	● ● ●			
				12 months: Andrew Fuller PD Tracey Ezard PD	● ● ●			
				Calendar Data				



Table 5: ATTITUDES TO SCHOOL FACTOR MEAN SCORES – STUDENTS – 7- 12

FACTOR NAME	BHHS 2014	BHHS 2015	BHHS 2016	STATE 2014	STATE 2015	STATE 2016	BHHS Target 2017
Learning confidence	3.82	3.89	3.85	3.72	3.71		3.89
School connectedness	3.78	3.86	3.89	3.60	3.62		3.90
Stimulating learning	3.20	3.31	3.37	3.15	3.16		3.38
Student Motivation	4.36	4.36	4.36	4.26	4.24		4.38
Teacher effectiveness	3.71	3.77	3.81	3.66	3.64		3.82
Teacher Empathy	3.67	3.76	3.84	3.64	3.63		3.85

Table 6: ATTITUDES TO SCHOOL - PERCENTILE – YEARS 7-12

Factor Name	Percentile 2014	Percentile 2015	Percentile 2016	BHHS TARGET 2017
Learning confidence	81.2	92.0	88.1	92.0
School connectedness	76.4	83.9	91.3	84.0
Stimulating learning	57.8	73.0	82.3	73.0
Student motivation	79.9	81.7	87.1	82.0
Teacher effectiveness	57.8	71.7	82.0	72.0
Teacher empathy	55.6	69.5	81.7	70.0

Table 7: PARENT OPINION SURVEY – MEAN SCORES

School climate	BHHS 2014	State secondaries 2014	BHHS 2015	State secondaries 2015	BHHS 2016	State secondaries 2016	BHHS Target 2017
Approachability	5.55	5.32	5.66	5.25	5.45		5.66
Teacher Morale	5.61	5.23	5.66	5.25	5.61		5.63
Stimulating Learning	5.49	5.12	5.44	5.15	5.5		5.51
Behaviour Management	5.51	5.02	5.42	5.03	5.52		5.53
Reporting	5.47	5.25	5.49	5.26	5.50		5.55
Learning focus	6.05	5.51	5.93	5.52	6.00		6.05
Student Engagement							
Connectedness to peers	6.07	5.76	5.81	5.75	6.00		6.10
Student Motivation	5.57	5.05	5.55	5.04	5.49		5.50
Social Skills	5.77	5.51	5.54	5.50	5.65		5.70
School connectedness	5.75	5.23	5.58	5.23	5.65		5.70

Table 8: TEACHER OPINION SURVEY

Component	School Mean score 2014	School mean score 2015	School mean score 2016	BHHS TARGET 2017
Collective responsibility	81.32	82.90	82.09	83.0
Collective focus on student learning	78.80	80.08	77.86	78.0
Teacher Collaboration	66.62	70.85	74.75	75.0



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS								
OTHER IMPROVEMENT MODEL DIMENSIONS								
STRATEGIC PLAN TARGETS								
12 MONTH TARGETS								
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<ul style="list-style-type: none"> Empowering students to build an environment where students will flourish. 	Implementation of new House System and enhance visibility of Houses through a variety of identified strategies (see Student Voice Action Plan)	BON/WEY/YLCS	Term 1 -4	6 months:	● ● ●			
	Development and management of End of Year Passion camps	WAG		12 months: Improved attendance at whole school Improved school attendance data Passion Camps run	● ● ●	1. Increase the Attitudes to School survey variable means relating to teaching and learning		
	Continuing to use "focused attention" strategies in classrooms.	IN/ Positive Team		Attitudes to School Data showing overall maintenance of levels in all areas. Growth in: <ul style="list-style-type: none"> Stimulating learning; Teacher empathy; and Teacher effectiveness 		2. Increase the percentile trend in the Attitudes to school survey – years 7 -12 in Teaching and learning		
	Target group of teachers to introduce 5 minute "pause" at the start of period 5 classes.	IN		Positive Education Learnings reflected in Induction Materials		See Table 5 Above:		
	Positive Ed learnings are part of teacher induction.	DAV		Positive Education reflected in curriculum documentation.		See Table 6 Above:		
	Implementation of Positive Education across Year levels with each year having a focus – Year 7 – Positive Relationships, Resilience, Growth mindset; Year 8 – Gratitude; Year 9 Empathy, Resilience, healthy bodies; Year 10 – Character strengths, Grit, Perseverance, Mindfulness; Year 11/12- Healthy bodies, focused attention, resilience and reflected in curriculum documentation.	IND/LL/ Positive team/YLC						
	Information, research and resources made available to teachers and parents via COMPASS.	IN/welfare team						
	Sleep centre organised each week.							
	Brain gym app and mindfulness placed on COMPASS for teacher accessibility	IN/welfare team/YLC		Calendar	● ● ●			
	2 theme weeks organised	WAR/IND			● ● ●			



Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
Positive climate for learning	Vision, values and culture	Select	Select status	
	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
Community engagement in learning	Intellectual engagement and self-awareness	Select	Select status	
	Building communities	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
Next Steps:				

