2024 Annual Implementation Plan

for improving student outcomes

Yarra Hills Secondary College (8815)

Submitted for review by Darren Trippett (School Principal) on 20 December, 2023 at 08:28 AM
Endorsed by Deidre Deklijn (Senior Education Improvement Leader) on 22 December, 2023 at 10:01 AM
Endorsed by Sonja Pawsey (School Council President) on 04 February, 2024 at 11:19 PM

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	No	Support for the priorities	
Improve learning outcomes for all students, focusing on Literacy and Numeracy.	Yes	**NAPLAN – Benchmark growth** By 2027, the percentage of students meeting or above the NAPLAN benchmark growth from Year 7 to Year 9 will increase. 1. Reading, from 64 percent (2021) to 75 percent 2. Writing, from 58 percent (2021) to 70 percent 3. Numeracy, from 59 percent (2021) to 70 percent.	Reading: 68% Writing: 61% Numeracy: 62%
		NAPLAN – Proficiency Level By 2027, increase the percentage of students achieving exceeding or strong proficiency levels in NAPLAN for Year 9: 1. Reading, from [*benchmark to be set]* (2023) to *[NAPLAN target to be confirmed]* 2. Writing, from [*benchmark to be set]* (2023) to *[NAPLAN target to be confirmed]* 3. Numeracy, [*benchmark to be set]* (2023) to *[NAPLAN target to be confirmed]*	1. 11% Exceeding 2. Cohort tracked (to confirm in 2026) 3.Increase the % of Year 9 students Exceeding + Strong in Numeracy from 47% to 51% 4. Increase the % of Year 9 students Exceeding in Numeracy from 3% to 4%

		Teacher Judgments – Growth
		By 2027, increase the learning growth measured by teacher judgment over 12 months from semester two to semester two, for?Year 7 to Year 10?students?achieving at or above-expected growth.
		    1. Reading and viewing, from 63 percent (2022) to 67 percent
		    2. Writing, from 67 percent (2022) to 72 percent
		    3. Number and algebra, from 59 percent (2022) to 63 percent.
			R & V = 64%
			W = 68%
			N & A = 60%

		VCE All Study Score Mean By 2027, increase the VCE all-study score mean from 26.39 (2022) to 28.	26.4

		VCE Study Score 40+
		By 2027, increase the percentage of students achieving a score of 37 or above in VCE
		    1. English, from 6 percent (2022) to 10 percent
		    2. General Mathematics (formerly Further Mathematics), from 7 percent (2022) to 10 percent
		    3. Mathematical Methods CAS, from 0 percent (2022) to 4 percent.
			English = 7%
			GMA = 8%
			MME = 1%

		VCE Mean Study Score
		By 2027, increase the VCE mean study score across studies of VCE
		    1. English, from 26.62 (2022) to 28
		    2. General Mathematics (formally named Further Mathematics), from 29.19 (2022) to 30
		    3. Mathematical Methods CAS, from 21.33 (2022) to 25
			Eng = 26.7
			GMA = 29.2
			MME = 22

		Staff Opinion Survey (SOS)
		By 2027, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors.
		    1. Academic emphasis, from 20 percent (2022) to 32 percent
		    2. Collective efficacy, from 28 percent (2022) to 40 percent
		    3. Instructional leadership, from 35 percent (2022) to 51 percent
			1. 25%
			2. 32%
			3. 40%
			4. 25%

		4. Understand how to analyse data, from 18 percent (2022) to 30 percent.	

		Student Attitudes to School Survey (AToSS)
		By 2027, the positive endorsement percentage in these Student Attitudes to School Survey factors will improve:
		   1. Differentiated learning challenge, from 43 percent (2022) to 53 percent
		   2. Stimulating learning, from 30 percent (2022) to 47 percent
		   3. Motivation and interest, from 43 percent (2022) to 51 percent
		   4. Self-regulation and goal setting, from 43 percent (2022) to 51 percent.
			1. 45%
			2. 35%
			3. 45%
			4. 45%

Improve student wellbeing and engagement in learning.	Yes	**School Staff Survey (SSS)**
		By 2027, the positive endorsement percentage will improve in these School Staff Survey factors:
		   1. Build resilience and a resilient, supportive environment, from 30 percent (2022) to 42 percent
		   2. Believes student engagement is key, from 72 percent (2022) to 82 percent
		   3. Promotes student ownership of learning from 30 percent (2022) to 55 percent.
			1. 35%
			
			2. 75%
			
			3. 35%

		Parent Opinion Survey (POS)
		By 2027, the positive percentage endorsement rate in the Student Attitudes to School Survey factors will improve.
		   1. Student connectedness, from 70percent (2022) to 78 percent
		   2. Confidence and resiliency skills, from 63percent (2022) to 67 percent
		   3. Student motivation and support, from 55percent (2022) to 59 percent
		   4. Student agency and voice, from 68 percent (2022) to 70 percent.
			1. 72%
			2. 64%
			
			3. 56%
			
			4. 69%

		By 2027, decrease the percentage of students with 20 or more days absent, from 43 percent (2022) to 35 percent.	40%
		By 2027, the percentage of students who continue education past year 12 will increase from 40.7 percent to 60 percent.	45%

Goal 2	Improve learning outcomes for all students, focusing on Literacy and Numeracy.
12-month target 2.1-month target	Reading: 68% Writing: 61% Numeracy: 62%
12-month target 2.2-month target	1. 11% Exceeding 2. Cohort tracked (to confirm in 2026) 3. Increase the % of Year 9 students Exceeding + Strong in Numeracy from 47% to 51% 4. Increase the % of Year 9 students Exceeding in Numeracy from 3% to 4%
12-month target 2.3-month target	R & V = 64% W = 68% N & A = 60%
12-month target 2.4-month target	26.4
12-month target 2.5-month target	English = 7% GMA = 8% MME = 1%
12-month target 2.6-month target	Eng = 26.7 GMA = 29.2 MME = 22
12-month target 2.7-month target	1. 25% 2. 32%

	3. 40% 4. 25%	
12-month target 2.8-month target	1. 45% 2. 35% 3. 45% 4. 45%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Strengthen teacher data usage to apply evidence-based enquiry cycles that optimise student learning attainment and growth.	Yes
KIS 2.b Teaching and learning	Strengthen pedagogy using evidence-based and consistent high impact teaching strategies.	No
KIS 2.c Assessment	Strengthen staff capacity to deliver point-of-need teaching practice to optimise student learning growth.	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.	As an outcome of undertaking a School Strategic Review in 2023, analysis of the school's NAPLAN and school-based assessment identified that some students were achieving at and above age-expected levels, some were making at and above-expected learning gains, and others were making less-than-expected learning growth and attainment. The panel recommended a focus on further developing staff and students' use of assessment and data to inform and monitor students' point of need. The panel agreed that cycles of inquiry supported by enhanced data analysis to inform curriculum planning, evidence-based high impact teaching strategies, and delivery and assessment of curriculum within agreed instructional frameworks should be areas of focus in the next School Strategic Plan.	
Goal 3	**Improve student wellbeing and engagement in learning.**	
12-month target 3.1-month target	1. 35% 2. 75% 3. 35%	

12-month target 3.2-month target	1. 72% 2. 64% 3. 56% 4. 69%	
12-month target 3.3-month target	40%	
12-month target 3.4-month target	45%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Engagement	Embed a whole school approach to student engagement in learning and wellbeing.	Yes
KIS 3.b Engagement	Create a learning environment that supports students to build self-efficacy and high expectations	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.	In the School Strategic Review, the school's wellbeing, engagement, inclusion, teaching and learning processes and practices were analysed via fieldwork. The panel agreed that orderly learning environments were generally evident across the two campuses. The panel observed some passive student engagement, and some passive and active disengagement. The panel observed variance in how the agreed teaching and learning model and other support and engagement frameworks were implemented across and within teams. The panel concluded that a tiered approach to enhancing student capabilities necessary for them to thrive, contribute and respond positively to life's challenges and opportunities was a focus for future directions. An additional focus that was identified was to enhance student goal setting, engagement and agency in their class learning so that students can better understand and own their learning achievement and growth.	

Define actions, outcomes, success indicators and activities

Goal 2	Improve learning outcomes for all students, focusing on Literacy and Numeracy.
12-month target 2.1 target	Reading: 68% Writing: 61% Numeracy: 62%
12-month target 2.2 target	1. 11% Exceeding 2. Cohort tracked (to confirm in 2026) 3.Increase the % of Year 9 students Exceeding + Strong in Numeracy from 47% to 51% 4. Increase the % of Year 9 students Exceeding in Numeracy from 3% to 4%
12-month target 2.3 target	R & V = 64% W = 68% N & A = 60%
12-month target 2.4 target	26.4
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12-month target 2.7 target	1. 25% 2. 32% 3. 40% 4. 25%
12-month target 2.8 target	1. 45% 2. 35% 3. 45% 4. 45%

| KIS 2.a
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	Strengthen teacher data usage to apply evidence-based enquiry cycles that optimise student learning attainment and growth.
Actions	• Develop and implement a PLC model focused on student learning (and learning-related) needs and outcomes.
Outcomes	Leaders will: • Determine suitable and ongoing PLC structures, groupings, cycle length, scheduling, strategies (such as peer/lesson observations) and protocols (including data collection, recording, use and analysis) • Support PLC leaders and members with timely and appropriate professional learning • Develop and use monitoring and review processes to support PLCs and ensure alignment with AIP and SSP KISs, and DET guidelines (including the principles of effective PLCs) • Build staff capacity to use and analyse data to inform and evaluate student learning and teaching practice Teachers will: • Participate in all PLC Professional Learning • Actively engage with the PLC program and processes • Use and analyse data to inform and evaluate student learning and teaching practice • Adjust teaching practice in response to formative and summative data • Share with colleagues the learnings gained from PLC inquiry cycles for consideration of wider implementation Students will: • Contribute data through performance, engagement and providing feedback • Participate in targeted interventions as required for PLC enquiry cycles
Success Indicators	Data and Artefacts: • Professional Learning Calendar developed and implemented • PLC Groups formed and meeting regularly • PLC Meeting Minutes • PLC staff structure template • PAT testing results

KIS 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen staff capacity to deliver point-of-need teaching practice to optimise student learning growth.
Actions	- Further develop and strengthen staff capacity to effectively utilise relevant student data sets to identify and plan for individual student needs - Build staff capacity to differentiate learning design, teaching and assessment strategies
Outcomes	Leaders will: • Develop and deliver a program to further build staff capacity to effectively utilise relevant student data sets to identify and plan for individual student needs • Respond to staff point-of-need data literacy needs • Implement relevant actions and strategies, and future planning, of the Numeracy and Literacy Plans • Oversee the implementation of the Junior School Mathematics reform plan. • Review KLA position descriptions to ensure their Tasks and Responsibilities reflects the pedagogical intent stated in their Nature of the Position, and the Core Accountabilities • Provide support, including professional learning, for KLA leaders to fulfil these • Develop a plan for implementation in 2025 for a whole-school framework and program that guides and supports students' engagement with their personal learning data and levels • Lead and complete a review the Year 10 electives program with a view to optimising differentiation and pathway preparation. Teachers will: • Self-assess their data literacy and point-of-need for their own data literacy capacity building • Actively engage in professional learning and collaboration to develop their data literacy and use • Utilise relevant student data sets to identify and plan for individual student needs and adjust as needed, learning design and teaching practice • Use student data to evaluate the impact of their teaching • Implement relevant actions and strategies, and future planning, of the Numeracy Plan • Implement the Junior School Mathematics reform plan. • Guide and support students' engagement with their personal learning data and levels Students will:

	• Engage with whole-school and subject-specific Numeracy and Literacy learning strategies • Engage with their personal learning data and levels
Success Indicators	• Relevant actions and strategies from the Numeracy and Literacy plans are implemented • Data Wall is current for all students • Plan for implementation in 2025 for a whole-school framework and program that guides and supports students' engagement with their personal learning data and levels is completed and ratified by the SIT • KLA role descriptions have been reviewed • Data Wall is current for all students • Staff use the data wall to inform and change class planning
Goal 3	Improve student wellbeing and engagement in learning.
12-month target 3.1 target	1. 35% 2. 75% 3. 35%
12-month target 3.2 target	1. 72% 2. 64% 3. 56% 4. 69%
12-month target 3.3 target	40%
12-month target 3.4 target	45%
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a whole school approach to student engagement in learning and wellbeing.
Actions	- Embed whole college SWPBS model to meet the needs of students - Re-establish a school culture of restorative practice,

	- Build staff and student relationships through the implementation of Wellbeing programs, Home Groups, Mentor period, Life Skills, ASPIRE/STRIVE and House system
Outcomes	Leaders will: • review and implement SWPBS rewards points • frequently monitor SWPBS behaviour data using the learning management system • provide opportunity for the SWPBS team to lead and sustain the implementation and monitoring of SWPBS • support all staff to apply TRP program by prioritising time for planning for YLCs, completing peer observations and providing professional learning opportunities • support staff to develop their own knowledge and capacity to teach TRP program • provide professional learning for staff in the area of of understanding behaviour and strategies to responding and managing the behaviour. • provide professional learning for staff focussing on students needs and diagnosis. • Lead and manage the consultation and finalisation of a college motto, as part of the community and identity development strategy Teachers will: • understand and maintain consistency the SWPBS philosophy and articulate the desired behaviours, and major and minor behaviours • consistently use the SWPBS reward systems for all students. • explicitly teach the SWPBS expected behaviour lessons. • establish the non-negotiables in all areas. • review and apply differentiated practice based on student behaviour data. • l understand and explicitly teach TRP program in Home group/ mentor/ Lifeskills sessions • build positive staff student relationships with the students in their Home group/mentor/Lifeskills class. • Guide and support students' engagement with their personal learning data and levels • understand the Restorative program and use the strategies to build positive relationships with students • enage in and lead restorative conversations with students • understand the Restorative program and use the strategies to build positive relationships with students • enage in and lead restorative conversations with students • engage in professional development to understand their students wellbeing needs and diagnosis. • Engage with the consultation process for developing a college motto. Students will: • Engage with their personal learning data and levels • Engage with the consultation process for developing a college motto. • be able to articulate the positive behaviours outlined in the SWPBS Matrix. • access TRP cool's material regularly through Home group / mentor/Lifeskills sessions.

	• engage in restorative strategies lead by a staff member to resolve conflict and problems. • engage in restorative strategies lead by a staff member to resolve conflict and problems. • partake in targeted health and wellbeing educational sessions • have student voice and agency in the development of a wellbeing calendar of events and programs Parents will: • understand the desired school behaviours and the procedures for responding to behaviours including the SWPBS matrix and major and minor behaviours. • be provided with a supportive framework to understand Restorative practice
Success Indicators	SWPBS: • Matrix and area posters are displayed around the college • Behaviours are recorded in Compass under the Minor and Major templates • Expected behaviours are displayed prominently thought out the school • Use of SWPBS language and behaviour management model is evident in Peer Observations • Documented SWPBS expected behaviours are taught in all classrooms • Documented Reward system • Successful completion of the SWPBS Universal Prevention A implementation checklist, the SWPBS Self-assessment Survey, SWPBS Tiered Fidelity Inventory and achievement of the SWPBS Blue award • Reduced suspension record TRP/Restorative • Conduct the Resilient Youth Survey • documented homegroup/mentor group lesson plans • ATOSS: Resilience ^ student engagement ^ learning outcomes^ • School Staff Survey: • YLCs and Staff have a resource bank of strategies they can use to restore harm and relationship issues. • Staff Survey and student focus groups shows changes to staff practice with staff/student relationships and solving problems • Staff complete professional learning that has been identifies as needed Wellbeing: • Documented and shared wellbeing calendar • Evidence of educational wellbeing sessions and professional development sessions. Students will: • increase work output shown through the decrease of At Risks due to a more settled / conducive learning environment within the classroom.

	• show an increased connection with school through increased attendance and involvement within school activities.
	• be able to regulate behavior and emotions without the need of a cool off card or leaving class.
	Teachers will:
	• See an increase of class participation through student involvement in class discussions and work output
	• See a decrease in class absences due to engagement with learning and connectedness to the school through Wellbeing events.
	• see a decrease in minor/major disruptive behaviours within the classroom.
	Leaders will:
	• See less removals from classes through the increased connection between teacher and student.
	• See a decrease of conflicts between teachers and students due to the increased knowledge of staff through PL on supporting students Wellbeing in class.
	Students will have access to and engage with their own learning data and levels.
	A school motto has been finalised.