Annual Implementation Plan - 2021
Define Actions, Outcomes and Activities

Belmont High School (7585)

Submitted for review by Sandra Eglezos (School Principal) on 18 December, 2020 at 12:34 PM
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Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Student Survey • Stimulated Learning - 75th percentile or above. •Sense of confidence - 85th percentile or above (Learner characteristics and disposition Domain) •Differentiated learning challenge - 65th percentile or above. (Effective teaching practice for cognitive engagement Domain) •High expectations for success - 82nd percentile or above. (Teacher-student relations Domain) •Motivation and interest - Percentile to be more than 75% •Effective Classroom behaviour - Percentile to be more than 85%. •Teacher Concern – Percentile to be more than 68% Staff Survey: School Climate: • Collective efficacy - principal/teachers mean above 75. • Teacher collaboration - principal/teachers mean above 70. •NAPLAN Reading High Growth >32% Low Growth < 15% More than 32% of Year 9 students will be in the top 2 Bands Fewer than 10% of Year 9 students will be in the bottom 2 Bands Writing High Growth >25% Low Growth < 25% More than 25% of Year 9 students will be in the top 2 Bands Fewer than 25% of Year 9 students will be in the bottom 2 Bands Numeracy High Growth >28% Low Growth < 15% More than 28% of Year 9 students will be in the top 2 Bands Fewer than 7% of Year 9 students will be in the bottom 2 Bands VCE

	• The VCE All-Study mean will be at least 30. • The VCE Further Mathematics mean will be at least 30 . • The VCE English mean will be at least 31. • More than 8% of VCE students awarded 40+ scores . VCAL By 2020 VCAL 95% of students have either successfully completed their VCAL or transitioned into a positive pathways (employment/further education). Attendance Absence rate 7-12 is less than 12 days Retention 85% of students 7 to 10 68% of students 7 to 12 Parent Opinion Survey Student Safety - Managing bullying more than 85% Promoting positive behaviour to be more than 80%. School Connectedness to be more that 90%
KIS 1 Building practice excellence	Learning, catch-up and extension priority
Actions	1. Building Data Literacy of staff by creating a data team that will be trained to lead the work. Data Team to work with particular groups such as the Mathematics, Middle Years, English and MYLN/Tutor teams. 2. Develop a tutoring program that targets specific support to small groups of students in literacy and numeracy. Tutors to be developed in the use of data to track and monitor student progress. Use SNIP and other data sets that are triangulated to identify students that require additional support and ones that have improved due to the intervention. 2a. Continue the MYLN intervention program with students from year 8 and 10. MYLN development leaders to work with year 9 teachers to build their capacity in the use of data to inform teaching groups and their practices. 3. Enhancing PLC. Build the capacity of Learning Area Leaders to lead their teams effectively to meet school priorities and improve student outcomes by enacting coaching and mentoring practices and by analysing and tracking data. Teams to be using the FISO improvement cycle to implement an action research project in small teams and regularly sharing their work with members of the PLT, other Learning Areas in Staff meetings and observing practices. 4. Continue our writing improvement journey. Ongoing embedding of WTL practices and vocabulary strategies. develop a common approach to teaching command terms across Learning areas and year levels. Work specifically with English, Science and the Arts. 5. VCE Improvement. VCE teams will continue to utilize data to improve student outcomes. Engage in PL around utilizing data to T &

	L set goals. 6. Developing consistent feedback practices across learning areas. 6a. Year 7 & 8 teachers continue/engage in ongoing reporting pilot.
Outcomes	1. Data team will be confident to lead the work with particular teams and develop a data timeline and action plan to further improve the data literacy of teachers. 2. Tutors and MYLN teachers to track and monitor student growth and response to intervention. MYLN development leaders to coach individual Year 9 teachers. MYLN leaders to work in the Year 9 team via team teaching, mentoring, modelling best practice, and observing practice. Leaders will discuss, track and monitor student growth and response to intervention within their teams and with individual teachers. A tutoring plan which focuses on Year 11 and 12 will be developed with a specific focus on individuals students' literacy and numeracy needs. A tracking system will be developed to monitor the success of the intervention strategies. 3. LAL running effective PLTs with clear goals, termly plans, and documentation of meetings show a focus on development and strategic areas only. Unit chairs implemented and use of data to inform work. LAL development through coaching and mentoring. AP to work with Curriculum Leader to select priority staff to begin the process, including internal leadership processes. 4. WTL & vocab practices are documented in lesson plans across all learning areas. Agreed set of command terms taught explicitly at each year level across all learning areas. English, Science and Arts Learning Areas analyse high stake writing from in year 12 and map backwards to ensure progression of essential writing skills is developed from year 7. 5. Defined and consistent approach to tracking student growth. Consistent approached to the collection and analysis of data. 6. Teachers utilise common formative assessments to check student progress, provide timely feedback to students/parents via Compass LMS, and adjust practices to move each student towards successful completion of CAT. 6a. All year 7 and 8 t's refine and follow ongoing reporting protocols to provide regular feedback to parents on student progress.
Success Indicators	1.Data action plan and data schedule developed and published. Specific teams confidently working on student data including the triangulation of data that informs their next level of work in English and Mathematics classes across 7 to 10. The data we collect will be highly valued by staff, students and parents due to the fine grained, meaningful way it is used. 2.Tutor and MYLN program Teachers using a high level of analysis to triangulate student data to inform planning in year 9 English and Mathematics teams Tutors and MYLN teachers to confidently work on student data to monitor growth and response to intervention Students who are on a response to intervention program to be placed on an individual learning plan. 3. PLC - documented Learning area goals, minutes show data use, unit chair work, flexible teamwork. Routine surveys completed by LAL with teams for feedback. Collaborative practices as well as t & L practices evident through peer observations, on Compass and On Note. Sharing of best practice will occur in PLTs, intervention strategies will be a focus through peer observations, strategies uploaded on

	the One Note and linked to lesson plans on Compass. 4. Improved writing data (NAPLAN, ON Demand, Teacher Judgement/ VCE) in English, Science and the Arts. 5. Staff complete data analysis using VCE data service. Effective year 10 - 11 and 11 - 12 transition of student information. 6. Common formative assessments are put on Compass as learning tasks and timely feedback is provided through Compass. Parents regularly access Compass to check student progress on Learning Tasks. 6a. All year 7 & 8 teachers participate in ongoing reporting pilot. Protocols and timeline for reporting. Teacher feedback collected and analysed. Parent feedback collected and analysed. Student feedback collected and analysed.
KIS 2 Setting expectations and promoting inclusion	Happy, active and healthy kids priority
Actions	1. Implement a Whole School approach to Wellbeing 2. Embed Positive Education into Teaching and Learning practices with a focus on building positive relationships. 3. Ensure staff have clarity and are consistently implementing BHS routines around student uniform, 6Rs, Ready to Learn. 4. Identify, intervene and track students at risk
Outcomes	1. Staff: Develop an improvement team made to help develop an agreed action plan to support staff wellbeing and engagement. Team to develop an action plan to address the issues that have been identified by staff that have caused wellbeing issues. Students: The wellbeing team to work on developing a whole school approach to wellbeing that is documented and published for staff, students and parents. Establish an agree approach to monitoring and responding to student wellbeing concerns. Implement classroom interventions in cognitive skills, behavioural skills or exercise and relaxation. 2. Growth Mindset links to reporting processes will show individual and cohort growth. Brain Breaks will be visible in lesson plans on the One Note and Compass. Character Strength anchor charts will be evident round the school and linked to the feedback section of the lesson framework in Years 7 and 8. Anchor charts present in all classrooms, reduced number of absences and uniform infractions on Compass. 3. Clear processes around dealing with students out of uniform and student misbehaviour in class. Students understand classroom expectations and arrive at class ready to learn. The House Leadership team will review and update the staff and students handbook including reviewing policies on uniform, personal appearance, ready to learn protocols and attendance. 4. Teachers will input data into the SNIP at the beginning, middle and end of term. House Leaders will identify students at risk and develop an IEP for tier three students. House Leaders will support teachers in utilising strategies within classrooms to further support students identified as being at risk.

Success Indicators	1. School Improvement Team (SIT) to be developed and lead staff to identified issues that are considered barriers to staff wellbeing. Agreed action plan to be organised to address these issues. 2. Teachers and leaders to regularly use SNIP to identify students needing wellbeing support, following the processes as outlined in the wellbeing policy. A reduced number of students in tier 3. Students progressing to tier one. 3. Increase in number and frequency of students attending school in correct school uniform. Increase in staff engagement in reflection with students they relocate from their class. Decrease in the number of relocations from class sue to misbehaviour. Decrease in the number of students accessing their locker during class time. Decrease in the number of mobile phone confiscations during class time. 4. Teachers and leaders to regularly use SNIP to identify students needing wellbeing support, following the processes as outlined in the wellbeing policy. A reduced number of students in tier 3. Students progressing to tier one.
KIS 3 Building communities	Connected school's priority
Actions	1. Embedding the use of Compass into teaching, learning, assessment and communication practices. 2. Building relationships with families by creating spaces for connecting online and in person.
Outcomes	1. Staff post lesson plans on Compass and place all CFAs and CATS in Learning tasks for students. Staff provide feedback on all assessments through Compass to enable transparency to students and parents. 2. Year 7 families will engage in a Meet and Greet BBQ in term 1. House Leaders will create protocols around how often they communicate with families via Compass to pass on House messages. House teams will create positive chronicle entries. Routine Newsletter entries will occur. House Leaders will begin to investigate how we might strengthen our use of social media. House Leaders will work with the Wellbeing team to offer online wellbeing session for families.
Success Indicators	1. Lesson plans and Learning Tasks on Compass. Increased student chronicles – positive and otherwise. 2. An increase in the number of positive chronicles on Compass. Parent/Families surveys will be conducted to capture opinions and monitor growth/areas for further strengthening.