

2024 Annual Implementation Plan

for improving student outcomes

Belmont High School (7585)



Submitted for review by Joshua Baker (School Principal) on 19 December, 2023 at 09:45 AM
Endorsed by Alan Davis (Senior Education Improvement Leader) on 19 January, 2024 at 08:35 AM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

| | FISO 2.0 dimensions | Self-evaluation level |
|-----------------------|--|-----------------------|
| 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 | |
| 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 | |

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| Assessment | Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. | Evolving |
| | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | |

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| Engagement | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school | Evolving |
| | Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | |

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| Support and resources | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Evolving |
| | Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students | |

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| Future planning | It is difficult to talk about the 4 year targets as there has been a significant change in leadership throughout the school. What has been a success is the positive trends around our approach to school improvement. Staff seem ready to get on board with the consistent focus of our professional learning model. With a new substantive principal being appointed to BHS for Term 2 2024 this will give the school a chance to move forward with a clear vision. |
| Documents that support this plan | |

Select annual goals and KIS

| Four-year strategic goals | Is this selected for focus this year? | Four-year strategic targets | 12-month target |
|--|---------------------------------------|--|--|
| <p>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.</p> | No | Support for the priorities | |
| To improve the learning outcomes of all students. | Yes | <p>By 2025, improve the percentage of students achieving above Benchmark Growth from Year 7–9 in NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 19% in 2021 to 23% • Writing from 20% in 2021 to 23% • Numeracy from 12% in 2021 to 18%. | Benchmark growth data will have to wait until 2025 for matched data under the new proficiency levels. |
| | | <p>By 2025, increase the staff percentage of positive endorsement in the School Staff Survey for:</p> <ul style="list-style-type: none"> • Academic emphasis from 47% in 2021 to 52% • Collective efficacy from 53% in 2021 to 60% • Understand how to analyse data from 33% in 2021 to 40%. | AE - Moved from 39% to 44% during 22' to 23'. Looking at a goal target of 49% in 2024. Data analysis - Moved from 29% to 34% during 22' to 23. Looking at a target of 39% in 2024. |
| | | <p>By 2025, increase the Years 7–12 students' percentage of positive endorsement in the Attitudes to School Survey, for:</p> <ul style="list-style-type: none"> • Sense of confidence from 55% in 2021 to 65% • Stimulating learning from 51% in 2021 to 60% • Differentiated learning challenge from 53% in 2021 to 62%. | Differentiated learning saw a drop from 58% to 54% during 2022 to 2023. Looking at moving that back to 60% for 2024. |

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| | | Increase the VCE all study score from 28.88 in 2021 to 29.5 or above in 2025. | Our 2022 VCE mean was 27.89. This based off scores of 2019 NAPLAN- Year 9 Reading 592 (29% T2B)- Year 9 Numeracy 600 (27% T2B)So our 2024 cohort goal is 28.0 based on 2021 NAPLAN - Year 9 Reading 585 (23% T2B)- Year 9 Numeracy 581 (16% T2B) |
| To improve student engagement and wellbeing. | Yes | By 2025, increase the Year 7–12 students' percentage of positive endorsement in the Attitude to School Survey, for: <ul style="list-style-type: none"> • Student voice and agency from 40% in 2021 to 52% • Teacher concern from 38% in 2021 to 48% • Sense of Connectedness from 50% in 2021 to 62%. | TC saw us drop from 37% to 34% during 22' to 23'. A goal of moving this back to 38% in 2024 is an aspirational target |
| | | By 2025, increase the staff percentage of positive endorsement in the School Staff Survey, for: <ul style="list-style-type: none"> • Seek feedback to improve practice from 46% in 2021 to 51% • Use student feedback to improve practice from 58% in 2021 to 64%. | Use SF saw us drop from 54% to 50% during 22' to 23'. A goal of moving this back to 55% in 2024 is an aspirational target |
| | | Decrease the average student absences from 17.67 days per student in 2021 to 17 days per student in 2025. | Student absence was 22.7 days in 2023 down from 27.7 during 22'. A 2024 target would be to get this target back under 20 days. |

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| Goal 2 | To improve the learning outcomes of all students. |
| 12-month target 2.1-month target | Benchmark growth data will have to wait until 2025 for matched data under the new proficiency levels. |
| 12-month target 2.2-month target | AE - Moved from 39% to 44% during 22' to 23'. Looking at a goal target of 49% in 2024. Data analysis - Moved from 29% to 34% during 22' to 23. Looking at a target of 39% in 2024. |
| 12-month target 2.3-month target | Differentiated learning saw a drop from 58% to 54% during 2022 to 2023. Looking at moving that back to 60% for 2024. |

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| 12-month target 2.4-month target | Our 2022 VCE mean was 27.89. This based off scores of 2019 NAPLAN - Year 9 Reading 592 (29% T2B) - Year 9 Numeracy 600 (27% T2B) So our 2024 cohort goal is 28.0 based on 2021 NAPLAN - Year 9 Reading 585 (23% T2B) - Year 9 Numeracy 581 (16% T2B) | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 2.a Professional leadership | Enhance teacher pedagogy through use of the Belmont HS lesson framework and through the strengthening of PLCs. | Yes |
| KIS 2.b Excellence in teaching and learning | Build teacher capacity to use data and evidence to differentiate and support student learning and 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. | Continued work around our learning framework will be our core business in an ongoing capacity. This work will have an overarching impact on all of our KIS outlined above. | |
| Goal 3 | To improve student engagement and wellbeing. | |
| 12-month target 3.1-month target | TC saw us drop from 37% to 34% during 22' to 23'. A goal of moving this back to 38% in 2024 is an aspirational target | |
| 12-month target 3.2-month target | Use SF saw us drop from 54% to 50% during 22' to 23'. A goal of moving this back to 55% in 2024 is an aspirational target | |
| 12-month target 3.3-month target | Student absence was 22.7 days in 2023 down from 27.7 during 22'. A 2024 target would be to get this target back under 20 days. | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |

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| KIS 3.a Positive climate for learning | Strengthen the inclusive school environment and student mental health and wellbeing through embedding Respectful Relationships and Positive Education strategies. | Yes |
| KIS 3.b Positive climate for learning | Understand and activate student voice and agency. | 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. | Giving the students a greeter connection at BHS is imperative as we move forward. Creating a culture of excellence in a safe and understanding environment is crucial for our students to achieve their potential. | |

Define actions, outcomes, success indicators and activities

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| Goal 2 | To improve the learning outcomes of all students. |
| 12-month target 2.1 target | Benchmark growth data will have to wait until 2025 for matched data under the new proficiency levels. |
| 12-month target 2.2 target | AE - Moved from 39% to 44% during 22' to 23'. Looking at a goal target of 49% in 2024. Data analysis - Moved from 29% to 34% during 22' to 23. Looking at a target of 39% in 2024. |
| 12-month target 2.3 target | Differentiated learning saw a drop from 58% to 54% during 2022 to 2023. Looking at moving that back to 60% for 2024. |
| 12-month target 2.4 target | Our 2022 VCE mean was 27.89. This based off scores of 2019 NAPLAN - Year 9 Reading 592 (29% T2B) - Year 9 Numeracy 600 (27% T2B) So our 2024 cohort goal is 28.0 based on 2021 NAPLAN - Year 9 Reading 585 (23% T2B) - Year 9 Numeracy 581 (16% T2B) |
| KIS 2.a Instructional and shared leadership | Enhance teacher pedagogy through use of the Belmont HS lesson framework and through the strengthening of PLCs. |
| Actions | Creating a none negotiable mandate from our staff about what must be seen in the BHS classroom. Termly PLC focus that narrows in on an aspect of the BHS framework Starting the year with know your students focus to have staff analysing what is sitting in their classroom |
| Outcomes | Students will start to expect certain teaching actions in each of their classrooms. Staff to acknowledge the certain aspects of the BHS framework that have the best learning impact Using the PLC time to collaborate in teams and spread the load |
| Success Indicators | Academic emphasis form SS Increase in the differentiated learning from the ATSS BHS T&L survey to be implemented and analysed by staff |

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
|---|--|---------------------------------------|----------------------------------|---|
| Staff Support for Year 8 students to improve literacy and numeracy outcomes | <input checked="" type="checkbox"/> Literacy support <input checked="" type="checkbox"/> Numeracy support | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$90,000.00 <input checked="" type="checkbox"/> Other funding will be used |
| Implementing Literacy and Numeracy strategies across all learning areas | <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| KIS 2.b Building practice excellence | Build teacher capacity to use data and evidence to differentiate and support student learning and growth. | | | |
| Actions | Targeted approach in our PLC cycles to continue to focus on our school wide language of differentiation. We will look to bring in external support to look at analysing data with staff and how to interpret data to modify teaching process. We will look to focus on our questioning as a main piece of work to support staff in differentiated learning for students. | | | |
| Outcomes | <ul style="list-style-type: none"> - Continue to see growth in the implementation of our whole school differentiated language - See an increase in targeted questioning techniques from staff - See improved growth form the students who start in the higher level academic bands | | | |
| Success Indicators | Staff opinion data Attitudes to school data Classroom observation reflections looking target questioning BHS Teaching and learning surveys implemented where teachers target their individual class | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |

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|--|---|--|----------------------------------|---|
| Professional development guest speaker to come in and run questioning workshop | <input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 3 to: Term 4 | \$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used |
| Goal 3 | To improve student engagement and wellbeing. | | | |
| 12-month target 3.1 target | TC saw us drop from 37% to 34% during 22' to 23'. A goal of moving this back to 38% in 2024 is an aspirational target | | | |
| 12-month target 3.2 target | Use SF saw us drop from 54% to 50% during 22' to 23'. A goal of moving this back to 55% in 2024 is an aspirational target | | | |
| 12-month target 3.3 target | Student absence was 22.7 days in 2023 down from 27.7 during 22'. A 2024 target would be to get this target back under 20 days. | | | |
| KIS 3.a Health and wellbeing | Strengthen the inclusive school environment and student mental health and wellbeing through embedding Respectful Relationships and Positive Education strategies. | | | |
| Actions | Incorporating wellbeing dog Imbedding the SWPB actions to imbed across the school Re-work the chronicle scaffold to allow teachers greater scope with follow up Targeted wellbeing intervention for our students who are tier 2 and 3 Implementation of the office 365 teams system to allow students a more effective way to communicate with teachers and support staff PL learning to support staff to imbed targeted wellbeing intervention into their classroom | | | |
| Outcomes | Improved perception from students around teacher concern Improved access to students reaching out for support | | | |
| Success Indicators | Wellbeing surveys Audit of entry and exit tickets ATOSS surveys around TC Student focus groups | | | |

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
|---------------|---|---------------------------------------|----------------------------------|---|
| Wellbeing dog | <input checked="" type="checkbox"/> Assistant principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$15,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |

Funding planner

Summary of budget and allocated funding

| Summary of budget | School's total funding (\$) | Funding allocated in activities (\$) | Still available/shortfall |
|-------------------------------------|-----------------------------|--------------------------------------|---------------------------|
| Equity Funding | \$178,594.40 | \$90,000.00 | \$88,594.40 |
| Disability Inclusion Tier 2 Funding | \$266,181.33 | \$0.00 | \$266,181.33 |
| Schools Mental Health Fund and Menu | \$139,066.20 | \$15,000.00 | \$124,066.20 |
| Total | \$583,841.93 | \$105,000.00 | \$478,841.93 |

Activities and milestones – Total Budget

| Activities and milestones | Budget |
|--|---------------------|
| Implementing Literacy and Numeracy strategies across all learning areas | \$100,000.00 |
| Professional development guest speaker to come in and run questioning workshop | \$5,000.00 |
| Wellbeing dog | \$15,000.00 |
| Totals | \$120,000.00 |

Activities and milestones - Equity Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|---|-----------------|------------------------|---|
| Implementing Literacy and Numeracy strategies across all learning areas | from: Term 1 | \$90,000.00 | <input checked="" type="checkbox"/> School-based staffing |

| | | | |
|--|----------------------------------|-------------|---|
| | to: Term 4 | | |
| Professional development guest speaker to come in and run questioning workshop | from: Term 3 to: Term 4 | | <input checked="" type="checkbox"/> School-based staffing |
| Totals | | \$90,000.00 | |

Activities and milestones - Disability Inclusion Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals | | \$0.00 | |

Activities and milestones - Schools Mental Health Fund and Menu

| Activities and milestones | When | Funding allocated (\$) | Category |
|---------------------------|----------------------------------|------------------------|--|
| Wellbeing dog | from: Term 1 to: Term 4 | \$15,000.00 | <input checked="" type="checkbox"/> Dogs Connect Program |
| Totals | | \$15,000.00 | |

Additional funding planner – Total Budget

| | |
|----------------------------------|---------------|
| Activities and milestones | Budget |
| Totals | \$0.00 |

Additional funding planner – Equity Funding

| | | | |
|----------------------------------|-------------|-------------------------------|-----------------|
| Activities and milestones | When | Funding allocated (\$) | Category |
| Totals | | \$0.00 | |

Additional funding planner – Disability Inclusion Funding

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|----------------------------------|-------------|-------------------------------|-----------------|
| Activities and milestones | When | Funding allocated (\$) | Category |
| Totals | | \$0.00 | |

Additional funding planner – Schools Mental Health Fund and Menu

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|----------------------------------|-------------|-------------------------------|-----------------|
| Activities and milestones | When | Funding allocated (\$) | Category |
| Totals | | \$0.00 | |

Professional learning plan

| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
|--|---|----------------------------------|---|---|---|---|
| Professional development guest speaker to come in and run questioning workshop | <input checked="" type="checkbox"/> Principal | from: Term 3 to: Term 4 | <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Whole school pupil free day | <input checked="" type="checkbox"/> Pedagogical Model | <input checked="" type="checkbox"/> On-site |