

2024 Annual Implementation Plan

for improving student outcomes

Kyneton High School (7970)



Submitted for review by Ana Rees (School Principal) on 16 February, 2024 at 02:55 PM
Endorsed by Stephen Brain (Senior Education Improvement Leader) on 18 March, 2024 at 09:13 PM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
	FISO 2.0 Dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	
Considerations for 2024	
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 maximise learning growth for every student across all domains	Yes	<p>NAPLAN target for student achievement against proficiency standards by 2027 to be confirmed. *To be finalised based on DE advice</p>	By the end of 2024, to increase NAPLAN Writing Exceeding or Strong from 61%
		<p>By 2027, increase the percentage of Year 7-10 students assessed as at or above expected growth on Victorian Curriculum Levels 7-10 (baseline figures Semester 2021 -Semester 2 2022): English:</p> <ul style="list-style-type: none"> • Reading and Viewing from 72% (2022) to 78% • Writing from 78% (2022) 82% • Speaking and Listening from 74% (2022) 80% <p>Mathematics:</p> <ul style="list-style-type: none"> • Number and Algebra from 55% (2022) to 60% • Measurement and Geometry from 57% (2022) to 62% • Statistics and Probability from 58% (2022) to 62% <p>*To be finalised</p>	By the end of 2024,to increase the percentage of Year 7-10 students assessed as at or above expected growth on Victorian Curriculum Levels 7-10:English:Reading and Viewing from 72% to 74%Writing from 78% to 80% Speaking and Listening from 74% to 76%Mathematics:Number and Algebra from 55% to 57%Measurement and Geometry from 57% to 59%Statistics and Probability from 58% to 60%

		By 2027 improve the VCE all study score from 25.32 to >28.88 (State). *To be finalised	By the end of 2024,to improve the VCE all study mean score from 25.32 (2022) to 27.85
		By 2027 increase the percentage of positive endorsement on the School Staff Survey (SSS) Teaching and Learning Modules for the factors: <ul style="list-style-type: none"> • Understand how to analyse data from 42% (2022) to 46% • Professional learning through peer observations from 33% (2022) to 40% *To be finalised	By the end of 2024, to increase the percentage of positive endorsement on the School Staff Survey (SSS) Teaching and Learning Modules for the factors: Understand how to analyse data from 42% (2022) to 44%Professional learning through peer observations from 33% (2022) to 37%
		By 2027 increase the percentage of positive endorsement on the 7-12 Student Attitudes to School Survey for the factors: <ul style="list-style-type: none"> • Differentiated learning challenge from 56% (2022) to 60% • Effective teaching time from 57% (2022) to 60% • Motivation and interest from 46% (2022) to 50% 	By the end of 2024, to increase the percentage of positive endorsement on the 7-12 Student Attitudes to School Survey for the factors:Differentiated learning challenge from 56% (2022) to 58%Effective teaching time from 57% (2022) to 58%Motivation and interest from 46% (2022) to 48%
Strengthen students social and emotional wellbeing	Yes	By 2027 increase the percentage of positive endorsement on the 7-12 Student Attitudes to School Survey for the factors: <ul style="list-style-type: none"> • Student voice and agency from 34% (2022) to 40% • Self-regulation and goal setting from 48% (2022) to 52% • Managing Bullying from 34% (2022) to 40% • Respect for Diversity from 33% (2022) to 38% *To be finalised	By the end of 2024, to increase the percentage of positive endorsement on the 7-12 Student Attitudes to School Survey for the factors:Self-regulation and goal setting from 48% (2022) to 50%Managing Bullying from 34% (2022) to 37%Respect for Diversity from 33% (2022) to 38%
		By 2027 increase the percentage of positive endorsement on the School Staff Survey (SSS) Teaching and Learning Modules for the factors: <ul style="list-style-type: none"> • Believe peer feedback improves practice from 45% (2022) to 50% • Promote student ownership of learning from 42% (2022) to 48% *To be finalised	By the end of 2024, to increase the percentage of positive endorsement on the School Staff Survey (SSS) Teaching and Learning Modules for the factors: Believe peer feedback improves practice from 45% (2022) to 47% Promote student ownership of learning from 42% (2022) to 46%

		<p>By 2027 increase the percentage of positive endorsement on Parent Opinion Survey (POS) for the factors:</p> <ul style="list-style-type: none"> • Promoting Positive Behaviour from 47% (2022) to 55% • Respect for Diversity from 74% (2022) to 80% • Managing Bullying from 56% (2022) to 62% <p>*To be finalised</p>	<p>By the end of 2024, to increase the percentage of positive endorsement on Parent Opinion Survey (POS) for the factors: Promoting Positive Behaviour from 47% (2022) to 49% Respect for Diversity from 74% (2022) to 76% Managing Bullying from 56% (2022) to 58%</p>
		<p>By 2027 reduce unapproved absences 7–12 from 12.4 days per student FTE (2022) to <8 days. *To be finalised</p>	<p>By the end of 2024, to reduce unapproved absences 7–12 from 12.4 days per student FTE (2022) to <11 days.</p>

Goal 2	To maximise learning growth for every student across all domains
12-month target 2.1-month target	By the end of 2024, to increase NAPLAN Writing Exceeding or Strong from 61%
12-month target 2.2-month target	<p>By the end of 2024, to increase the percentage of Year 7-10 students assessed as at or above expected growth on Victorian Curriculum Levels 7-10:</p> <p>English: Reading and Viewing from 72% to 74% Writing from 78% to 80% Speaking and Listening from 74% to 76%</p> <p>Mathematics: Number and Algebra from 55% to 57% Measurement and Geometry from 57% to 59% Statistics and Probability from 58% to 60%</p>
12-month target 2.3-month target	By the end of 2024, to improve the VCE all study mean score from 25.32 (2022) to 27.85
12-month target 2.4-month target	By the end of 2024, to increase the percentage of positive endorsement on the School Staff Survey (SSS) Teaching and Learning Modules for the factors:

	Understand how to analyse data from 42% (2022) to 44% Professional learning through peer observations from 33% (2022) to 37%	
12-month target 2.5-month target	By the end of 2024, to increase the percentage of positive endorsement on the 7-12 Student Attitudes to School Survey for the factors: Differentiated learning challenge from 56% (2022) to 58% Effective teaching time from 57% (2022) to 58% Motivation and interest from 46% (2022) to 48%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Deepen the capacity of all staff to embed evidence-based teaching and learning practices	Yes
KIS 2.b Assessment	Strengthen data literacy and reliable use of assessments to improve student learning growth and differentiation	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.	<p>The school review in 2023 identified opportunities for improvement in Teaching & Learning:</p> <ul style="list-style-type: none"> • Further developing and understanding the teaching and learning model and making it more visible to students in order to build understanding, perhaps linking the High Impact Wellbeing Strategies and capabilities with the teaching and learning model. • Continuing to provide further professional learning for teachers to strengthen understanding of differentiation. • Analysing VCE/VM class and cohort data within learning area teams, particularly at Year 7–10, in order to raise awareness of the requirements for senior pathways <p>The school review in 2023 identified opportunities for improvement in Assessment:</p> <ul style="list-style-type: none"> • Embedding moderation across the school to support greater accuracy in teacher assessments and trust in collegiate decisions. • Strengthening formative assessment and data literacy practices in order to provide greater accuracy of assessments and further opportunities for differentiation. • Continuing to refine ongoing assessment and reporting processes. • Continuing to develop learning progressions and rubrics to support a rigorous approach to assessment, assisting teachers to maximise student learning growth, and students to have greater input into their assessments and to review, reflect on, and refine their understandings at various points in the learning sequence. 	

Goal 3	Strengthen students social and emotional wellbeing	
12-month target 3.1-month target	<p>By the end of 2024, to increase the percentage of positive endorsement on the 7-12 Student Attitudes to School Survey for the factors:</p> <p>Self-regulation and goal setting from 48% (2022) to 50% Managing Bullying from 34% (2022) to 37% Respect for Diversity from 33% (2022) to 38%</p>	
12-month target 3.2-month target	<p>By the end of 2024, to increase the percentage of positive endorsement on the School Staff Survey (SSS) Teaching and Learning Modules for the factors:</p> <p>Believe peer feedback improves practice from 45% (2022) to 47% Promote student ownership of learning from 42% (2022) to 46%</p>	
12-month target 3.3-month target	<p>By the end of 2024, to increase the percentage of positive endorsement on Parent Opinion Survey (POS) for the factors:</p> <p>Promoting Positive Behaviour from 47% (2022) to 49% Respect for Diversity from 74% (2022) to 76% Managing Bullying from 56% (2022) to 58%</p>	
12-month target 3.4-month target	By the end of 2024, to reduce unapproved absences 7–12 from 12.4 days per student FTE (2022) to <11 days.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Engagement	Develop a consistent whole school understanding and approach to student agency in learning and wellbeing,	Yes

<p>KIS 3.b Support and resources</p>	<p>Continue to strengthen partnerships and engagement with families and the wider community.</p>	<p>No</p>
<p>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.</p>	<p>The School Review in 2023 identified opportunities for improvement in Engagement and Support & Resources:</p> <ul style="list-style-type: none"> • Embedding a consistent understanding and whole school approach for embedding SWPBS. School Survey data (ATOSS, Parent Survey and Staff Survey) identified that consistency in behavioural expectations, and promoting inclusion and respect for diversity, were urgent areas of focus. • Continuing to refine and promote the school's strong wellbeing approach through ongoing analysis and communication of wellbeing data and continuing to develop teacher capacity for using wellbeing strategies. • Outlining referral processes more clearly to staff in order to ensure consistency of support for those students with additional needs. • Continuing to focus on strategies to promote high attendance and strategies for school refusals, particularly for cohorts of students where absences were higher. The school could consider using the High Impact Wellbeing Strategies and capabilities to supplement this work. 	

Define actions, outcomes, success indicators and activities

Goal 2	To maximise learning growth for every student across all domains
12-month target 2.1 target	By the end of 2024, to increase NAPLAN Writing Exceeding or Strong from 61%
12-month target 2.2 target	By the end of 2024, to increase the percentage of Year 7-10 students assessed as at or above expected growth on Victorian Curriculum Levels 7-10: English: Reading and Viewing from 72% to 74% Writing from 78% to 80% Speaking and Listening from 74% to 76% Mathematics: Number and Algebra from 55% to 57% Measurement and Geometry from 57% to 59% Statistics and Probability from 58% to 60%
12-month target 2.3 target	By the end of 2024, to improve the VCE all study mean score from 25.32 (2022) to 27.85
12-month target 2.4 target	By the end of 2024, to increase the percentage of positive endorsement on the School Staff Survey (SSS) Teaching and Learning Modules for the factors: Understand how to analyse data from 42% (2022) to 44% Professional learning through peer observations from 33% (2022) to 37%
12-month target 2.5 target	By the end of 2024, to increase the percentage of positive endorsement on the 7-12 Student Attitudes to School Survey for the factors: Differentiated learning challenge from 56% (2022) to 58% Effective teaching time from 57% (2022) to 58% Motivation and interest from 46% (2022) to 48%
KIS 2.a	Deepen the capacity of all staff to embed evidence-based teaching and learning practices

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Actions</p>	<p>Further embed the KHS Teaching and Learning Model across all learning areas (including the version of the model developed for Mathematics) with a focus on Learning Walks, Peer Observation and Feedback. Implement a whole school focus on the explicit teaching of writing in Years 7 to 10 to improve student outcomes in VCE and Vocational Major. Develop Learning Progressions in all curriculum areas to support teachers to target learning growth and assist students to:</p> <ul style="list-style-type: none"> - have greater understanding and input into their assessments, and to - review, reflect on, and refine their understandings at various points in the learning sequence. <p>Develop consistent expectations for assessment in Years 7-10 so that students are prepared for VCE style assessments.</p>
<p>Outcomes</p>	<p>Students will improve their writing skills Students will know what the next steps are to progress their learning through the use of Learning Progressions and formative/summative assessment rubrics Learning Area Teams will meet regularly as PLCs to implement writing inquiry cycles Learning Area Teams will meet regularly to develop Learning Progressions, refine CATS, reflect on formative and summative assessment data, undertake moderation and evaluate and plan curriculum, Leaders will have data to show progress in the implementation of actions and provide feedback to staff and students Leaders will establish structures and processes to support professional collaboration</p>
<p>Success Indicators</p>	<p>EARLY INDICATORS Curriculum documentation will show plans for explicit teaching of writing and for differentiation Staff Learning Walks will document progress in implementation Formative and summative assessment rubrics will show student learning growth Learning Progressions will be developed across all learning areas PLC inquiry cycles will document progress for the whole school writing strategy Student work samples will show improvement in writing Student feedback in the Pivot Survey and from Learning Walks will show improvement in learning and engagement</p> <p>LATE INDICATORS PAT Math and Reading data will show increased learning growth</p>

	<p>The percentage of students in Exceeding or Strong NAPLAN proficiency for Writing will increase Positive endorsement for SSS factors - Instructional Leadership and Collective Efficacy - will increase NAPLAN Numeracy Medium and High growth of >= 75% for Year 9 students VCE results analysis will show a positive Adjusted Study Score for all subjects</p>			
Activities	People responsible	Is this a PL priority	When	
Implement a whole school focus on writing to improve students' skills and readiness for senior assessment (VCE/VM). The explicit teaching of writing strategies will be implemented across all curriculum learning areas from years 7-10.	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Develop Learning Progressions for every curriculum learning area to improve assessment and reporting of student learning growth.	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	
Embed the four-lesson sequence in Mathematics using peer observation and feedback.	<input checked="" type="checkbox"/> KLA leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Build VCE assessment skills and stamina in all curriculum learning areas through consistent expectations for Common Assessment Tasks and a structured, incremental program for students to complete assessments under test conditions from years 7 -10	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Goal 3	Strengthen students social and emotional wellbeing			
12-month target 3.1 target	By the end of 2024, to increase the percentage of positive endorsement on the 7-12 Student Attitudes to School Survey for the factors: Self-regulation and goal setting from 48% (2022) to 50%			

	Managing Bullying from 34% (2022) to 37% Respect for Diversity from 33% (2022) to 38%
12-month target 3.2 target	By the end of 2024, to increase the percentage of positive endorsement on the School Staff Survey (SSS) Teaching and Learning Modules for the factors: Believe peer feedback improves practice from 45% (2022) to 47% Promote student ownership of learning from 42% (2022) to 46%
12-month target 3.3 target	By the end of 2024, to increase the percentage of positive endorsement on Parent Opinion Survey (POS) for the factors: Promoting Positive Behaviour from 47% (2022) to 49% Respect for Diversity from 74% (2022) to 76% Managing Bullying from 56% (2022) to 58%
12-month target 3.4 target	By the end of 2024, to reduce unapproved absences 7–12 from 12.4 days per student FTE (2022) to <11 days.
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop a consistent whole school understanding and approach to student agency in learning and wellbeing,
Actions	Develop and embed a consistent, whole school approach to wellbeing by implementing the High Impact Wellbeing Strategies, focusing first on setting clear expectations for classroom learning and promoting inclusion and belonging
Outcomes	Students will report improved emotional awareness, resilience, and safety. Students will feel supported and engaged in homegroups and classes, and know how to contribute to a strong classroom culture Teachers will plan for and implement consistent school-wide behavioural expectations Teachers will plan for and implement social and emotional learning strategies and inclusive practices within their curriculum areas Teachers and Leaders will further embed established, agreed multi-tiered monitoring processes in Learning Communities to strengthen Tier 1 strategies in the classroom, and enable targeted and timely Student Support Referrals to Tiers 2 and 3 Leaders will support professional learning and the continuous improvement of whole school wellbeing approaches

	<p>The Wellbeing Team will directly support students' mental health and/or provide referrals (Tier 2-3) The Wellbeing Team will build capacity for teachers to support students in Tier 1 through collaborative practices and facilitation of professional learning opportunities</p>			
Success Indicators	<p>EARLY INDICATORS SWPBS - XUNO data analysis Term planners will document positive behaviour social emotional learning topics/themes to be explicitly taught and for all teachers to incorporate into their classroom teaching Staff will consistently use the scripts for managing student behaviours that were developed in collaborative professional learning workshops Learning Walks will provide data on progress; documentation from learning walks and peer observations will show how staff are embedding positive behaviour expectations Home Groups will develop and monitor student learning and wellbeing goals PIVOT student survey data</p> <p>LATE INDICATORS Learning Behaviours data from Progress Reports School Survey results: Students, Staff and Parent perception surveys Attendance data</p>			
Activities	People responsible	Is this a PL priority	When	
Implement High Impact Wellbeing Strategy #3 – Clear Classroom Expectations • Engage in whole staff professional learning: “Classroom Mastery”	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	
Implement High Impact Wellbeing Strategy #3 – Clear Classroom Expectations • Implement a school-wide, sequential Positive Behaviour daily focus, documented in the Term Planner	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	

<p>Implement High Impact Wellbeing Strategy #4 – Support Inclusion and Belonging</p> <ul style="list-style-type: none"> Develop scripts for staff and student responses to inappropriate language and behaviour 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
<p>Implement High Impact Wellbeing Strategy #4 – Support Inclusion and Belonging</p> <ul style="list-style-type: none"> Review and map a documented Universal Tier 1 Social Emotional Learning/positive behaviour program for students to build resilience and self- regulation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School improvement team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
<p>Implement High Impact Wellbeing Strategy #4 – Support Inclusion and Belonging</p> <ul style="list-style-type: none"> Engage staff in professional learning to build capacity for implementing Restorative Practices 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Year level co-ordinator(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	