

2021 Annual Implementation Plan

for improving student outcomes

Thornbury High School (8797)



Submitted for review by Michael Keenan (School Principal) on 23 December, 2020 at 01:51 PM
Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 08 February, 2021 at 03:19 PM
Endorsed by Bec Yule (School Council President) on 24 February, 2021 at 02:00 PM

Self-evaluation Summary - 2021

| | FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red. | Self-evaluation Level |
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| Excellence in teaching and learning | Building practice excellence | Evolving |
| | Curriculum planning and assessment | Evolving |
| | Evidence-based high-impact teaching strategies | Evolving |
| | Evaluating impact on learning | Evolving |
| Professional leadership | Building leadership teams | Evolving |
| | Instructional and shared leadership | Evolving |
| | Strategic resource management | Evolving |
| | Vision, values and culture | Evolving |

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| Positive climate for learning | Empowering students and building school pride | Evolving |
| | Setting expectations and promoting inclusion | Evolving |
| | Health and wellbeing | Evolving |
| | Intellectual engagement and self-awareness | Emerging moving towards Evolving |

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| Community engagement in learning | Building communities | Evolving |
| | Global citizenship | Emerging |
| | Networks with schools, services and agencies | Evolving |
| | Parents and carers as partners | Evolving |

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| Enter your reflective comments | The school remains on a strong improvement journey. Despite the challenges of 2020 we were still able to grow, particularly in our communication and engagement with the community. |
| Considerations for 2021 | <p>2020 VCE data, when it is published, will provide an update on our school improvement progress, and may identify future challenges. These will be assessed in the context of the difficulties of 2020 and the reliability of the data. While the school achieved its 2019-2023 Strategic Plan target of a median of 31 and 6% of 40+ study scores in 2019, we have previously identified the 2021 Year 12 cohort as one requiring further support, even more so now after the potential effects of remote learning in 2020.</p> <p>We also have less than the typical amount of data from primary schools for our Year 7 2021 cohort and the assessments made early in term 1 will be critical in identifying individuals and cohorts of students who may need additional support.</p> |
| Documents that support this plan | |

SSP Goals Targets and KIS

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| Goal 1 | 2021 Priorities Goal |
| Target 1.1 | Support for the 2021 Priorities |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Learning, catch-up and extension priority |
| Key Improvement Strategy 1.b Health and wellbeing | Happy, active and healthy kids priority |
| Key Improvement Strategy 1.c Building communities | Connected schools priority |
| Goal 2 | To improve student achievement in all areas of learning across the school |
| Target 2.1 | The percentage of students who have medium and high growth in NAPLAN Reading and Numeracy between Year 7 and Year 9 will increase from <ul style="list-style-type: none"> • Reading:76.8% (2018) to 80% (2022) • Numeracy: 71% (2018) to 80% (2022) |
| Target 2.2 | The overall VCE median study score will increase from 30 in 2018 to 31 in 2022 |
| Target 2.3 | The percentage of students achieving VCE study scores of 40 and above will increase from 2.9% in 2019 to 6% in 2022 |

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| Target 2.4 | 90% of Senior and Intermediate VCAL students complete their certificates or enter employment or further training |
| Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies | Build teacher capacity to use evidence-based strategies with a focus on literacy |
| Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies | Embed an instructional model |
| Key Improvement Strategy 2.c Evaluating impact on learning | Build teacher capacity to utilise data and a range of assessment strategies to teach to a student's point of learning |
| Key Improvement Strategy 2.d Building leadership teams | Build the capability of the school leadership team to lead and develop a culture of continuous improvement |
| Goal 3 | To increase the active engagement of all students in their learning |
| Target 3.1 | Average number of whole days absent from 18 in 2018 to 14 in 2022 |
| Target 3.2 | <p>Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> • Student voice and agency from 47% positive response overall in 2018 to 60% in 2022 • Student motivation and interest from 63.2% positive response overall in 2018 to 70% in 2022 • High expectations for success from 58.9% positive response overall in 2018 to 65% in 2022 |

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| Target 3.3 | In the staff survey collective focus on student learning increases from 51% (Prin/Teach) positive response to 65% |
| Key Improvement Strategy 3.a Setting expectations and promoting inclusion | Build a whole-school culture of high expectations |
| Key Improvement Strategy 3.b Empowering students and building school pride | Embed student voice and agency in student learning |
| Key Improvement Strategy 3.c Empowering students and building school pride | Build teacher capacity to utilise student feedback to inform teacher practices |
| Goal 4 | To develop the connectedness, resilience and wellbeing of all students |
| Target 4.1 | <p>Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> • School connectedness from 62% positive response overall in 2018 to 70% in 2022 • Resilience from 65% positive response overall in 2018 to 70% in 2022 |
| Target 4.2 | In the parent opinion survey, confidence and resiliency skills to be at or above 80% positive endorsement |

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| Target 4.3 | Increase the number of teacher positive posts regarding students on Compass during strategic plan timeline (new data initiative: benchmark to be established 2019). |
| Key Improvement Strategy 4.a Health and wellbeing | Establish a proactive whole-school approach to student management and wellbeing that fosters positive student experiences |
| Key Improvement Strategy 4.b Health and wellbeing | Develop a THS Wellbeing Framework scoped and sequenced with progression from Years 7–12 |

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target |
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| 2021 Priorities Goal | Yes | Support for the 2021 Priorities | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>VCE targets remain at 31 median and 6% 40+ study scores. This may be revised after 2020 VCE data is available.</p> <p>Continued improvement in attendance data, a significant indicator of student engagement, remains a goal</p> <p>The overall learning goal is for each individual student and identified cohorts of students to show significant growth based on local data and evidence sets (PAT, MYLNS, DAL, TORCH, teacher judgement, student feedback) with no NAPLAN data available for comparisons.</p> |
| To improve student achievement in all areas of learning across the school | No | <p>The percentage of students who have medium and high growth in NAPLAN Reading and Numeracy between Year 7 and Year 9 will increase from</p> <ul style="list-style-type: none"> • Reading:76.8% (2018) to 80% (2022) • Numeracy: 71% (2018) to 80% (2022) | |

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| | | The overall VCE median study score will increase from 30 in 2018 to 31 in 2022 | |
| | | The percentage of students achieving VCE study scores of 40 and above will increase from 2.9% in 2019 to 6% in 2022 | |
| | | 90% of Senior and Intermediate VCAL students complete their certificates or enter employment or further training | |
| To increase the active engagement of all students in their learning | No | Average number of whole days absent from 18 in 2018 to 14 in 2022 | |
| | | <p>Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> • Student voice and agency from 47% positive response overall in 2018 to 60% in 2022 • Student motivation and interest from 63.2% positive response overall in 2018 to 70% in 2022 • High expectations for success from 58.9% positive response overall in 2018 to 65% in 2022 | |
| | | In the staff survey collective focus on student learning increases from 51% (Prin/Teach) positive response to 65% | |

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| To develop the connectedness, resilience and wellbeing of all students | No | <p>Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> • School connectedness from 62% positive response overall in 2018 to 70% in 2022 • Resilience from 65% positive response overall in 2018 to 70% in 2022 | |
| | | In the parent opinion survey, confidence and resiliency skills to be at or above 80% positive endorsement | |
| | | Increase the number of teacher positive posts regarding students on Compass during strategic plan timeline (new data initiative: benchmark to be established 2019). | |

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| Goal 1 | 2021 Priorities Goal |
| 12 Month Target 1.1 | <p>VCE targets remain at 31 median and 6% 40+ study scores. This may be revised after 2020 VCE data is available.</p> <p>Continued improvement in attendance data, a significant indicator of student engagement, remains a goal</p> <p>The overall learning goal is for each individual student and identified cohorts of students to show significant growth based on local data and evidence sets (PAT, MYLNS, DAL, TORCH, teacher judgement, student feedback) with no NAPLAN data available for comparisons.</p> |

| Key Improvement Strategies | | Is this KIS selected for focus this year? |
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| KIS 1 Curriculum planning and assessment | Learning, catch-up and extension priority | Yes |
| KIS 2 Health and wellbeing | Happy, active and healthy kids priority | Yes |
| KIS 3 Building communities | Connected schools priority | 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. | Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021. | |

Define Actions, Outcomes and Activities

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| Goal 1 | 2021 Priorities Goal |
| 12 Month Target 1.1 | <p>VCE targets remain at 31 median and 6% 40+ study scores. This may be revised after 2020 VCE data is available.</p> <p>Continued improvement in attendance data, a significant indicator of student engagement, remains a goal</p> <p>The overall learning goal is for each individual student and identified cohorts of students to show significant growth based on local data and evidence sets (PAT, MYLNS, DAL, TORCH, teacher judgement, student feedback) with no NAPLAN data available for comparisons.</p> |
| KIS 1 Curriculum planning and assessment | Learning, catch-up and extension priority |
| Actions | <p>Use tutoring, MYLNS and High Ability programs to implement catch-up and extension literacy and numeracy initiatives</p> <p>Implement a 'crumb' approach in our P&D professional learning teams that will include a focus on high ability students</p> <p>Build leading teacher capacity to understand and work with three levels of data and evidence - whole school, targeted cohort and individual student data and evidence</p> |
| Outcomes | <p>Students in need of targeted academic support or extension will be identified and supported</p> <p>Teachers will identify student learning needs and trial strategies</p> <p>The use of data and evidence is embedded in sub-school and KLA-practice</p> |
| Success Indicators | <p>Data and evidence used to both identify students for tailored supports and measure impact</p> <p>Teachers' formative and summative assessment data and evidence</p> |

| | Data and evidence are a consistent part of sub-school and KLA planning and agendum | | | |
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| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Establish tutoring staffing profile. Implement cohesive literacy and numeracy intervention and extension programs | <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$300,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Professional learning for LTs who will lead teams. Schedule professional learning program for teaching staff through P&D meeting structure | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Professional learning for LTs on EDAPT | <input checked="" type="checkbox"/> Assistant Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| KIS 2 Health and wellbeing | Happy, active and healthy kids priority | | | |
| Actions | Continue to build sub-school and relevant ES staff capacity to collect, analyse, monitor and respond to student attendance data Develop a THS Wellbeing Framework scoped and sequenced with progression from Years 7–12 Introduce a Y11+12 wellbeing program | | | |

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| | <p>Re-establishing student participation in school extra-curricular activities</p> <p>Introduce a new canteen provision that provides healthier food options and engages students in better environmental practices</p> | | | |
| Outcomes | <p>Approach to attendance embedded across each sub-school</p> <p>Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing</p> <p>Senior school students will be equipped to succeed in their senior school years from a resilience and wellbeing perspective</p> <p>Students will be engaged at school in activities that connect them beyond the classroom</p> <p>Canteen service is established and monitored via regular consultation framework</p> | | | |
| Success Indicators | <p>Attendance procedures fully documented and monitored</p> <p>Documentation of the framework</p> <p>Senior school staff confident in delivering the program and utilising it in day-to-day interactions with students</p> <p>Students' participation and engagement in extra-curricular activities</p> <p>Canteen operational, well-utilised and integrated in school operations</p> | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Review and confirm current attendance procedures. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| Consultation and review of existing and new wellbeing initiatives. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Wellbeing team to upskill senior school staff | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Document and promote extra-curricular opportunities. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Canteen committee and the framework for consultation to be established | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| KIS 3 Building communities | Connected schools priority | | | |

| Actions | <p>Strengthen and embed the school-wide approach to communication with students, staff and parents/carers, incorporating the new ways in which we connected during remote and flexible learning</p> <p>Strengthen digital learning in Year 9 classes</p> <p>Review whole-school digital learning</p> <p>Continue to increase opportunities and scope for teachers to provide positive student feedback.</p> | | | |
|---|---|---------------------------------------|----------------------------------|--|
| Outcomes | <p>Strengthen and embed the school-wide approach to communication with students, staff and parents/carers, incorporating the new ways in which we connected during remote and flexible learning</p> <p>Strengthen digital learning in Year 9 classes</p> <p>Review whole-school digital learning</p> <p>The use of positive green posts is an embedded part of each teacher's practice</p> | | | |
| Success Indicators | <p>Documented communication plan that includes responsibility for each category of communication</p> <p>Observations and learning walks demonstrate use of digital learning</p> <p>Documentation of digital learning policies and procedures</p> <p>Increased number of Compass green posts compared to 2021 term-by-term</p> | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Term 1 trial of new communication protocols | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| Semester 1 digital learning trial at Year 9 in English, Maths, Science and Humanities | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 2 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Semester 1 whole school digital learning consultation process | <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 2 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Modelling of purposeful and effective indicators for positive reinforcement. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$0.00 <input checked="" type="checkbox"/> Equity funding will be used |

Equity Funding Planner

Equity Spending Totals

| Category | Total proposed budget (\$) | Spend (\$) |
|--|----------------------------|---------------|
| Equity funding associated with Activities and Milestones | \$310,000.00 | 0.00 |
| Additional Equity funding | \$0.00 | \$0.00 |
| Grand Total | \$310,000.00 | \$0.00 |

Activities and Milestones

| Activities and Milestones | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|---|----------------------------------|--|----------------------------|-------------------|
| Establish tutoring staffing profile. Implement cohesive literacy and numeracy intervention and extension programs | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> School-based staffing | \$300,000.00 | \$0.00 |
| Professional learning for LTs on EDAPT | from: Term 1 to: Term 1 | <input checked="" type="checkbox"/> Teaching and learning programs and resources | \$10,000.00 | \$0.00 |
| Modelling of purposeful and effective indicators for positive reinforcement. | from: Term 1 to: Term 1 | | \$0.00 | |
| Totals | | | \$310,000.00 | |

Additional Equity spend

| Outline here any additional Equity spend for 2021 | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|---|------|----------|----------------------------|-------------------|
| Totals | | | \$0.00 | \$0.00 |

Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|--|---|----------------------------|---|---|--|---|
| Professional learning for LTs who will lead teams. Schedule professional learning program for teaching staff through P&D meeting structure | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| Professional learning for LTs on EDAPT | <input checked="" type="checkbox"/> Assistant Principal | from: Term 1 to: Term 1 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Demonstration lessons | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> External consultants EDAPT | <input checked="" type="checkbox"/> On-site |