

Annual Implementation Plan - 2023

Select Annual Goals and KIS

Thornbury High School (8797)



Submitted for review by Michael Keenan (School Principal) on 14 December, 2022 at 01:00 PM
Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 20 December, 2022 at 03:12 PM
Endorsed by Bec Yule (School Council President) on 27 January, 2023 at 12:47 PM

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	see the range of targets below
To improve student achievement in all areas of learning across the school	Yes	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) 	Percentage of students meeting or above benchmark growth in Reading and Numeracy (replacing relative growth targets) Reading: 75% Numeracy: 75%
		The overall VCE median study score will increase from 30 in 2018 to 31 in 2022	Embed 31 median achieved 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	Embed growth in 40+ scores (reached an all-time high of 8.4% in 2022)
		90% of Senior and Intermediate VCAL students complete their certificates or enter employment or further training	90% of VCE-Vocational Major 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%	
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).	

Goal 1	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
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12 Month Target 1.1	see the range of targets below	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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 2023.	
Goal 2	To improve student achievement in all areas of learning across the school	
12 Month Target 2.1	Percentage of students meeting or above benchmark growth in Reading and Numeracy (replacing relative growth targets) Reading: 75% Numeracy: 75%	
12 Month Target 2.2	Embed 31 median achieved in 2022.	
12 Month Target 2.3	Embed growth in 40+ scores (reached an all-time high of 8.4% in 2022)	
12 Month Target 2.4	90% of VCE-Vocational Major students complete their certificates or enter employment or further training	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Evidence-based high-impact teaching strategies	Build teacher capacity to use evidence-based strategies with a focus on literacy	No

KIS 2.b Evidence-based high-impact teaching strategies	Embed an instructional model	No
KIS 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	No
KIS 2.d Building leadership teams	Build the capability of the school leadership team to lead and develop a culture of continuous improvement	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.	<p>In 2023, we are refining our PLC approach to have a school-wide focus within small KLA teams led by Leading Teachers. The staff opinion survey reflects a teacher readiness for a renewed focus on teaching and learning with instructional leadership at the core. Our overarching focus in 2023 will be to open up the classroom as we focus our professional learning in teams on the first ten minutes of every class and in particular the observable norms and routines in the following areas:</p> <ul style="list-style-type: none"> Climate (eg. entry routines, student roles, 'do now' tasks) Relationships (eg. student greetings, verbal feedback, high-engagement activities) Understanding (eg. formative assessment, exemplars) <p>The PLC meeting structure will have a heavy focus on building the capacity of the school leadership team to lead this process, observe teachers in action and provide constructive and meaningful feedback.</p>	