

# Annual Implementation Plan - 2024

## Select annual goals and KIS

Berwick Secondary College (7603)



Submitted for review by Hamish Moffett (School Principal) on 05 March, 2024 at 05:03 PM  
Endorsed by Michaela Cole (Senior Education Improvement Leader) on 11 March, 2024 at 07:15 PM  
Awaiting endorsement by School Council President

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> 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	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
To improve student learning and outcomes with a focus on literacy and numeracy across all domains.	Yes	<p>By 2025, NAPLAN outcomes:</p> <ul style="list-style-type: none"> <li>Year 9 above benchmark growth for reading increases from 24 to 30 per cent, writing from 17 to 25 per cent and Numeracy from 14 per cent to at or above 25 per cent, respectively</li> <li>Year 9 below benchmark growth in reading and numeracy reduces from 34 and 35 per cent to less than 25 per cent respectively, whilst writing declines from 29 to less than 25 per cent.</li> </ul>	By the end of 2024, NAPLAN outcomes:Relative growth for Reading will remain at 27% (2021) high growth or higher, medium growth from 45% (2021) to 50% and low growth from 28% (2021) to 26%. Relative growth for Numeracy will remain at 22% (2021) high growth or higher, medium growth from 51% (2021) to 53% and low growth 27% (2021) to 25%.
		<p>By 2025, AtoSS outcomes for</p> <ul style="list-style-type: none"> <li>Years 7–9 Differentiated learning challenge and AtoSS Effective classroom behaviour factors rise from 57 per cent in 2019 to at or above 62 per cent positive endorsement</li> <li>Years 10–12 Differentiated learning challenge factor increases from 59 per cent in 2019 to at or above 64 per cent positive endorsement.</li> </ul>	By the end of 2024:The ATOSS outcomes for years 7-9 Differentiated learning challenge factors rise from 55% to 57%. The ATOSS outcomes for years 10-12 Differentiated learning challenge factor increase from 58% to 60% positive endorsement.

		<p>By 2025, the 2020 VCE mean study scores improve in:</p> <ul style="list-style-type: none"> <li>• Further Mathematics from 32.1 to 33</li> <li>• Mathematical Methods from 27.5 to 29</li> <li>• Specialist Mathematics from 25.2 to 27</li> <li>• All English from 30.6 to at or above 31.5</li> </ul>	<p>By the end of 2024: The 2024 VCE mean study scores improve in: Further Mathematics from 29.7 to 32.7 The 2024 VCE mean study scores improve in: Mathematical Methods from 26.2 to 28.3 The 2024 VCE mean study scores improve in: Specialist Mathematics from 26 to 26.2 The 2024 VCE mean study scores improve in: All English from 27.6 to at or above 31</p>
To build student engagement and agency in their learning.	Yes	<p>By 2025, the AtoSS Stimulated learning factor increases from 57 per cent in 2019 to 63 per cent, and AtoSS Student voice and agency factor improves from 45 per cent in 2019 to 51 per cent.</p>	<p>By the end of 2024: The ATOSS Stimulated learning factor increases from 51% to 55% and the ATOSS student voice and agency factor improves from 41% to 45% The ATOSS Advocate at School positive endorsement increases from 62% to 69%</p>
		<p>By 2025 the student attendance of all absences will decrease from 15.2 days to 14 days, and the student attendance of over 20 plus days absence will decrease from 22 per cent in 2020 to below 20 per cent.</p>	<p>By the end of 2024: The student attendance of all absences will decrease from 25 days to 22 days. The student attendance of over 20 plus days absence will decrease from 38% to below 35%.</p>
		<p>The 2020 POS Stimulated learning and POS Student voice and agency factors increase from 74 and 71 per cent positive endorsement to 79 and 76 per cent respectively by 2025.</p>	<p>By the end of 2024: The POS Stimulated learning will increase from 49% positive endorsement to 60%. The POS Student voice and agency factors increase from 55% to 61%.</p>
To improve the health and wellbeing of every student.	Yes	<p>By 2025, AtoSS outcomes:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness factor increases from 54 per cent positive endorsement 2019 Benchmark to 57 per cent</li> <li>• School safety domain increases positive endorsement from 2019 Benchmark in factors:</li> <li>• Advocate at school from 69 per cent to 72 per cent</li> <li>• Managing bullying from 57 per cent to 62 per cent</li> <li>• Respect for diversity from 47 per cent to 50 per cent.</li> </ul>	<p>By the end of 2024: The ATOSS Sense of Connectedness factor increases from 43% positive endorsement to 55%. The ATOSS Managing Bullying positive endorsement increases from 43% to 45%. The ATOSS Respect for Diversity increases from 36% to 41%.</p>

		The 2020 POS Safety module remains at or above 80 per cent positive endorsement while the POS Parent community engagement factor rises from 71 per cent to 75 per cent positive endorsement by 2025.	By the end of 2024: The POS Safety module remains at or above 62% positive endorsement. The POS Parent community engagement factor rises from 48% to 57% positive endorsement.

<b>Goal 2</b>	<b>To improve student learning and outcomes with a focus on literacy and numeracy across all domains.</b>		
<b>12-month target 2.1-month target</b>	By the end of 2024, NAPLAN outcomes: Relative growth for Reading will remain at 27% (2021) high growth or higher, medium growth from 45% (2021) to 50% and low growth from 28% (2021) to 26%. Relative growth for Numeracy will remain at 22% (2021) high growth or higher, medium growth from 51% (2021) to 53% and low growth 27% (2021) to 25%.		
<b>12-month target 2.2-month target</b>	By the end of 2024: The ATOSS outcomes for years 7-9 Differentiated learning challenge factors rise from 55% to 57%. The ATOSS outcomes for years 10-12 Differentiated learning challenge factor increase from 58% to 60% positive endorsement.		
<b>12-month target 2.3-month target</b>	By the end of 2024: The 2024 VCE mean study scores improve in: Further Mathematics from 29.7 to 32.7 The 2024 VCE mean study scores improve in: Mathematical Methods from 26.2 to 28.3 The 2024 VCE mean study scores improve in: Specialist Mathematics from 26 to 26.2 The 2024 VCE mean study scores improve in: All English from 27.6 to at or above 31		
<b>Key Improvement Strategies</b>			Is this KIS selected for focus this year?
<b>KIS 2.a</b> Excellence in teaching and learning	Enhance staff capacity to utilise multiple forms of data and moderated assessment to monitor and interpret student progress to inform differentiated pedagogy.		No

<b>KIS 2.b</b> Excellence in teaching and learning	Use professional learning communities to build staff capacity to differentiate curriculum, to cater for student interests and to challenge students at their point of need.	Yes
<b>KIS 2.c</b> Professional leadership	Strengthen shared instructional leadership based on collaboration, reflection, and feedback inclusive of leaders, peers, and students.	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.	In 2023, the Maths Domain embedded their non-negotiable routine for all students, including two resource books (notebook and workbook), CUBES, how to set up the workbook handout, homework tracker and a Do Now task. Quick-Lits (targeting reading deficits) were embedded in English, and a whole school focus on Quick-Lits was rolled out in Semester 2 for Literacy. In 2024, Domains need time to work with Cubes and Quick-Lits and incorporate these into their curriculum. PLCs will offer Domains this time and allow them to narrow in on a crumb around reading and, numeracy deficits (NAPLAN, PAT and Teacher Judgement). In the strategic plan, it was stated that the 'differentiated curriculum and the college instructional model was not recognised by students in classes.' PLCs will encourage staff to use Maestro to focus on specific reading and numeracy data and identify strategies to differentiate for their students.	
<b>Goal 3</b>	<b>To build student engagement and agency in their learning.</b>	
<b>12-month target 3.1-month target</b>	By the end of 2024: The ATOSS Stimulated learning factor increases from 51% to 55% and the ATOSS student voice and agency factor improves from 41% to 45% The ATOSS Advocate at School positive endorsement increases from 62% to 69%	
<b>12-month target 3.2-month target</b>	By the end of 2024: The student attendance of all absences will decrease from 25 days to 22 days. The student attendance of over 20 plus days absence will decrease from 38% to below 35%.	
<b>12-month target 3.3-month target</b>	By the end of 2024: The POS Stimulated learning will increase from 49% positive endorsement to 60%. The POS Student voice and agency factors increase from 55% to 61%.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Excellence in teaching and learning	Embed a whole-school approach to student agency in learning.	Yes

<b>KIS 3.b</b> Positive climate for learning	Build student personal capabilities as intrinsically motivated, independent and self-reflective learners who monitor their pathway, progress and development.	No
<b>KIS 3.c</b> Positive climate for learning	Extend avenues for student voice in the design and implementation of policy and programs, and student led improvement actions.	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.	The college is reintroducing homegroups in 2024 and homegroup teachers will act as the students advocates (cares about me, listens to me and believes I can be successful) at school. Students and teachers will work collaboratively to set learning goals and personal attendance targets. Building the capacity of teachers to know their learners will enable an increase in student agency. This will be supported by School Wide Positive Behaviour Support (SWPBS) and increased Student Voice and Agency into curriculum planning and documentation. Structured homegroup sessions will include landing patterns, resilience project and general capabilities.	
<b>Goal 4</b>	<b>To improve the health and wellbeing of every student.</b>	
<b>12-month target 4.1-month target</b>	By the end of 2024: The ATOSS Sense of Connectedness factor increases from 43% positive endorsement to 55%. The ATOSS Managing Bullying positive endorsement increases from 43% to 45%. The ATOSS Respect for Diversity increases from 36% to 41%.	
<b>12-month target 4.2-month target</b>	By the end of 2024: The POS Safety module remains at or above 62% positive endorsement. The POS Parent community engagement factor rises from 48% to 57% positive endorsement.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 4.a</b> Professional leadership	Extend college wide health and wellbeing programs through SWPBS and Respectful Relationships to increase positive student behaviours and enhance a culture of respect.	No
<b>KIS 4.b</b> Community engagement in learning	Develop active partnerships with families, community services and education providers to deliver responsive support to student health and wellbeing	No

<b>KIS 4.c</b> Positive climate for learning	Build the capacity of teachers to effectively respond to the health, social and emotional wellbeing needs of students.	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.	Student Attitude to School Survey (AtoSS) and Parent Opinion Survey (POS) data has highlighted areas for improved partnerships with families and external agencies to maximise student health and wellbeing. The areas of safety are evident in both data sets and will be addressed with	