

2024 Annual Implementation Plan

for improving student outcomes

Richmond High School (8271)



Submitted for review by Andrea Thompson (School Principal) on 27 February, 2024 at 02:24 PM
Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 07 March, 2024 at 03:34 PM
Endorsed by Tanya Connor (School Council President) on 30 April, 2024 at 12:16 PM

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.	
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	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	
	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	
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	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	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
	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>	Yes	Support for the priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By 2024, the positive percentage endorsement rate in the Staff Opinion Survey factors to be: Academic emphasis 54% Collective efficacy 58% Guaranteed and viable curriculum 56% By 2024, the positive percentage endorsement rate in the Attitudes to School Survey factors to be: Differentiated learning challenge 57% Stimulated learning 53% Effective teaching time 61% Motivation and interest 68% Self-regulation and goal setting 68% Student voice and agency 52% Teacher concern 51% By 2024, exceed the 2023 VCE mean study score of 28.74 By 2024, achieve the percentage of students achieving high growth in NAPLAN:- Year 7 to 9 Reading 27%- Year 7 to 9 Numeracy 36%</p>
To maximise learning growth for all students.	No	<p>NAPLAN – Benchmark growth</p> <p>By 2024, achieve the percentage of student achieving above NAPLAN benchmark growth:</p> <ul style="list-style-type: none"> • Year 7 to 9 Reading 27% • Year 7 to 9 Writing 25% • Year 7 to 9 Numeracy 36% 	

		<p>NAPLAN – Band</p> <p>By 2024, the percentage of students achieving in the top two bands of NAPLAN:</p> <ul style="list-style-type: none"> • Year 9 Reading 30% • Year 9 Writing 14% • Year 9 Numeracy 30% 	
		<p>VCE – Learning gain</p> <p>By 2024, achieve the percentage of students achieving at or above VCE predicted score at 80%</p> <p>By 2024, meet the state VCE mean study score of 28</p>	
		<p>Staff Opinion Survey</p> <p>By 2024, the positive percentage endorsement rate in the Staff Opinion Survey factors to be:</p> <ul style="list-style-type: none"> • Academic emphasis 54% • Collective efficacy 58% • Guaranteed and viable curriculum 56% 	
		<p>Attitudes to School Survey (AToSS)</p> <p>By 2024, the positive percentage endorsement rate in the Attitudes to School Survey factors to be:</p> <ul style="list-style-type: none"> • Differentiated learning challenge 57% • Stimulated learning 53% • Effective teaching time 61% 	
Strengthen student agency in learning.	No	Attendance	

		<ul style="list-style-type: none"> • By 2024, achieve average days absence as below 25 days 	
		<p>Attitudes to School Survey (AToSS)</p> <p>By 2024, the positive percentage endorsement rate in the Attitudes to School Survey factors to be:</p> <ul style="list-style-type: none"> • Motivation and interest 68% • Self-regulation and goal setting 68% • Student voice and agency 52% • Teacher concern 51% 	
		<p>Staff Opinion Survey</p> <p>By 2024, the positive percentage endorsement rate in the Staff Opinion Survey factors to be:</p> <ul style="list-style-type: none"> • Collective focus on student learning 70% • Trust in Students and parents 66% 	
		<p>Parent Opinion Survey (POS)</p> <p>By 2024, the positive percentage endorsement rate in the Parent Opinion Survey factors to be:</p> <ul style="list-style-type: none"> • Parent participation and involvement 75% • Student agency and voice 75% 	

Goal 1	<p>Priorities goal</p> <p>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>
12-month target 1.1-month target	<p>By 2024, the positive percentage endorsement rate in the Staff Opinion Survey factors to be:</p> <p>Academic emphasis 54%</p>

	<p>Collective efficacy 58% Guaranteed and viable curriculum 56%</p> <p>By 2024, the positive percentage endorsement rate in the Attitudes to School Survey factors to be:</p> <p>Differentiated learning challenge 57% Stimulated learning 53% Effective teaching time 61% Motivation and interest 68% Self-regulation and goal setting 68% Student voice and agency 52% Teacher concern 51%</p> <p>By 2024, exceed the 2023 VCE mean study score of 28.74</p> <p>By 2024, achieve the percentage of students achieving high growth in NAPLAN: - Year 7 to 9 Reading 27% - Year 7 to 9 Numeracy 36%</p>
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1.a	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p> <p>Yes</p>
KIS 1.b	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p> <p>Yes</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>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2024.</p>

Define actions, outcomes, success indicators and activities

<p>Goal 1</p>	<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>
<p>12-month target 1.1 target</p>	<p>By 2024, the positive percentage endorsement rate in the Staff Opinion Survey factors to be:</p> <ul style="list-style-type: none"> Academic emphasis 54% Collective efficacy 58% Guaranteed and viable curriculum 56% <p>By 2024, the positive percentage endorsement rate in the Attitudes to School Survey factors to be:</p> <ul style="list-style-type: none"> Differentiated learning challenge 57% Stimulated learning 53% Effective teaching time 61% Motivation and interest 68% Self-regulation and goal setting 68% Student voice and agency 52% Teacher concern 51% <p>By 2024, exceed the 2023 VCE mean study score of 28.74</p> <p>By 2024, achieve the percentage of students achieving high growth in NAPLAN:</p> <ul style="list-style-type: none"> - Year 7 to 9 Reading 27% - Year 7 to 9 Numeracy 36%
<p>KIS 1.a 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</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>

Actions	Implement a clear Instructional Model that is based on research and relates to high impact teaching strategies.			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> -Provide professional learning in the RHS Instructional model providing links to responsive teaching, HITs and current research and evidence base. -Follow the progress of professional learning and its translation to teacher practice and student outcomes through Faculty Areas and PLCs including a direct line of sight in teacher PDPs through peer observation, reflection and feedback. -Outline clear expectations for implementation, including opportunities for support. -Lead high quality conversations around progressing the embedding of the instructional model and regularly communicate high expectations for student learning -Actively set time aside to promote this work. - Model enthusiasm and perseverance <p>Teachers will:</p> <ul style="list-style-type: none"> -Engage with professional leaning and research and translate this into clear and consistent practices in their classroom. - Model enthusiasm and perseverance, resilience, including learning from mistakes. - thrive with clear direction and transparent expectations. - regularly communicate high expectations for student learning <p>Students will:</p> <ul style="list-style-type: none"> -will be engaged and stimulated with their learning -will feel familiar with the RHS instructional model. - explain the 'why' of the instructional model and how this will improve their learning <p>Parents will be informed about the purpose of the Instructional Model. Parents will foster a shared understanding of effective practice.</p>			
Success Indicators	Targets set for this goal including NAPLAN, VCE, AToSS and Staff Opinion Survey. Teacher PDPs will show progress in understanding of the Instructional model and its relationship to student outcomes.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Provide professional learning in the RHS Instructional model providing links to responsive teaching, HITs and current research and evidence base.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$70,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Ensure sufficient collaboration time through Faculty Areas and PLCs including a direct line of sight in teacher PDPs through peer observation, reflection and feedback.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Whole school coaching model to ensure that teachers are supported within the class to implement best practice pedagogy using the IM.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$70,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Head of Maths to continue developing the maths and numeracy team in high-impact teaching for numeracy improvement at the individual level.	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00
KIS 1.b 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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Embed the RHS positive behaviour strategy and inclusive pedagogy to support student wellbeing and sense of inclusion.			
Outcomes	Leaders will: -Provide professional learning on Restorative practices and positive behaviour strategies providing links to current research and			

	<p>evidence base. Provide professional learning around Inclusive pedagogy and practices -Follow the progress of professional learning and its translation to teacher practice in the classroom and around the school and student behaviours including a direct line of sight in teacher PDPs through peer observation, reflection and feedback. -Outline clear expectations for implementation, including opportunities for support. -Lead high quality conversations around progressing the embedding of positive behaviour strategy and regularly communicate this to the RHS community. -Actively set time aside to promote this work. - Model enthusiasm and perseverance.</p> <p>Teachers will: -Engage with professional learning, and research and translate this into clear and consistent practice inside and outside of classrooms. -Actively engage in building positive relationships with their students - Model enthusiasm and perseverance, resilience, including learning from mistakes. thrive with clear direction and transparent expectations. - consistently communicate high expectations for student behaviour</p> <p>Students will: -know expectations around their behaviour and feel safe to learn and thrive -feel a strong connection with their teachers and their school. -show pride in their school - will be engaged and stimulated with their learning - will feel familiar with the positive behaviour strategy and restorative approaches</p>
<p>Success Indicators</p>	<p>Student focus groups will show evidence increased positive behaviour and student wellbeing Disability profiles will support staff to have a deeper understanding of a student's functional needs and the supports required to meet those needs. Increase in form points and positive behaviour posts on compass. AToSS in nominated areas improves. Parent Opinion Survey in nominated areas improves.</p>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Initiate Whole-school Excellence Assembly: increase levels of student pride and connectedness, and therefore increase motivation and resilience to continue learning.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$500.00 <input checked="" type="checkbox"/> Other funding will be used
Provide professional learning on Restorative practices and positive behaviour strategies providing links to current research and evidence base.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Parent Education Forums (1 per term): strengthen relationships with parent community and increase understanding of the school's approaches to supporting students.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Recruit a Wellbeing and Inclusion Leading Teacher to support student wellbeing for learning, implement the Disability Inclusion reforms and provide professional learning to staff around inclusive pedagogy.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$145,017.09 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$140,071.65	\$140,000.00	\$71.65
Disability Inclusion Tier 2 Funding	\$145,017.09	\$145,017.09	\$0.00
Schools Mental Health Fund and Menu	\$59,577.43	\$59,577.43	\$0.00
Total	\$344,666.17	\$344,594.52	\$71.65

Activities and milestones – Total Budget

Activities and milestones	Budget
Provide professional learning in the RHS Instructional model providing links to responsive teaching, HITs and current research and evidence base.	\$70,000.00
Whole school coaching model to ensure that teachers are supported within the class to implement best practice pedagogy using the IM.	\$70,000.00
Provide professional learning on Restorative practices and positive behaviour strategies providing links to current research and evidence base.	\$30,000.00
Recruit a Wellbeing and Inclusion Leading Teacher to support student wellbeing for learning, implement the Disability Inclusion reforms and provide professional learning to staff around inclusive pedagogy.	\$145,017.09
Totals	\$315,017.09

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Provide professional learning in the RHS Instructional model providing links to responsive teaching, HITs and current research and evidence base.	from: Term 1 to: Term 4	\$70,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Whole school coaching model to ensure that teachers are supported within the class to implement best practice pedagogy using the IM.	from: Term 1 to: Term 4	\$70,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$140,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Recruit a Wellbeing and Inclusion Leading Teacher to support student wellbeing for learning, implement the Disability Inclusion reforms and provide professional learning to staff around inclusive pedagogy.	from: Term 1 to: Term 4	\$145,017.09	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Leading teacher
Totals		\$145,017.09	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Provide professional learning on Restorative practices and positive behaviour strategies providing links to current research and evidence base.	from: Term 1 to: Term 4	\$59,577.43	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students
Totals		\$59,577.43	

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

Activities and milestones	When	Funding allocated (\$)	Category

Totals		\$0.00	
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Additional funding planner – Schools Mental Health Fund and Menu

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
Provide professional learning in the RHS Instructional model providing links to responsive teaching, HITs and current research and evidence base.	<ul style="list-style-type: none"> ✓ All staff ✓ Assistant principal ✓ Leading teacher(s) ✓ Learning specialist(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning ✓ Peer observation including feedback and reflection ✓ Demonstration lessons 	<ul style="list-style-type: none"> ✓ Whole school pupil free day ✓ Formal school meeting / internal professional learning sessions ✓ PLC/PLT meeting 	<ul style="list-style-type: none"> ✓ Learning specialist ✓ Pedagogical Model ✓ High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> ✓ On-site
Ensure sufficient collaboration time through Faculty Areas and PLCs including a direct line of sight in teacher PDPs through peer observation, reflection and feedback.	<ul style="list-style-type: none"> ✓ All staff ✓ Leadership team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Collaborative inquiry/action research team ✓ Curriculum development ✓ Peer observation including feedback and reflection 	<ul style="list-style-type: none"> ✓ Whole school pupil free day ✓ Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> ✓ Internal staff ✓ Learning specialist ✓ Pedagogical Model ✓ High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> ✓ On-site
Whole school coaching model to ensure that teachers are supported within the class to implement best practice pedagogy using the IM.	<ul style="list-style-type: none"> ✓ Assistant principal ✓ Leading teacher(s) ✓ Learning specialist(s) ✓ Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Peer observation including feedback and reflection ✓ Individualised reflection ✓ Demonstration lessons 	<ul style="list-style-type: none"> ✓ Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> ✓ Internal staff ✓ Pedagogical Model ✓ High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> ✓ On-site

Head of Maths to continue developing the maths and numeracy team in high-impact teaching for numeracy improvement at the individual level.	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Provide professional learning on Restorative practices and positive behaviour strategies providing links to current research and evidence base.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Recruit a Wellbeing and Inclusion Leading Teacher to support student wellbeing for learning, implement the Disability Inclusion reforms and provide professional learning to staff around inclusive pedagogy.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Disability Inclusion Profile guidance	<input checked="" type="checkbox"/> On-site