

# Annual Implementation Plan - 2024

## Select annual goals and KIS

Broadford Secondary College (7655)



Submitted for review by Tania Pearson (School Principal) on 12 June, 2024 at 08:13 AM

Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 12 June, 2024 at 06:14 PM

Endorsed by Liza Whitfield (School Council President) on 17 June, 2024 at 03:56 PM

## 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>	Yes	Support for the priorities	<p>NAPLAN - increasing Proficiency in Year 9 Top 2 bands (2022 data)reading - from 18%Writing - from 10%Numeracy - from 6.6%VCE mean study score increase from 23Racism experiences - increase positive result from 29%increase respect for diversity from 25%improve student voice and agency from 43%increase stimulated learning from 33% to 36%reduce the number of unapproved absent days from 10.8 days per student (2023) to &lt;7 days per student</p>
To maximise learning growth for every student	No	<p>By 2027 increase the percentage of Year 9 students achieving at <i>exceeding and strong in</i> NAPLAN proficiency levels for the domains of:</p> <ul style="list-style-type: none"> <li>• Reading from 49% (2023) to 55%</li> <li>• Writing from 46% (2023) to 52%</li> <li>• Numeracy from 42% (2023) to 48%</li> </ul>	
		<p>By 2027, increase the percentage of Year 7-10 students assessed as at or above expected growth on Victorian Curriculum Levels 7-10: (Semester 2 to Semester 2)</p> <p>English</p> <ul style="list-style-type: none"> <li>• Reading and viewing from 53% (2023) to 58%</li> <li>• Writing from 62% (2023) 65%</li> <li>• Speaking and listening from 58% (2023) 62%</li> </ul> <p>Mathematics</p>	

		<ul style="list-style-type: none"> <li>• Number and Algebra from 53% (2023) to 58%</li> <li>• Measurement and Geometry from 59% (2023) to 62%</li> <li>• Statistics and Probability from 50% (2023) to 58%</li> </ul>	
		<p>By 2027:</p> <ul style="list-style-type: none"> <li>• Increase the VCE all study score from 23.69 to 26 or above.</li> <li>• Increase the percentage of students exiting to positive destinations from 86% (2022) to 90%.</li> <li>• Increase the percentage of VCE completions from 94% (2023) to 96% or above</li> </ul>	
		<p>By 2027 increase the percentage of positive endorsement on the School Staff Survey (SSS): Teaching and Learning Modules for the measures of:</p> <ul style="list-style-type: none"> <li>• Knowledge of high impact teaching strategies from 43% (2023) to 50%</li> <li>• Professional learning through peer observation from 23% (2023) to 30%</li> <li>• Seek feedback to improve practice from 40% (2023) to 46%</li> <li>• Understand how to analyse data from 51% (2023) to 58%</li> </ul>	
		<p>1.1. By 2027 increase the percentage of positive endorsement on the 7-12 Student Attitudes to School Survey for the factors of:</p> <ul style="list-style-type: none"> <li>• Stimulated learning from 33% (2023) to 40%</li> <li>• Effective teaching time from 58% (2023) to 62%</li> <li>• Differentiated Learning challenge from 60% (2023) to 64%</li> </ul>	
To improve student engagement and wellbeing outcomes	No	<p>By 2027 increase the percentage of positive endorsement on the 7-12 Student Attitudes to School Survey for the factors of:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 43% (2023) to 48%</li> <li>• Respect for Diversity from 25% (2023) to 34%</li> <li>• Attitudes to attendance from 48% (2023) to 58%</li> </ul>	

	<p>By 2027 increase the percentage of positive endorsement on the Teaching and Learning Modules - School Staff Survey (SSS) for the measures of:</p> <ul style="list-style-type: none"> <li>• Use student feedback to inform teaching practice from 43% (2023) to 50%</li> <li>• Promote student ownership of learning from 63% (2023) to 68%</li> <li>• Plan differentiated learning activities from 66% (2023) to 70%</li> </ul>	
	<p>By 2027 increase the percentage of positive endorsement on the Parent/Guardian/Carer Survey for the measures of:</p> <ul style="list-style-type: none"> <li>• Teacher Communication from 60% (2023) to 65%</li> <li>• Student Motivation and support from 58% (2023) to 65%</li> </ul>	
	<p>By 2027:</p> <ul style="list-style-type: none"> <li>• reduce the percentage of Year 7-12 students with 20 or more absent days from 59% (2023) to 50%</li> <li>• reduce absences 7–12 from 36.5 days per student FTE (2023) to &lt;25 days per student.</li> <li>• reduce the number of unapproved absent days from 10.8 days per student (2023) to &lt;5 days per student</li> </ul>	

<b>Goal 1</b>	<p><b>Priorities goal</b>  <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.</b></p>
<b>12-month target 1.1-month target</b>	<p>NAPLAN - increasing Proficiency in Year 9 Top 2 bands (2022 data)  reading - from 18%  Writing - from 10%  Numeracy - from 6.6%  VCE mean study score increase from 23</p> <p>Racism experiences - increase positive result from 29%  increase respect for diversity from 25%</p>

	improve student voice and agency from 43% increase stimulated learning from 33% to 36% reduce the number of unapproved absent days from 10.8 days per student (2023) to <7 days per student	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b>	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</b>	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.		