Annual Implementation Plan - 2023

Select annual goals and KIS

Hallam Secondary College (8868)

Submitted for review by Simon Sherlock (School Principal) on 21 February, 2023 at 05:46 PM
Endorsed by Michaela Cole (Senior Education Improvement Leader) on 01 March, 2023 at 08:22 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

The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
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| **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 | Targets as set out below. |
| Maximise each student's achievement and learning growth. | Yes | • By 2026, all students who achieve at or above the mean score for PAT Reading and Maths in Year 7 (or on entry to the school) will increase their score by 1 stanine or more each subsequent year up to Year 9.
• By 2025, all students who achieve below the mean score for PAT Reading and Maths in Year 7 (or on entry to the school) will increase their score by 1 stanine or more each subsequent year up to Year 9.
(Please note, due to an absence of data in 2022, the Panel was unable to identify benchmark levels for this and other targets related to Years 7 to 9. It recommended that the nominated targets should be regularly reviewed as the school gathered data from 2023 onwards) | By the end of 2023, all students who achieve at or above the mean score for PAT Reading and Maths in Year 7 (or on entry to the school) will increase their score by 1 stanine or more each subsequent year up to Year 9.By the end of 2023, all students who achieve below the mean score for PAT Reading and Maths in Year 7 (or on entry to the school) will increase their score by 1 stanine or more each subsequent year up to Year 9. |
| | | By 2026, increase the level of positive endorsement on the School Staff Survey against the following variables:
• Academic emphasis, from 25 percent (2021) to at least 45 percent
• Collective efficacy, from 35 percent (2021) to at least 50 percent | By the end of 2023, increase the level of positive endorsement on the School Staff Survey against the following variables:-Academic emphasis to at least 30 percent-Collective efficacy to at least 40 percent- |

		• Guaranteed and viable curriculum, from 57 percent (2021) to at least 63 percent • Monitor effectiveness using data (Evaluation), from 37 percent (2021) to at least 55 percent • Teaching and Learning (Implementation) overall score, from 57 percent (2021) to at least 60 percent.	Guaranteed and viable curriculum to at least 60 percent- Monitor effectiveness using data to at least 40 percent- Teaching and Learning (Implementation) overall score to at least 60 percent.
		• By 2026, increase the median VCE study score from 23 (2021) to at least 26 • By 2026, increase the percentage of students achieving a VCE study score of, or above 37 in English from 2 percent (2021) to at least 10 percent.	By the end of 2023, increase the median VCE study score from 23 (2021) to at least 26By the end of 2023, increase the percentage of students achieving a VCE study score of, or above 37 in English to at least 5 percent.
Maximise each student's wellbeing and engagement in learning.	Yes	By 2026, reduce the proportion of students in Years 7 to 12 with 20 or more absence days, from 51 percent (2021) to 30 percent or less.	By the end of 2023, reduce the proportion of students in Years 7 to 12 with 20 or more absence days, from 51 percent (2021) to 35 percent or less.
		By 2026, the level of positive endorsement on the Attitudes to School Survey against the following variables will be at or above the indicated level for Years 7 to 9 (NB - as no baseline data is available, these targets are based on the levels in schools with a similar SFOE and who had students in Years 7 to 9 in 2021): • Stimulated learning – 60 percent • Differentiated learning challenge – 63 percent • Student voice and agency – 55 percent • Sense of connectedness – 60 percent.	By the end of 2023, the level of positive endorsement on the Attitudes to School Survey against the following variables will be at or above:- Stimulated learning – 60 percent- Differentiated learning challenge – 62 percent- Student voice and agency – 56 percent- Sense of connectedness – 60 percent
		By 2026, increase the rate of completion of a senior secondary certificate, from 75 percent (2021 VCE and VCAL combined average) to 95 percent.	By the end of 2023, increase the rate of completion of a senior secondary certificate, from 75 percent (2021 VCE and VCAL combined average) to 85 percent.

Goal 1	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.**	
12-month target 1.1-month target	Targets as set out below.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	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	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	**Maximise each student's achievement and learning growth.**	
12-month target 2.1-month target	By the end of 2023, all students who achieve at or above the mean score for PAT Reading and Maths in Year 7 (or on entry to the school) will increase their score by 1 stanine or more each subsequent year up to Year 9. By the end of 2023, all students who achieve below the mean score for PAT Reading and Maths in Year 7 (or on entry to the school) will increase their score by 1 stanine or more each subsequent year up to Year 9.	
12-month target 2.2-month target	By the end of 2023, increase the level of positive endorsement on the School Staff Survey against the following variables: - Academic emphasis to at least 30 percent - Collective efficacy to at least 40 percent - Guaranteed and viable curriculum to at least 60 percent - Monitor effectiveness using data to at least 40 percent - Teaching and Learning (Implementation) overall score to at least 60 percent.	

12-month target 2.3-month target	By the end of 2023, increase the median VCE study score from 23 (2021) to at least 26 By the end of 2023, increase the percentage of students achieving a VCE study score of, or above 37 in English to at least 5 percent.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Develop and embed systems, structures and processes to ensure all students have a guaranteed, sequenced and developmental learning pathway.	Yes
KIS 2.b Assessment	Build all teachers' capability to provide targeted and responsive teaching.	Yes
KIS 2.c Teaching and learning	Develop agreed, innovative and evidence-based Middle Years approaches to teaching and learning.	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.	We have agreed that making small increments in all of the KIS is important in the 4 years of our strategic plan. As the College continues to transition to a 7 - 12 school the priorities remain; 1. the development of a guaranteed and viable curriculum and supporting structures, and 2. building teacher capacity to provide targeted and responsive teaching In the context of workforce shortages the work on KIS2.c will continue outside the scope of the AIP.	
Goal 3	**Maximise each student's wellbeing and engagement in learning.**	
12-month target 3.1-month target	By the end of 2023, reduce the proportion of students in Years 7 to 12 with 20 or more absence days, from 51 percent (2021) to 35 percent or less.	
12-month target 3.2-month target	By the end of 2023, the level of positive endorsement on the Attitudes to School Survey against the following variables will be at or above: - Stimulated learning – 60 percent - Differentiated learning challenge – 62 percent - Student voice and agency – 56 percent	

	- Sense of connectedness – 60 percent
12-month target 3.3-month target	By the end of 2023, increase the rate of completion of a senior secondary certificate, from 75 percent (2021 VCE and VCAL combined average) to 85 percent.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Support and resources	Embed tiered, responsive and developmentally appropriate strategies to promote students' wellbeing and engagement.	Yes
KIS 3.b Engagement	Empower students as active and aspirational agents in their learning.	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 2022 School Review identified low student attendance as a key contributory factor to poor student wellbeing and learning outcomes. Low attendance impacted equity funded and Koori students more than others. In 2022 over 50% of students had more than 20 days absence and this must be a priority if we are to improve overall outcomes.	