2022 Annual Implementation Plan

for improving student outcomes

Camberwell High School (7680)

Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

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	Excelling
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embedding
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	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	See School Review 2021 self evaluation
Considerations for 2022	See School Review 2021 self evaluation
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To optimise and accelerate the learning growth of every student.
Target 2.1	By 2025, each Year 7, 8, and 9 student (as students move from Year 6>7, 7>8, 8>9) will make at least one Victorian Curriculum Level of learning progress in English, Mathematics, Humanities, Science, Health and Physical Education in each school year (starting benchmarks to be established based on semester 2 2021).
Target 2.2	By 2025, the percentage* of Year 9 students meeting or above NAPLAN benchmark growth will increase: • in Reading from 66 per cent in 2021 to 80 per cent • in Writing from 76 per cent in 2019 to 80 per cent • in Numeracy from 64 per cent in 2019 to 75 per cent.

	* two-year moving average percentage indicator provided on Panorama
Target 2.3	By 2025, all VCE Studies adjusted median scores be at or above zero (VCAA VCE Data Service Report 10).
Target 2.4	By 2025, the percentage of positive endorsement for the academic emphasis factor in the School Staff Survey to increase from 53 per cent in 2020 to 60 per cent.
Key Improvement Strategy 2.a Curriculum planning and assessment	Collaborative development, shared understanding, and consistent implementation in every classroom of the scope and sequence (including focuses on language, data, and rubrics/formative assessments).
Key Improvement Strategy 2.b Building practice excellence	Continue approaches that collaboratively support teachers and provide feedback to build capacity in implementing the school pedagogical model.
Key Improvement Strategy 2.c Instructional and shared leadership	Continue to provide distributed instructional leadership that guides, supports, and directs the improvement of teaching practice and student learning.
Goal 3	To create empowered learners who actively demonstrate the school learning dispositions.
Target 3.1	By 2025, the percentage of students reporting positive endorsement to student Attitudes to School Survey (AtoSS) Learner Characteristics and Disposition domain measures will increase in the: • Motivation and interest factor from 63 per cent in 2021 to 75 per cent • Self-regulation and goal setting factor from 63 per cent in 2021 to at or above 75 per cent

	• Self-regulation and goal setting factor 'I set learning goals for myself' question from 48 per cent in 2021 to at or above 70 per cent
Target 3.2	Continue collaborative development and consistent implementation in every classroom of the school learning dispositions.
Key Improvement Strategy 3.a Empowering students and building school pride	Further build capacity of students to co-collaborate and co-construct learning within the school pedagogical model.
Key Improvement Strategy 3.b Building practice excellence	Continue collaborative development and consistent implementation in every classroom of the school learning dispositions.
Goal 4	To develop learners who display respectful behaviours and attitudes that reflect the school motto and values.
Target 4.1	By 2025, the percentage of students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase in the: • Effective teaching practice for cognitive engagement domain, Effective Classroom Behaviour factor from 55 per cent in 2021 to 70 per cent • Social engagement domain, School Connectedness (Sense of belonging) from 57 per cent in 2021 to 70 per cent • Student safety domain, Respect for diversity factor from 50 per cent in 2021 to at or above 65 per cent.

Target 4.2	As part of KIS 3a and 2b, the school to develop ways of measuring the relevant learning dispositions to establish targets for the monitoring of student attainment and to inform future practice.
Target 4.3	(If administered in future AtoSS) By 2025, increase the percentage of students responding with positive psychological development (high levels of resilience) in the AtoSS Health and Wellbeing domain from xx per cent in 2021 to yy per cent (to be developed)
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Articulate a cohesive school wide plan to student wellbeing, and positive behaviours.
Key Improvement Strategy 4.b Health and wellbeing	Further build ways of developing, recognising, and honouring positive considerate behaviours.

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.
2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	Yes	Support for the 2022 Priorities	See attached action plan for implementation and targets in 2022.
To optimise and accelerate the learning growth of every student.	Yes	By 2025, each Year 7, 8, and 9 student (as students move from Year 6>7, 7>8, 8>9) will make at least one Victorian Curriculum Level of learning progress in English, Mathematics, Humanities, Science, Health and Physical Education in each school year (starting benchmarks to be established based on semester 2 2021).	In 2022 benchmarks will be set

		By 2025, the percentage* of Year 9 students meeting or above NAPLAN benchmark growth will increase: • in Reading from 66 per cent in 2021 to 80 per cent • in Writing from 76 per cent in 2019 to 80 per cent • in Numeracy from 64 per cent in 2019 to 75 per cent. * two-year moving average percentage indicator provided on Panorama	In 2022 Reading 69 Writing 77 Numeracy 67
		By 2025, all VCE Studies adjusted median scores be at or above zero (VCAA VCE Data Service Report 10).	In 2022, data from VCE, 2021 will be used as the benchmark and targets set for progressive improvement in each subject
		By 2025, the percentage of positive endorsement for the academic emphasis factor in the School Staff Survey to increase from 53 per cent in 2020 to 60 per cent.	In 2022 the target is 55 per cent
To create empowered learners who actively demonstrate the school learning dispositions.	Yes	By 2025, the percentage of students reporting positive endorsement to student Attitudes to School Survey (AtoSS) Learner Characteristics and Disposition domain measures will increase in the: • Motivation and interest factor from 63 per cent in 2021 to 75 per cent	In 2022 the target is 66, 66 and 54

		• Self-regulation and goal setting factor from 63 per cent in 2021 to at or above 75 per cent • Self-regulation and goal setting factor 'I set learning goals for myself' question from 48 per cent in 2021 to at or above 70 per cent	
		Continue collaborative development and consistent implementation in every classroom of the school learning dispositions.	In 2022 the target is to introduce the new metrics model to staff and commence a working group to collaborate with Melbourne University on the credential
To develop learners who display respectful behaviours and attitudes that reflect the school motto and values.	Yes	By 2025, the percentage of students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase in the: • Effective teaching practice for cognitive engagement domain, Effective Classroom Behaviour factor from 55 per cent in 2021 to 70 per cent • Social engagement domain, School Connectedness (Sense of belonging) from 57 per cent in 2021 to 70 per cent • Student safety domain, Respect for diversity factor from 50 per cent in 2021 to at or above 65 per cent.	In 2022 the targets are 59, 61 and 54
		As part of KIS 3a and 2b, the school to develop ways of measuring the relevant learning dispositions to establish	Scope and Sequence for Year 12 completed with dispositions articulated

		targets for the monitoring of student attainment and to inform future practice.	
		(If administered in future AtoSS) By 2025, increase the percentage of students responding with positive psychological development (high levels of resilience) in the AtoSS Health and Wellbeing domain from xx per cent in 2021 to yy per cent (to be developed)	TBC

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	
12 Month Target 1.1	See attached action plan for implementation and targets in 2022.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 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 2022.	
Goal 2	To optimise and accelerate the learning growth of every student.	
12 Month Target 2.1	In 2022 benchmarks will be set	
12 Month Target 2.2	In 2022 Reading 69 Writing 77 Numeracy 67	
12 Month Target 2.3	In 2022, data from VCE, 2021 will be used as the benchmark and targets set for progressive improvement in each subject	
12 Month Target 2.4	In 2022 the target is 55 per cent	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Collaborative development, shared understanding, and consistent implementation in every classroom of the scope and sequence (including focuses on language, data, and rubrics/formative assessments).	No
KIS 2 Building practice excellence	Continue approaches that collaboratively support teachers and provide feedback to build capacity in implementing the school pedagogical model.	No
KIS 3 Instructional and shared leadership	Continue to provide distributed instructional leadership that guides, supports, and directs the improvement of teaching practice and student learning.	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.	This goal aligns with the mandated Goal 1 for Learning	
Goal 3	To create empowered learners who actively demonstrate the school learning dispositions.	
12 Month Target 3.1	In 2022 the target is 66, 66 and 54	
12 Month Target 3.2	In 2022 the target is to introduce the new metrics model to staff and commence a working group to collaborate with Melbourne University on the credential	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Further build capacity of students to co-collaborate and co-construct learning within the school pedagogical model.	No
KIS 2 Building practice excellence	Continue collaborative development and consistent implementation in every classroom of the school learning dispositions.	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.	This KIS aligns with the statewide goal for learning	
Goal 4	To develop learners who display respectful behaviours and attitudes that reflect the school motto and values.	

12 Month Target 4.1	In 2022 the targets are 59, 61 and 54
12 Month Target 4.2	Scope and Sequence for Year 12 completed with dispositions articulated
12 Month Target 4.3	TBC

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Articulate a cohesive school wide plan to student wellbeing, and positive behaviours.	Yes
KIS 2 Health and wellbeing	Further build ways of developing, recognising, and honouring positive considerate behaviours.	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.	This KIS aligns with the statewide goal for 2022 in wellbeing	

Define Actions, Outcomes and Activities

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	See attached action plan for implementation and targets in 2022.
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Professional Learning (PL) for staff on: - Language focus across the disciplines (Learning Specialists) - Special needs (28th January 2022, in Professional Learning Teams and Staff meetings) (Learning Specialist) - Data packs prepared by David Wyatt for curriculum days 28th January and 31st January 2022
Outcomes	Students needs are met and results indicate growth across their learning
Success Indicators	IEPs, SNR on Compass for special needs and Tutor records on Compass

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
• Tutor program implementation with Year 12 focus across all learning areas • Data packs for each class – teachers know students and diagnose needs and respond with targeted support (Term 1 and Term 3) • Focus on language in all subjects Years 7-12 (4 Learning Specialists)	☑ Leadership Team ☑ Learning Specialist(s) ☑ Sub School Leader/s	☑ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used

• Learning Specialist (Learning needs) provides professional learning for all staff • Special needs - professional learning and targeted support (Sub-School support - Range 2 teachers)	☑ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	PL for all staff to implement whole school approach to: - Behaviour for learning - Wellbeing framework - Respectful Relationships - School pride - YES program (Years 7 - 10)
Outcomes	Students and staff have improved mental health and wellbeing
Success Indicators	Students and staff report increased levels of positive class interactions and safety, green chronicles increase

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
• YES Program introduced in 2022 for Years 7 – 10 (Sub-Schools/Wellbeing Team) • Wellbeing framework is shared with community (staff, students, parents) and understood, implemented and evaluated (Leadership Team) • BFL is consistently implemented across the school (All staff) • Respectful Relationships (focus on school pride) continues. Led by Chris Jung	☑ All Staff ☑ Leadership Team ☑ Sub School Leader/s ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$16,423.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which

					may include DET funded or free items
Goal 2	To optimise and accelerate the learning growth of every student.				
12 Month Target 2.1	In 2022 benchmarks will be set				
12 Month Target 2.2	In 2022 Reading 69 Writing 77 Numeracy 67				
12 Month Target 2.3	In 2022, data from VCE, 2021 will be used as the benchmark and targets set for progressive improvement in each subject				
12 Month Target 2.4	In 2022 the target is 55 per cent				
KIS 1 Instructional and shared leadership	Continue to provide distributed instructional leadership that guides, supports, and directs the improvement of teaching practice and student learning.				
Actions	See learning in Goal 1				
Outcomes	See Learning in Goal 1				
Success Indicators	See Learning in Goal 1				

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Learning Goal 1	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used

	☑ Disability Inclusion Tier 2 Funding will be used
	☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 3	To create empowered learners who actively demonstrate the school learning dispositions.
12 Month Target 3.1	In 2022 the target is 66, 66 and 54
12 Month Target 3.2	In 2022 the target is to introduce the new metrics model to staff and commence a working group to collaborate with Melbourne University on the credential
KIS 1 Building practice excellence	Continue collaborative development and consistent implementation in every classroom of the school learning dispositions.
Actions	See Learning Goal 1
Outcomes	See Learning Goal 1
Success Indicators	See Learning Goal 1

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
See Learning Goal 1	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used

	☑ Disability Inclusion Tier 2 Funding will be used
	☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 4	To develop learners who display respectful behaviours and attitudes that reflect the school motto and values.
12 Month Target 4.1	In 2022 the targets are 59, 61 and 54
12 Month Target 4.2	Scope and Sequence for Year 12 completed with dispositions articulated
12 Month Target 4.3	TBC
KIS 1 Setting expectations and promoting inclusion	Articulate a cohesive school wide plan to student wellbeing, and positive behaviours.
Actions	See wellbeing in Goal 1
Outcomes	See wellbeing in Goal 1
Success Indicators	See wellbeing in Goal 1

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
See wellbeing in Goal 1	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$87,310.00 ☑ Equity funding will be used

				☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$51,423.46	$0.00	$51,423.46
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$87,310.77	$0.00	$87,310.77
Total	**$138,734.23**	**$0.00**	**$138,734.23**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
• Tutor program implementation with Year 12 focus across all learning areas • Data packs for each class – teachers know students and diagnose needs and respond with targeted support (Term 1 and Term 3) • Focus on language in all subjects Years 7-12 (4 Learning Specialists) • Learning Specialist (Learning needs) provides professional learning for all staff • Special needs - professional learning and targeted support (Sub-School support - Range 2 teachers)	$15,000.00
• YES Program introduced in 2022 for Years 7 – 10 (Sub-Schools/Wellbeing Team) • Wellbeing framework is shared with community	$16,423.00

(staff, students, parents) and understood, implemented and evaluated (Leadership Team) • BFL is consistently implemented across the school (All staff) • Respectful Relationships (focus on school pride) continues. Led by Chris Jung	
Learning Goal 1	$10,000.00
See Learning Goal 1	$10,000.00
See wellbeing in Goal 1	$87,310.00
Totals	**$138,733.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
• Tutor program implementation with Year 12 focus across all learning areas • Data packs for each class – teachers know students and diagnose needs and respond with targeted support (Term 1 and Term 3) • Focus on language in all subjects Years 7-12 (4 Learning Specialists) • Learning Specialist (Learning needs) provides professional learning for all staff	from: Term 1 to: Term 4		

• Special needs - professional learning and targeted support (Sub-School support - Range 2 teachers)			
• YES Program introduced in 2022 for Years 7 – 10 (Sub-Schools/Wellbeing Team) • Wellbeing framework is shared with community (staff, students, parents) and understood, implemented and evaluated (Leadership Team) • BFL is consistently implemented across the school (All staff) • Respectful Relationships (focus on school pride) continues. Led by Chris Jung	from: Term 1 to: Term 4		
Learning Goal 1	from: Term 1 to: Term 4		
See Learning Goal 1	from: Term 1 to: Term 4		
See wellbeing in Goal 1	from: Term 1 to: Term 4		
Totals			

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

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

		$0.00	
Totals		$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
• Tutor program implementation with Year 12 focus across all learning areas • Data packs for each class – teachers know students and diagnose needs and respond with targeted support (Term 1 and Term 3) • Focus on language in all subjects Years 7-12 (4 Learning Specialists) • Learning Specialist (Learning needs) provides professional learning for all staff • Special needs - professional learning and targeted support (Sub-School support - Range 2 teachers)	☑ Leadership Team ☑ Learning Specialist(s) ☑ Sub School Leader/s	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Literacy Leaders ☑ Pedagogical Model	☑ On-site
• YES Program introduced in 2022 for Years 7 – 10 (Sub-Schools/Wellbeing Team) • Wellbeing framework is shared with community	☑ All Staff ☑ Leadership Team ☑ Sub School Leader/s	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Pedagogical Model	☑ On-site

(staff, students, parents) and understood, implemented and evaluated (Leadership Team) • BFL is consistently implemented across the school (All staff) • Respectful Relationships (focus on school pride) continues. Led by Chris Jung	☑ Wellbeing Team			☑ PLC/PLT Meeting		

STRATEGIC PLAN GOAL 1	*To optimise and accelerate the learning growth of every student*

TARGETS

1.1 By 2025 each Year 7,8,9 student will make at least one Victorian Curriculum level of learning progress (Percentage)

2022	English	Humanities	Science	Health And PE	2023	English	Humanities	Science	Health and PE	2024	English	Humanities	Science	Health and PE	2025	English	Humanities	Science	Health and PE
Yr 7					Yr 7					Yr 7					Yr 7				
Yr 8					Yr 8					Yr 8					Yr 8				
Yr 9					Yr 9					Yr 9					Yr 9				

1.2 By 2025 the percentage of Yr 9 students meeting at/above NAPLAN benchmark group will increase:

NAPLAN	*2019 /2021 Actual	2022 Target	2022 Actual	2023 Target	2023 Actual	2024 Target	2024 Actual	2025 Target	2025 Actual
Reading	66%	69%		72%		76%		80%	
Writing *	76%	77%		78%		79%		80%	
Numeracy*	64%	67%		69%		72%		75%	

1.3 By 2025 all VCE studies (adjusted median scores) to be at or above zero (Report 10)

All VCE	2021	2022	2023	2024	2025
Studies					

1.4 By 2025 the percentage of positive endorsement for the academic emphasis factor in the Staff Survey to increase from 53% in 2020 to 60%

Staff	2020 Actual	2022 Target	2022 Actual	2023 Target	2023 Actual	2024 Target	2024 Actual	2025 Target	2025 Actual
Survey	53%	55%		57%		59%		60%	

STRATEGIC PLAN GOAL 2	*To create empowered learners who actively demonstrate the school learning dispositions*

TARGETS

2.1 Percentage of students reporting positive endorsement (ATOSS) Learner characteristics and Dispositions domain will increase:

Year:	2021 Actual	2022 Target	2022 Actual	2023 Target	2023 Actual	2024 Target	2024 Actual	2025 Target	2025 Actual
Motivation and Interest factor	63%	66%		69%		72%		75%	
Self Regulation and goal setting factor	63%	66%		69%		72%		75%	
Self regulation goal setting "I set learning goals for myself" question	48%	54%		60%		66%		70%	

2.2 Develop a measurement tool for learning dispositions and set goals for monitoring attainment and to inform practice

STRATEGIC PLAN GOAL 3	*To develop learners who display respectful behaviours and attitudes that reflect the school motto and values*

TARGETS

3.1 By 2025 the percentage of positive endorsement (ATOSS) will increase in:

Year:	2021 Actual	2022 Target	2022 Actual	2023 Target	2023 Actual	2024 Target	2024 Actual	2025 Target	2025 Actual
Effective classroom behaviour factor	55%	59%		63%		67%		70%	
Social engagement (sense of belonging)	57%	61%		64%		67%		70%	
Respect for diversity factor	50%	54%		58%		62%		65%	

3.2 Develop a measurement tool for learning dispositions and set goals for monitoring attainment and to inform practice

3.3 (If included in future ATOSS) increase percentage of students responding with positive psychological development (high levels of resilience)