

# Annual Implementation Plan - 2024

## Select annual goals and KIS

Eaglehawk Secondary College (7790)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
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.
<p>Maximise learning attainment and growth for every student.</p>	Yes	<p>By 2026, increase the percentage of Year 9 students achieving at and above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> <li>• Reading from 60 per cent in 2021 to 75 per cent</li> <li>• Writing from 55 per cent in 2021 to 65 per cent</li> <li>• Numeracy from 59 per cent in 2021 to 75 per cent.</li> </ul>	<p>To increase the percentage number of Year 9 students in strong and exceeding proficiency levels from: 44% to 49% in Reading 37% to 45% in Writing 39% to 48% in Numeracy</p>
		<p>By 2026, increase the percentage of Year 9 students in the middle and top two bands of NAPLAN:</p> <ul style="list-style-type: none"> <li>• Reading from 51 per cent in 2021 to 70 per cent</li> <li>• Writing from 36 per cent in 2021 to 65 per cent</li> <li>• Numeracy from 59 per cent in 2021 to 73 per cent.</li> </ul>	<p>To increase the percentage number of Year 9 students in strong and exceeding proficiency levels from: 44% to 49% in Reading 37% to 45% in Writing 39% to 48% in Numeracy</p>
		<p>By 2026, increase the number of Year 7 to Year 10 students measured by Victorian Curriculum teacher judgement at and above age expected level semester 2 to semester 2:</p> <ul style="list-style-type: none"> <li>• Reading and viewing from 55 per cent in 2021 to 69 per cent</li> <li>• Writing from 55 per cent in 2021 to 65 per cent</li> </ul>	<p>To increase the percentage number of students in 2023 Reading and viewing from 53% to 61% Writing from 65% in to 71% Number and algebra from 32% to 40%.</p>

		<ul style="list-style-type: none"> <li>• Number and algebra from 43 per cent in 2021 to 65 per cent.</li> </ul>	
		<p>By 2026, increase the proportion of positive response scores on the School Staff Survey (SSS) for the factors of:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 14 per cent in 2021 to 45 per cent</li> <li>• Collective efficacy from 21 per cent in 2021 to 55 per cent</li> <li>• Instructional leadership from 23 per cent in 2021 to 55 per cent</li> <li>• Understand how to analyse data from 21 per cent in 2021 to 44 per cent</li> <li>• Moderate assessment tasks together from 26 per cent in 2021 to 52 per cent</li> <li>• Seek feedback to improve practice from 26 per cent in 2021 to 50 per cent.</li> </ul>	<p>Academic Emphasis from 18 to 25%  Collective Efficacy from 42 to 52%  Instructional Leadership from 43% to 55%  Analyse Data 41% to 52%  Moderate Assessment Tasks from 42% to 50%  Seek Feedback to improve Practice from 52% to 60%</p>
Optimise student retention, transition and pathways outcomes.	Yes	<p>By 2026, increase the percentage of real student retention Year 7 to Year 10 from 80.2 per cent (2016-2021) to 88 per cent.</p>	<p>Increase from 70.4% in 2020-2023 to 73% (in line with state average).</p>
		<p>By 2026 reduce the percentage of students who exit the college as No or Unknown regarding continuing in education from 10.7 per cent in 2019 to 4 per cent.</p>	<p>Unknown exit destination data to be below 1%.</p>
		<p>By 2026, increase the proportion of positive response scores on the AToSS for the factors of:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness from 42 per cent in 2021 to 55 per cent</li> <li>• Motivation and interest from 43 per cent in 2021 to 55 per cent</li> <li>• High expectations for success from 66 per cent to 75 per cent.</li> </ul>	<p>Sense of connectedness from 29% to 38%  Motivation and interest from 38% to 47%  High expectations for success from 58% to 63% (68%?)</p>
		<p>By 2026, increase the proportion of positive response scores on the Parent Opinion Survey (POS) for the factors of:</p> <ul style="list-style-type: none"> <li>• Positive transitions from 63 per cent in 2021 to 75 per cent</li> <li>• Student motivation and support from 47 per cent in 2021 to 55 per cent.</li> </ul>	<p>Positive Transitions from 44% to 65%  Student motivation and support from 25% to 52% (35%?)</p>

Maximise student engagement in their learning.	Yes	<p>By 2026, increase the proportion of positive response scores on the SSS for the factors of:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 32 per cent in 2021 to 55 per cent</li> <li>• Promote student ownership of learning goals from 12 per cent in 2021 to 55 per cent</li> <li>• Understand formative assessment from 35 per cent in 2021 to 55 per cent</li> <li>• Knowledge of HITS from 24 per cent in 2021 to 55 per cent.</li> </ul>	<p>Use student feedback to improve practice from 59% to 65% Promote student ownership of learning goals from 39% to 56% Understand formative assessment from 52% to 65% Knowledge of HITS 45% to 61%</p>
		<p>By 2026, increase the proportion of positive response scores on the AToSS for the factors of:</p> <ul style="list-style-type: none"> <li>• Stimulated learning from 45 per cent in 2021 to 55 per cent</li> <li>• Differentiated learning challenge from 53 per cent in 2021 to 61 per cent</li> <li>• Student voice and agency from 31 per cent in 2021 to 55 per cent</li> <li>• Self regulation and goal setting from 45 per cent to 55 per cent.</li> </ul>	<p>Stimulated learning from 38% to 43% Differentiated learning challenge from 52% to 62% Student voice and agency from 29% to 34% Self regulation and goal setting from 37% to 49%</p>
		<p>By 2026, increase the proportion of positive response scores on the Parent Opinion Survey (POS) for the factors of:</p> <ul style="list-style-type: none"> <li>• Confidence and resiliency skills from 68 per cent in 2021 to 76 per cent</li> <li>• Student voice and agency from 66 per cent in 2021 to 75 per cent</li> <li>• Stimulating learning environment from 65 per cent in 2021 to 73 per cent.</li> </ul>	<p>Confidence and resiliency from 44% to 68% Student voice and agency from 40% to 67% Stimulated learning environment from 42% to 63%</p>
Optimise health and wellbeing outcomes for every student.	Yes	<p>By 2026, decrease the percentage of students who are absent for:</p> <ul style="list-style-type: none"> <li>• 20 to 29.5 days from 13 per cent in 2021 to 10 per cent</li> <li>• 30 plus days from 51 per cent in 2021 to 35 per cent.</li> </ul>	<p>20 to 29.5 days remains at 17% 30 plus days from 49% to 35%</p>

		<p>By 2026, increase the proportion of positive response scores on the AToSS for the factors of:</p> <ul style="list-style-type: none"> <li>• Attitudes to attendance from 59 per cent in 2021 to 67 per cent</li> <li>• Emotional awareness and regulation from 54 per cent in 2021 to 62 per cent</li> <li>• Effective classroom behaviour from 51 per cent in 2021 to 58 per cent</li> <li>• Teacher concern from 38 per cent in 2021 to 55 per cent</li> <li>• Managing bullying from 37 per cent to 50 per cent</li> <li>• Respect for diversity from 37 per cent in 2021 to 50 per cent.</li> </ul>	<p>Attitudes to attendance from 54% to 65% Emotional Awareness and Regulation from 48% to 57% Effective classroom behaviour from 45% to 50% Teacher concern from 33% to 38% Managing bullying from 29% to 39% Respect for diversity from 29% to 35%</p>
		<p>By 2026, increase the proportion of positive response scores on the POS for the factors of:</p> <ul style="list-style-type: none"> <li>• Respect for diversity from 79 per cent in 2021 to 84 per cent</li> <li>• Student connectedness from 73 per cent in 2021 to 80 per cent.</li> </ul>	<p>Respect for diversity from 49% to 72% Student connectedness from 55% to 73%</p>

<b>Goal 2</b>	<b>Maximise learning attainment and growth for every student.</b>
<b>12-month target 2.1-month target</b>	To increase the percentage number of Year 9 students in strong and exceeding proficiency levels from: 44% to 49% in Reading 37% to 45% in Writing 39% to 48% in Numeracy
<b>12-month target 2.2-month target</b>	To increase the percentage number of Year 9 students in strong and exceeding proficiency levels from: 44% to 49% in Reading 37% to 45% in Writing 39% to 48% in Numeracy
<b>12-month target 2.3-month target</b>	To increase the percentage number of students in 2023 Reading and viewing from 53% to 61% Writing from 65% in to 71% Number and algebra from 32% to 40%.

<b>12-month target 2.4-month target</b>	Academic Emphasis from 18 to 25% Collective Efficacy from 42 to 52% Instructional Leadership from 43% to 55% Analyse Data 41% to 52% Moderate Assessment Tasks from 42% to 50% Seek Feedback to improve Practice from 52% to 60%	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 2.a</b> Leadership	Re-define cluster wide shared leadership practices and structures to embed a culture of high expectations, academic excellence and collective efficacy.	Yes
<b>KIS 2.b</b> Teaching and learning	Build and embed teacher capability to consistently implement agreed evidence based instructional practice	Yes
<b>KIS 2.c</b> Assessment	Build staff capabilities to analyse and use rich learning and wellbeing data to inform point of need learning.	Yes
<b>KIS 2.d</b> Teaching and learning	Build and embed a continuous improvement cycle that ensures quality teacher practice.	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.	Joint goals within the Bendigo Education Plan	
<b>Goal 3</b>	<b>Optimise student retention, transition and pathways outcomes.</b>	
<b>12-month target 3.1-month target</b>	Increase from 70.4% in 2020-2023 to 73% (in line with state average).	
<b>12-month target 3.2-month target</b>	Unknown exit destination data to be below 1%.	

<b>12-month target 3.3-month target</b>	Sense of connectedness from 29% to 38% Motivation and interest from 38% to 47% High expectations for success from 58% to 63% (68%?)	
<b>12-month target 3.4-month target</b>	Positive Transitions from 44% to 65% Student motivation and support from 25% to 52% (35%?)	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 3.a</b> Engagement	Develop and implement a cluster wide approach to transition in, through and beyond our schools that enables high aspirations and quality student pathways.	Yes
<b>KIS 3.b</b> Teaching and learning	Embed staff understanding of the range of pathways and options for students to effectively plan for their senior secondary certificate studies and future pathways.	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.	Joint goals within the Bendigo Education Plan	
<b>Goal 4</b>	<b>Maximise student engagement in their learning.</b>	
<b>12-month target 4.1-month target</b>	Use student feedback to improve practice from 59% to 65% Promote student ownership of learning goals from 39% to 56% Understand formative assessment from 52% to 65% Knowledge of HITS 45% to 61%	
<b>12-month target 4.2-month target</b>	Stimulated learning from 38% to 43% Differentiated learning challenge from 52% to 62% Student voice and agency from 29% to 34% Self regulation and goal setting from 37% to 49%	

<b>12-month target 4.3-month target</b>	Confidence and resiliency from 44% to 68% Student voice and agency from 40% to 67% Stimulated learning environment from 42% to 63%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 4.a</b> Engagement	Build and embed school wide knowledge and understanding of Student Voice and Agency.	Yes
<b>KIS 4.b</b> Engagement	Build the capacity of staff to codesign learning with students which explicitly builds deep levels of thinking and application.	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.	Was not achieved in the 2023 AIP.	
<b>Goal 5</b>	<b>Optimise health and wellbeing outcomes for every student.</b>	
<b>12-month target 5.1-month target</b>	20 to 29.5 days remains at 17% 30 plus days from 49% to 35%	
<b>12-month target 5.2-month target</b>	Attitudes to attendance from 54% to 65% Emotional Awareness and Regulation from 48% to 57% Effective classroom behaviour from 45% to 50% Teacher concern from 33% to 38% Managing bullying from 29% to 39% Respect for diversity from 29% to 35%	
<b>12-month target 5.3-month target</b>	Respect for diversity from 49% to 72% Student connectedness from 55% to 73%	



Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 5.a</b> Support and resources	Build knowledge, understanding and capacity to embed the SWPBS tiered response to wellbeing and inclusion.	Yes
<b>KIS 5.b</b> Teaching and learning	Develop and embed teacher capacity to implement school wide health and wellbeing curriculum, structures and practices.	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.	SWPBS has been introduced in the school, and is still in implementation phase. Advisory Program needs development to meet KIS 5b.	