Annual Implementation Plan - 2025

Define actions, outcomes, success indicators and activities

Footscray High School (7842)

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

Define actions, outcomes, success indicators and activities

Goal 2	Every student in every class will maximise their learning growth
12-month target 2.1 target	NAPLAN Year 7 Reading - Exceeding and Strong - 75% Writing - Exceeding and Strong - 70% Spelling - Exceeding and Strong - 75% Grammar and Punctuation - Exceeding and Strong - 70% Numeracy - Exceeding and Strong - 75% Reading - Needs Additional Support - 10% Writing - Needs Additional Support - 10% Spelling - Needs Additional Support - 10% Grammar and Punctuation - Needs Additional Support - 10% Numeracy - Needs Additional Support - 10% Year 9 Reading - Exceeding and Strong - 70% Writing - Exceeding and Strong - 70% Spelling - Exceeding and Strong - 75% Grammar and Punctuation - Exceeding and Strong - 60% Numeracy - Exceeding and Strong - 70% Reading - Needs Additional Support - 10% Writing - Needs Additional Support - 10% Spelling - Needs Additional Support - 10% Grammar and Punctuation - Needs Additional Support - 10% Numeracy - Needs Additional Support - 10% Increased correlation between 2024 NAPLAN Proficiency Levels (Exeeding, Strong, Developing and Needs Support) and Teacher Judgment (Above Age Expected Level, At Age Expected Level, Below Age Expected Level) in Numeracy,

	Reading, and Writing, in Years 7 and 9.
12-month target 2.2 target	NAPLAN Year 7 Reading - Exceeding and Strong - 75% Writing - Exceeding and Strong - 70% Spelling - Exceeding and Strong - 75% Grammar and Punctuation - Exceeding and Strong - 70% Numeracy - Exceeding and Strong - 75% Reading - Needs Additional Support - 10% Writing - Needs Additional Support - 10% Spelling - Needs Additional Support - 10% Grammar and Punctuation - Needs Additional Support - 10% Numeracy - Needs Additional Support - 10% Year 9 Reading - Exceeding and Strong - 70% Writing - Exceeding and Strong - 70% Spelling - Exceeding and Strong - 75% Grammar and Punctuation - Exceeding and Strong - 60% Numeracy - Exceeding and Strong - 70% Reading - Needs Additional Support - 10% Writing - Needs Additional Support - 10% Spelling - Needs Additional Support - 10% Grammar and Punctuation - Needs Additional Support - 10% Numeracy - Needs Additional Support - 10% Increased correlation between 2024 NAPLAN Proficiency Levels (Exeeding, Strong, Developing and Needs Support) and Teacher Judgment (Above Age Expected Level, At Age Expected Level, Below Age Expected Level) in Numeracy, Reading, and Writing, in Years 7 and 9.
12-month target 2.3 target	VCE VCE mean study score - 30 or above.

	% of VCE study scores of 40 or over - 5% % of VCE Satisfactory Completion 100%
12-month target 2.4 target	By 2024 improve the percentages of students at or above expected growth in English and Mathematics according to teacher judgments, improve the percentage of students at or above expected growth in English Writing At expected growth - 50% Above expected growth - 25% Reading At expected growth - 50%. Above expected growth - 25%. Speaking and Listening at expected growth - 50%. Above expected growth - 25%. Improve the percentage of students at or above expected growth in Mathematics Measurement and Geometry - At Expected Growth - 50%. Above expected growth - 25%. Number and Algebra - At Expected Growth - 50%. Above expected growth - 25%. Statistics and probability At Expected Growth - 50%. Above expected growth - 25%.
12-month target 2.5 target	School Staff Survey - % positive endorsement Teaching and Learning - Practice Improvement - 50%

	Use Pedagogical Model - 50% Professional Learning Through Observation - 25% Timetabled Meetings to support Collaboration - 60% Teaching and Learning - Planning- 50% Time to share pedagogical knowledge - 40% Professional Learning Targeted to improving literacy and numeracy - 20% Teaching and Learning - Implementation - 50% Understanding Formative Assessment - 50% Support Student ownership of learning - 40% Teaching and Learning - Evaluation - 40% Understand how to analyse data - 40% Monitor effective use of data - 40% Professional Learning to Improve Practice - 40%
KIS 2.a Building practice excellence	Develop and implement a research based instructional teaching and learning model that reflects all stages of learning
Actions	Action 1 Strengthen the FHS Learning Model Action 2 Build teacher capacity in using data to differentiate and address point of need.
Outcomes	Students will: - Apply literacy and numeracy strategies introduced by their teachers to enhance their reading, writing, and comprehension skills across all subjects. - Actively engage with and respond to feedback provided by their teachers, using it to refine their work, set goals for improvement, and track their progress over time. Teachers and tutors will:

	- Integrate effective differentiation strategies into all curriculum documentation and consistently apply these strategies during lesson instruction to support student learning across all subjects. - Use student data to track progress, identify areas for improvement, and make necessary adjustments to instructional practices. - Develop targeted adjustment plans in response to Individual Education Plans, ensuring personalised support for students with specific learning needs. - Participate in gathering evidence from classroom observations, and use this information to inform and enhance the work within Professional Learning Communities. - Engage with students through a cycle of feedback, tailoring instruction based on student input to better meet individual learning needs. - Differentiate instruction, adapting teaching methods and materials to address each student's specific point of need, ensuring that all learners can thrive. Leaders will: - Offer targeted professional learning opportunities for staff in the areas of literacy and data analysis, equipping teachers with the skills and knowledge needed to support student growth. - Provide ongoing professional learning and dedicated curriculum planning time in response to areas of concern identified through student achievement data, ensuring that staff have the resources and support to address specific needs. - Mentor Leading Teachers and Learning Specialists throughout the year, offering guidance and support to ensure the effective implementation of faculty-based action plans and the alignment of teaching practices with school-wide goals
Success Indicators	- Ongoing student feedback - findings from learning walks and observations - curriculum documentation - data workshops with Learning Areas - PAT, NAPLAN, VCE, Maths Pathway, teacher judgements, Staff Attitudes to School Survey data, Individual Education Plans - personalised student generated goals which reflect on progress and next steps - Students independently initiate and direct decisions about their learning - PDP conversations - PLC and Faculty minutes and resources

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Activity 1 Further embed the FHS Learning Model and strengthen alignment with the VTLM 2.0 Supports Action 1 Strengthen the FHS Learning Model Description Professional Learning will focus on equipping teachers with the skills and capabilities to effectively develop curriculum documentation that includes adjustments to support differentiation and build a consistent approach to classroom practice. This approach will ensure that teachers are well prepared to enhance student's literacy and numeracy skills across all subjects, supporting both academic achievement, wellbeing, and engagement. Notes Learning Specialist Team will provide professional learning across all learning areas.	☑ Assistant principal ☑ KLA leader ☑ Learning specialist(s) ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$100,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Activity 2 Implement Tutor Learning Initiative (add number of students enrolled) Supports Action 2 Build teacher capacity in using data to differentiate and address point of need. Description Tutors will: - Collaborate with students through a feedback cycle to tailor	☑ Assistant principal ☑ KLA leader ☑ Leading teacher(s) ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$366,830.00 ☑ Equity funding will be used ☑ Other funding will be used

instruction based on student input.
- Differentiate instruction to address each student's unique needs.
- Integrate effective literacy strategies into all curriculum documentation and use these strategies in lesson instruction.
- Track student progress with data, adjusting practices as needed.
- Implement and document modifications in response to Individual Education Plans.
- Participate in Learning Walks and utilize observations to inform work in Professional Learning Communities.

Note
The tutors will be supported and managed by learning specialists, Learning Area Leaders, and our literacy and numeracy leaders.

Activity 3 Implement MYLNS and Support for Literacy programs (add number of students are enrolled). Supports Action 2 Build teacher capacity in using data to differentiate and address point of need. Description The MYLNS and Support for Literacy programs will offer assistance similar to that provided by tutors. However, students in these programs will receive dedicated teacher support for five periods each week, compared to the 2-3 periods typically offered in the TLI. The programs are also more flexible, tailored to student needs, and includes both in-class assistance and separate group sessions. Note	☑ Assistant principal ☑ KLA leader ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Literacy leader ☑ Numeracy leader	☑ PLP Priority	from: Term 1 to: Term 4	$102,982.00 ☑ Other funding will be used

MYLNS literacy and numeracy improvement teachers have been appointed.				

KIS 2.b Building practice excellence	Develop a culture of professional learning that drives a consistent, school-wide approach to teaching and learning
Actions	Action 1 Build teacher capacity in using data to differentiate and address point of need.
Outcomes	Students will: - Apply literacy and numeracy strategies introduced by their teachers to enhance their reading, writing, and comprehension skills across all subjects. - Actively engage with and respond to feedback provided by their teachers, using it to refine their work, set goals for improvement, and track their progress over time. Teachers and PLC Leaders will: - Integrate effective differentiation strategies into all curriculum documentation and consistently apply these strategies during lesson instruction to support student learning across all subjects. - Use student data to track progress, identify areas for improvement, and make necessary adjustments to instructional practices. - Develop targeted adjustment plans in response to Individual Education Plans, ensuring personalised support for students with specific learning needs. - Participate in gathering evidence from classroom observations, and use this information to inform and enhance the work within Professional Learning Communities. - Engage with students through a cycle of feedback, tailoring instruction based on student input to better meet individual learning needs. - Differentiate instruction, adapting teaching methods and materials to address each student's specific point of need, ensuring that all learners can thrive. Leaders will: - Offer targeted professional learning opportunities for staff in the areas of literacy and data analysis, equipping teachers with the skills and knowledge needed to support student growth. - Provide ongoing professional learning and dedicated curriculum planning time in response to areas of concern

	identified through student achievement data, ensuring that staff have the resources and support to address specific needs. - Mentor Leading Teachers and Learning Specialists throughout the year, offering guidance and support to ensure the effective implementation of faculty-based action plans and the alignment of teaching practices with school-wide goals
Success Indicators	Success Indicators Include: Leadership: - Increased awareness of the rationale and structure of PLCs at FHS Staff - Increased positive endorsement of measures related to professional learning in the 2023 staff survey - Increased positive endorsement of measures related to collective efficacy in the 2023 staff survey - Increased positive endorsement of measures related to collaboration in the 2023 staff survey - Increased awareness and use of differentiation strategies in the classroom as measured by PLC minutes and observations Students - Improved achievement outcomes as measured by Victorian Curriculum Judgements, NAPLAN, PAT, and VCE - Increased positive endorsement of measures related to effective use of class time and differentiation in the 2024 ATOSS

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Activity 1 Embed professional learning using contextualised DE Professional Learning Communities (all 120 teachers are involved). Supports Action 1 Build teacher capacity in using data to differentiate and address point of need. Description All teachers will have allocated time to implement and refine strategies identified through data analysis. During this time	☑ Assistant principal ☑ Leadership team ☑ Learning specialist(s) ☑ PLC leaders ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$120,000.00 ☑ Other funding will be used

teachers will have the opportunity to collaborate with their peers, share their expereinces and progress, and present their outcomes to the school and leadership team.					
Activity 2 Provide professional learning on the topic data analysis (all 120 teachers are involved). Supports Action 2 Build teacher capacity to use data to differentiate instruction and address point of need. Description Teachers have multiple opportunities to analyse data collaboratively with experts and peers. These include scheduled professional learning meetings focused on reviewing VCE, NAPLAN, PAT, and AtoSS results, among others. Insights from these sessions guide teacher planning, help set school goals and targets, and inform resource allocation.	☑ Assistant principal ☑ Leadership team ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4		$80,000.00 ☑ Other funding will be used

Goal 3	Improve student engagement and wellbeing in an optimal learning environment
12-month target 3.1 target	Improve student engagement to 65% by the end of 2024
12-month target 3.2 target	Managing bullying 71% 2021% to 80% in 2024 Non-experience of bullying 73% 2021% to 80% in 2024 Promoting positive behaviour 62% 2021% to 65% in 2024 Respect for diversity 76% 2021% to 80% in 2024 Student connectedness 79% 2021% to 80% in 2024 Positive transition 68% 2021% to 80% in 2024 Student agency and voice 60% 2021% to 65% in 2024 Confidence and resiliency skills 64% 2021% to 65% in 2024

12-month target 3.3 target	By 2024 improve attendance based on 2021 data to 90% attendance
	Reduce the number of unexplained absence to 30%
KIS 3.a Setting expectations and promoting inclusion	Co-design a consistent school-wide approach to student engagement, wellbeing and inclusion
Actions	Action 1 Strengthen staff capacity to create and sustain a positive learning environment where students feel safe, supported, and motivated to engage actively in their education. Action 2 Foster strong, positive relationships between students and the school community to enhance students' overall sense of connection and belonging.
Outcomes	Students will: - demonstrate respect to each other and integrity when collaborating in diverse groups - demonstrate pride in being a student at this school - demonstrate the school's values with peers and teachers - attend form assembly, facilitated by student leaders with a focus on FHS values and team connectedness - understand and use a common language with reference to the School's values and SWPBS when interacting with the school community Teachers will: - be responsible for building connections with students in class, in the yard, during assemblies, and extra curriculum activities in accordance with our values and SWPBS - take responsibility for each students' wellbeing by monitoring their progress, referring students to supports if required - empower students to engage them in their learning and build school connectedness - implement common strategies to build positive classroom environments, including consistent classroom entry routines. - implement strategies to build an inclusive classroom environment for students with diverse learning needs. Leaders will: - facilitate professional learning with a focus on SWPBS

	- empower students to engage them in their learning and build school connectedness - monitor and support students who are identified as requiring intervention. - build student connection and participating in wellbeing and engagement programs
Success Indicators	Reduction in school detentions/suspensions Noticeable changes will include: The reduction in behavioural student Compass Chronicle posts An increase in self-reports of safety from students & staff Create stronger connections between staff & students Every student able to identify teacher they can go to Students more able to self-regulate Evidenced by Data sources: AToSS Compass chronicle counts Attendance data Behaviour matrix Documented behaviour lessons (linked to SEE)

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Activity 1 Continue to provide professional learning on the topic of SWPBS (All teachers involved) Support Action 1 Strengthen staff capacity to create and sustain a positive learning environment where students feel safe, supported, and motivated to engage actively in their education. Description The school will deliver professional learning and implementation support through the SWPBS lead team.	☑ Assistant principal ☑ Leadership team ☑ Leading teacher(s) ☑ Teacher(s) ☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$130,000.00 ☑ Equity funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Note Staff are allocated at each campus to support and facilitate the professional learning and the implementation of SWPBS.				
Activity 2 Embed professional learning using Professional Learning Communities (approximately 12 Leading Teachers / Learning Community Leaders are involved). Supports Action 1 Strengthen staff capacity to nurture and sustain a positive learning environment where students feel safe, supported, and motivated to engage actively in their education. Description The SWPBS team will meet Program managers and Learning Community Leaders to dicuss the implementation of strategies learning during the SWPBS professional learning sessions. support professional learning and implementation of SWPBS at each campus. Note The Assistant Principal responsible will be the convenor of this PLC.	☑ Assistant principal ☑ Leading teacher(s) ☑ Student wellbeing co-ordinator	☑ PLP Priority	from: Term 1 to: Term 4	$60,000.00 ☑ Equity funding will be used
Activity 3 Promote and model respect, positive attitudes and behaviours through the SEE program including the Respectful Relationships program (all students involved). Supports Action 1 Strengthen staff capacity to nurture and sustain a positive learning environment where students feel safe, supported,	☑ Assistant principal ☑ Leadership team ☑ Student(s) ☑ Teacher(s) ☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$60,000.00 ☑ Equity funding will be used ☑ Schools Mental Health Menu items will be used which

and motivated to engage actively in their education. Description Students involved in the SEE program to build students' social and emotional awareness. Note An Assistant Principal will oversee the implementation of the SEE program.				may include DET funded or free items
Activity 4 Prioritise opportunities that foster a sense of belonging, inclusion and pride (approximately 30 teachers will be involved). Supports Action 2 Foster strong, positive relationships between students and the school community to enhance students' overall sense of connection and belonging. Description Student Leadership Coordinator and Assistant Principal will develop and implement a House System that implements a comprehensive plan of events, clubs, and extra-curriculum activities designed to foster a sense of unity, pride and connection within the school community. The house system will include opportunities for students to engage in collaborative projects, whole school events and celebrations and build relationships across the campuses to foster a vibrant school culture. Notes An Assistant principal has been appointed to support the student leader coordinator with this activity.	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Student(s)	☑ PLP Priority	from: Term 1 to: Term 4	$140,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☑ Other funding will be used

KIS 3.b Empowering students and building school pride	Build student voice, leadership and agency
Actions	Action 1 Implement a whole school approach to student voice and agency.
Outcomes	Students will: - Explain what they are learning, why they are learning it, and articulate their progress. - Be actively involved in the feedback process - Tier 2 and Tier 3 students will be able to articulate goals, reflect on their own progress, and identify strategies to reach their goal Teachers will: - Teachers will differentiate instruction to meet each student's point of need. - Incorporate student ideas in learning activities. - Continue to modify the Learning Model to ensure greater student agency and voice. - Actively take part in the feedback cycle - Implement supports for Tier 2 and Tier 3 students Leaders will: - Provide professional to staff in the areas of student voice, feedback and differentiation. - Provide ongoing professional learning to staff in the implementation of the modified Learning Model. - Identify and facilitate meetings for Tier 2 and Tier 3 students.
Success Indicators	- Curriculum documentation - PLC minutes and resources - Modification of The Learning Model to reflect the VTLM 2.0 - Assessment rubrics include learning habits. - Teacher feedback during Curriculum Days. - Attitudes to School Survey and Parent Opinion Survey

	- IEP and goal-setting documents				
Activities		**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Activity 1 Cooperate further with student leadership (approximately 50 students involved). Supports Action 1 Implement a whole school approach to student voice and agency. Descriptions Empower students to represent the ideas, concerns, and aspirations of the student body to school leadership through the SLC. This process not only helps student leaders develop valuable skills but also contributes to shaping a school culture that is responsive to the diverse needs and perspectives of all students. Note A Student Leadership Coordinator has been appointed to manage student leadership. An Assistant Principal as been appointed to support the student voice coordinator.		☑ Assistant principal ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$130,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Activity 2 Implement Individual Education Plans (approximately add number of students involved). Supports Action 1 Implement a whole school approach to student voice and agency.		☑ Assistant principal ☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$347,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2

					Funding will be used
Description Individual Education Plans are developed for all students identified with a disability in the NCCD, as well as for students in Support for Literacy, MYLNS, and many high-ability students. All First Nations Students will have an IEP also. These students meet with Program Managers, Learning Community Leaders, Inclusion and Wellbeing and Murrung leaders four times a year to review their learning strengths, needs, and goals. Additionally, all teachers set aside specific time each term to plan necessary adjustments for these students. Lengthier Student Support Group meetings are also scheduled once per term for students requiring Tier 3 support. Note A Leading Teacher in Inclusion has been appointed to manage all Integration Aides and applications for Disability Inclusion Profiles. The school will trial the use of Compass Insight to develop IEPs for students at the college.					☑ Other funding will be used

Goal 4	Enhance student pathways in learning
12-month target 4.1 target	Improve transistion retention rate to 90% by the end of 2024, exclude students who apply for the select entry government school, and families moving to different neighbourhoods.
12-month target 4.2 target	Increase enrolment numbers from FLP and local feeder primary schools. Maintain or increase enrolment numbers for years 7 - 12.
12-month target 4.3 target	By 2024 improve the VCE completion rate to 99+% and the percentage of Year 12 students with a positive exit destination to 85%

12-month target 4.4 target	By 2024 the percentage of positive responses in the Attitudes to School Survey, based on 2021 figures, to be at least 65% at each campus for: Effective Teaching Time 55% 2021% to 65% in 2024 Differentiated learning challenge 52% 2021% to 65% in 2024 Stimulated learning 44% 2021% to 65% in 2024 Sense of confidence 52% 2021% to 65% in 2024 Motivation and interest 52% 2021% to 65% in 2024 Self-regulation and goal setting 50% 2021% to 65% in 2024 Student voice and agency 33% 2021% to 65% in 2024
KIS 4.a Curriculum planning and assessment	Identify and develop learning pathways for all students
Actions	Action 1 Strengthen Transition processes across the school.
Outcomes	Student will: - participate in O week activities at Pilgrim and Barkly Campuses - will use the school digital programs appropriate - participate in activities that build friendships - become familiar with their teachers - use the organisational strategies that we teach them - set learning goals for the year and reflect on them in student-led conferences - will participate in diagnostic testing to set benchmarks for growth Teachers will: - familiarise themselves with their students through transition data and IEPs supplied through Compass - differentiate their lessons and provide scaffolding based on student point of need - build relationships with students through orientation activites, including camp - collaborative with colleagues to build programs to support new students - attend community engagement events such as the family breakfast Leaders will:

	- provide professional learning in relation to transition - facilitate family meetings with tier 3 students - facilitate information for teachers to access regarding new students - Guide and support middle leaders and teachers in preparation for transitioning new students into FHS - provide resources to ensure the transition program is a success. Parents will: - provide all appropriate data on their children - attend community engagement activities - attend information sessions on the topic of transition - will access and use school data and reports through Compass and other platforms
Success Indicators	- ATOSS - Staff Opinion Survey - Parent Opinion Survey - School-based Surveys and Observations - IEP and goal-setting documents - Adjustments to teacher's practice and resources based on student needs. - Transition planning documents and resources and evidence of student conferencing (Year 9 - 10)

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Activity 1 Continue developing and implementing our year 9 to year 10 transition processes and program through our 'Gateway to Kinnear' Program. Supports Action 1 Strengthen Transition processes across the school. Description The transition team will continue developing positive relationships with our feeder primary schools and refining data sharing to support students transitioning into high	☑ Assistant principal ☑ Leadership team ☑ Leading teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$105,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☑ Other funding will be used

school. Data will be collated digitally and be accessible to all staff and the leadership team. Notes An Assistant Principal and Leading Teacher will oversea this activity at the Kinnear Campus				
Activity 1 Continue developing and implementing our grade 6 to year 7 transition processes and program Supports Action 1 Strengthen Transition processes across the school. Description The transition team will continue developing positive relationships with our feeder primary schools and refining data sharing to support students transitioning into high school. Data will be collated digitally and be accessible to all staff and the leadership team. Notes A learning specialist has been appointed to leader junior transition. Year 9 Buddy Program. Year students will be buddied with incoming year 6 students to FHS.	☑ Leadership team ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$140,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used