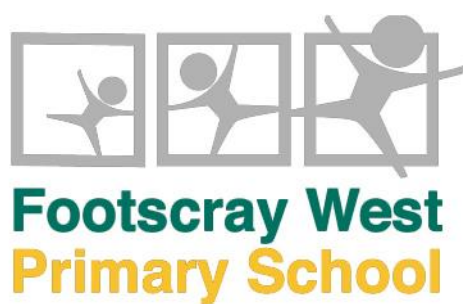


2024 Annual Implementation Plan

for improving student outcomes

Footscray West Primary School (3890)



Submitted for review by Brendan Millar (School Principal) on 22 March, 2024 at 04:27 PM
Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 10 April, 2024 at 09:21 AM
Endorsed by Andrew Newman (School Council President) on 23 April, 2024 at 01:12 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>Priorities goal 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														
<p>Maximise the learning growth of all students in literacy and numeracy.</p>	Yes	<p>NAPLAN target to be confirmed.</p>	<p>In 2024, improve the proportion of students in the strong or exceeding proficiency levels of NAPLAN for (2023 baselines):- Year 3 Numeracy from 79%- Year 3 Reading from 84%- Year 3 Writing from 83%- Year 5 Numeracy from 86%- Year 5 Reading from 89%- Year 5 Writing from 82%</p>													
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Goal 2	Maximise the learning growth of all students in literacy and numeracy.
12-month target 2.1-month target	<p>In 2024, improve the proportion of students in the strong or exceeding proficiency levels of NAPLAN for (2023 baselines):</p> <ul style="list-style-type: none"> - Year 3 Numeracy from 79% - Year 3 Reading from 84% - Year 3 Writing from 83%

	<ul style="list-style-type: none"> - Year 5 Numeracy from 86% - Year 5 Reading from 89% - Year 5 Writing from 82% 	
12-month target 2.2-month target	<p>In 2024, increase the following School Staff Survey results:</p> <ul style="list-style-type: none"> - Moderate Assessment Tasks Together from 80% to 81% - Teacher Collaboration from 64% to 66% - Understanding formative assessment from 77% to 79% - Use a pedagogical model from 80% to 82% 	
12-month target 2.3-month target	<p>In 2024, increase the following Attitudes to School Survey results:</p> <ul style="list-style-type: none"> - Differentiated learning from 87% to 88% - Perseverance from 72% to 73% - Motivation and Interest from 79% to 81% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Strengthen the capabilities of professional learning teams to expertly use learning evidence, research and the FISO 2.0 improvement cycle to improve student learning outcomes through quality differentiation.	Yes
KIS 2.b Teaching and learning	Develop, document and embed an agreed Instructional Model for literacy and numeracy.	Yes
KIS 2.c Engagement	Building student capacity to understand and monitor their own growth.	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.	<p>KIS 2.a - In 2024, our middle leaders will undertake professional learning in Impact Cycle Growth Coaching, to develop their skills in leading colleagues to use learning evidence to improve student outcomes through quality differentiation. These leaders will coach and mentor in classrooms, which is a new practice at FWPS for 2024, aimed at harnessing the strength of these leaders to increase the capability of all teachers. This work will sit alongside and strengthen our existing PLC practices. This is to respond to the School Staff Survey factors of understanding formative assessment and understanding how to analyse data, and the Attitudes To School Survey factor of differentiated learning.</p> <p>KIS 2.b - In 2024, we will also develop and embed agreed Instructional Models for literacy and numeracy. These are a focus</p>	

	for this year as our future work around planning, documentation and coaching relies on this. This focus is a key target across the four year School Strategic Plan.	
Goal 3	Strengthen the wellbeing of all students.	
12-month target 3.1-month target	In 2024, increase the following Attitudes to School Survey results: - Sense of Confidence from 77% to 79% - Sense of Connectedness from 78% to 80% - Resilience from 72% to 73%	
12-month target 3.2-month target	In 2024, increase the following School Staff Survey results: - Understand how to analyse data from 63% to 65% - Using student feedback to improve practice from 57% to 59%	
12-month target 3.3-month target	In 2024, decrease the percentage of students with 20+ days absence from 42% to 33%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Support and resources	Build staff knowledge and capacity to provide universal adjustments, support strategies and interventions to successfully meet the learning needs of tier 1, 2 and 3 students.	Yes
KIS 3.b Leadership	Embed a whole-school approach to inclusion, wellbeing and engagement.	Yes
KIS 3.c Leadership	Strengthen targeted intervention practices and protocols that promote attendance.	Yes
KIS 3.d Leadership	Strengthen active partnerships with specialist services, education providers and community organisations to provide responsive support to students.	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.

KIS 3.a - In entering our second year of the Disability Inclusion Model, we are well placed to not only undertake more DIPs than in 2023, but also to increase our focus on universal adjustments, supports and interventions to meet the needs of all our students. In the past two years, we have experienced a rapid increase in students being diagnosed with disabilities, and by strengthening the capacity of all staff to provide these adjustments we will be providing the best supports for our students.

KIS 3.b. - During our school review in 2023, the review panel identified the strong approach to whole-school inclusion, wellbeing and engagement as a positive. This has always been grounded in the Tribes approach at FWPS, however, in recent years, we have been able to access the training for new staff, due to the company being sold off and discontinued. The Child Safety and Wellbeing Team explored a range of alternatives that held strong on the important aspect of Tribes, and we identified the Berry Street Education Model as being the most suitable for our school's needs and community, due to the strong correlation to previous practice. This move also tied in well with the introduction of the Mental Health and Wellbeing Leader role and Mental Health Menu funding in 2024.

KIS 3.c. - During the 2023 school review, it was noted that absenteeism, both approved and unapproved, as well as lateness, has increased significantly in recent years, particularly since the end of remote and flexible learning. The Department is also placing a strong and supported focus on improving attendance at school, so that students can feel connected, engaged and successful. We are aiming to increase our results on the Attitudes To School Survey data for Sense of Confidence from 77% to 79%, Sense of Connectedness from 78% to 80% and Resilience from 72% to 73%. All of these factors cannot happen without consistent attendance from our students.

Our self-evaluation against the FISO Continua noted that we have significant work to do in the area of student assessment and data literacy. This finding was consistent with our School Staff Survey results reflecting lack of teacher confidence in using data, feedback given by staff around moderation of student work samples, and our Panorama NAPLAN comparison to Teacher Judgement data. Selection of this KIS builds on our previous focus around developing and documenting a guaranteed and viable curriculum and assessment framework.

Define actions, outcomes, success indicators and activities

Goal 2	Maximise the learning growth of all students in literacy and numeracy.
12-month target 2.1 target	In 2024, improve the proportion of students in the strong or exceeding proficiency levels of NAPLAN for (2023 baselines): <ul style="list-style-type: none"> - Year 3 Numeracy from 79% - Year 3 Reading from 84% - Year 3 Writing from 83% - Year 5 Numeracy from 86% - Year 5 Reading from 89% - Year 5 Writing from 82%
12-month target 2.2 target	In 2024, increase the following School Staff Survey results: <ul style="list-style-type: none"> - Moderate Assessment Tasks Together from 80% to 81% - Teacher Collaboration from 64% to 66% - Understanding formative assessment from 77% to 79% - Use a pedagogical model from 80% to 82%
12-month target 2.3 target	In 2024, increase the following Attitudes to School Survey results: <ul style="list-style-type: none"> - Differentiated learning from 87% to 88% - Perseverance from 72% to 73% - Motivation and Interest from 79% to 81%
KIS 2.a 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	Strengthen the capabilities of professional learning teams to expertly use learning evidence, research and the FISO 2.0 improvement cycle to improve student learning outcomes through quality differentiation.
Actions	<ul style="list-style-type: none"> - Appoint three pedagogical coaches (0.2 EFT release each, each week), with a focus on working in classrooms with teaching staff to drive differentiation and the implementation of the agreed Instructional Models, particularly in Numeracy. - SI Team attending the Impact Cycle Growth Coaching professional learning with Growth Coaching International. - Ongoing implementation of the Tutor Learning Initiative and extension into a junior school literacy intervention program, with the Tutor working closely with teams to develop the program.

	<ul style="list-style-type: none"> - Ongoing implementation of PLCs, with dedicated time in the timetable to meet, analyse data and plan responsive teaching plans. - Build staff capability to identify appropriate diagnostic assessments to collect student data.
Outcomes	<ul style="list-style-type: none"> - Increase in student confidence as a learner. - Increase in student learning outcomes, as well as Attitudes to School Survey responses, particularly around differentiated learning and learner confidence. - Increase in staff knowledge about effective teaching and learning practices, as well as an increase in their confidence to plan, assess and teach using these practices. - Teachers use diagnostic, formative and summative assessment during PLC meetings to drive discussion and planning about differentiation. - Teachers use agreed assessment tools and processes to record student learning data. - Leaders prioritise time for PLC meetings and professional learning about data use and analysis. - Leaders refers to student data when working with staff in meetings.
Success Indicators	<ul style="list-style-type: none"> - Coaching notes (from coaches and coachees) - Increase in School Staff Survey results for Understanding Formative Assessment and Moderate Assessment Tasks Together - Increase in Attitudes To School Survey data for: Differentiated Learning, Perseverance, and Motivation and Interest - PLC meeting minutes, including use of learning evidence to develop, revise and evaluate student outcomes and teaching and learning programs - School-wide data portal, evidencing a range of data sources (including physical data wall and digital data records) - Teaching staff meeting records evidencing ongoing professional learning about PLC practices, as well as Literacy and Numeracy approaches.
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document and embed an agreed Instructional Model for literacy and numeracy.
Actions	<ul style="list-style-type: none"> - Development and implementation of agreed Instructional Models for literacy and numeracy, which focus on explicit teaching, practice and retrieval (including a daily review). - Implementing and refining the Numeracy scope and sequence, using the Maths 2.0 curriculum. - Embedding the Little Learners Love Literacy program across the junior school. - Strengthening existing writing practices with the introduction of The Writing Revolution across all year levels, to complement the

	6+1 Traits of Writing.
Outcomes	<ul style="list-style-type: none"> - All teachers will be able to effectively plan and teach using the literacy and numeracy Instructional Models. - There will be a schoolwide focus on the HIT strategy of Multiple Exposures through the 10 minute 'Daily Review' of maths and literacy concepts and skills practice. - Teachers will use the Maths 2.0 comparison chart to update the Scope and Sequence for their year level to familiarise with the change/refinement in content. - Teachers will plan, assess and report using the Maths 2.0 curriculum. - All P-2 teachers will consistently plan and teach using the Little Learners Love Literacy program. - Teachers will become more confident in using differentiated literacy assessments to identify and cater for students at risk. - Teachers will improve their understanding of The Writing Revolution through participation in PLCs and professional learning. - Student ability to construct sentences is analysed and a teaching program that effectively supports excellent sentence construction is developed and implemented. - All students will experience consistent learning opportunities, regardless of their grade or teacher. - All students will be provided with opportunities to access a high-quality, guaranteed and viable curriculum and practice.
Success Indicators	<ul style="list-style-type: none"> - Documented Instructional Model for literacy (P-2 and 3-6) - Documented Instructional Model for numeracy (P-6) - Literacy planners detailing the implementation of Little Learners Love Literacy (P-2) and The Writing Revolution (P-6), along with Daily Review (P-6) - Numeracy planners following the agreed instructional model for Numeracy, including the Daily Review. - Documentation of the Maths 2.0 scope and sequence. - Increase in the number of students achieving strong or exceeding proficiency levels in NAPLAN for Numeracy, Reading and Writing - Increase in the School Staff Survey result for Use a Pedagogical Model - Increase in the Attitudes To School Survey results for Differentiated learning, Perseverance and Motivation and Interest. - LLARS and LLASS (Little Learners) tracking and monitoring of data for P-2 and beyond (for students who are yet to achieve the expected outcomes).
Goal 3	Strengthen the wellbeing of all students.
12-month target 3.1 target	<p>In 2024, increase the following Attitudes to School Survey results:</p> <ul style="list-style-type: none"> - Sense of Confidence from 77% to 79% - Sense of Connectedness from 78% to 80% - Resilience from 72% to 73%

12-month target 3.2 target	<p>In 2024, increase the following School Staff Survey results:</p> <ul style="list-style-type: none"> - Understand how to analyse data from 63% to 65% - Using student feedback to improve practice from 57% to 59%
12-month target 3.3 target	<p>In 2024, decrease the percentage of students with 20+ days absence from 42% to 33%</p>
<p>KIS 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Build staff knowledge and capacity to provide universal adjustments, support strategies and interventions to successfully meet the learning needs of tier 1, 2 and 3 students.</p>
Actions	<ul style="list-style-type: none"> - Appoint a 0.6 Disability Inclusion Leading Teacher, to lead the support for Tier 3 students, including Disability Inclusion Profiles funding applications, SSGs, allied health relationships and Tier 3 strategies. - Appoint a 1.0 Wellbeing Learning Specialist, to oversee the Tier 1 & 2 students/approaches, including classroom-based support for universal adjustments and support strategies. - To engage staff (teaching and ES) in professional learning, to build their ability to identify students who require adjustments. - To engage staff (teaching and ES) in professional learning, to build their capacity to provide effective classroom-based adjustments, support strategies and interventions. - Provide staff with professional learning about the different tiers of support and how these are effected in the classrooms and as interventions. - Develop a staged plan to transition PSD funded students over to the DI funding model. - Establish consistent structures and practices which enable staff to record adjustments for students. - Build staff knowledge to develop and implement high quality individual education plans.
Outcomes	<ul style="list-style-type: none"> - Staff will demonstrate increased knowledge of the three tiers of support. - Staff will more confidently implement relevant adjustments, support strategies and interventions for the students they work with across all three tiers. - Staff will engage more frequently with allied health, to ensure that adjustments can be successfully implemented in a mainstream school setting. - Students with PSD funding will commence transitioning over to DI funding. - Tier 1 & 2 supports will be more consistently implemented across classrooms by teaching and education support staff. - Classroom-based adjustments will be more consistently implemented and effectively recorded. - Staff will write higher quality individual education plans.

Success Indicators	<ul style="list-style-type: none"> - Meeting records for professional learning about the three tiers of support and disability inclusion. - IEPs will be of higher quality, demonstrating effective SMART goals that leverage critical skills for students. - Universal adjustments and supports will be consistently implemented across the school. - Students with PSD funding will commence transitioning over to DI funding. - Increase in Attitudes To School Survey factors for: Sense of Confidence, Sense of Connectedness and Resilience. - Increase in School Staff Survey factors for: Understand how to analyse data and Using student feedback to improve practice.
KIS 3.b 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	Embed a whole-school approach to inclusion, wellbeing and engagement.
Actions	<ul style="list-style-type: none"> - To introduce the Berry Street Education Model (BSEM) - Stage One, involving two of the four days of training. - Appoint a 0.6 Mental Health and Wellbeing Leader (Leading Teacher) to lead the introduction of BSEM. - Appoint a 1.0 Wellbeing Learning Specialist to support the whole-school approach to wellbeing, including running classroom-based and intervention social skills classes/groups. - Appoint a 0.4 Social Worker to undertake Tier 1 counselling intervention. - Further develop leaders' and teachers' ability to implement the BSEM at FWPS, through PLCs and collegiate learning. - Develop a shared vision for consistent implementation of BSEM across all areas of the school.
Outcomes	<ul style="list-style-type: none"> - Students articulate the shared expectations, derived from BSEM. - Student utilise the Ready To Learn scale, to improve their engagement in learning. - Teachers implement morning circles and brain breaks as part of the regular classroom routines. - Teachers collaboratively develop lessons in all areas of the curriculum that utilise the BSEM strategies covered in Day 1 and 2 of the training. - Teachers and Education Support Staff consistently implement the strategies of BSEM in their regular classroom practices. - Students articulate the BSEM strategies that support their learning and they effectively utilise these strategies to engage/re-engage in their learning. - Leaders ensure that the whole school community has an understanding of the BSEM, including the language used and approaches of the model. - Leaders monitor the effectiveness of the BSEM implementation and strategies through classroom observations and discussions with staff and student focus groups. - Leaders provide opportunities for BSEM to be implemented effectively, through PLC inquiry cycles and whole-school professional learning.

	<ul style="list-style-type: none"> - Parents/carers understand the BSEM strategies we are implementing and why these are important for academic engagement and wellbeing. - Parents/carers utilise the language of BSEM when discussing learning/school with their children.
Success Indicators	<ul style="list-style-type: none"> - Curriculum documentation will demonstrate the inclusion of BSEM strategies in all areas of the curriculum. - Notes from peer and leaders' classroom observations will show how staff are embedding BSEM. - Student support visuals will be displayed in classrooms and other relevant spaces around the school, such as the ready to learn scales and brain break menu. - Increase in the School Staff Survey factors for: Understand how to analyse data and Using student feedback to improve practice from 57% to 59% - Increase in the Attitudes To School Survey factors for: Sense of Confidence, Sense of Connectedness and Resilience. - Communications to families about the BSEM at FWPS. - Professional Learning records and PLC minutes which focus on BSEM.
KIS 3.c 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	Strengthen targeted intervention practices and protocols that promote attendance.
Actions	<ul style="list-style-type: none"> - Train the office staff to track attendance data and to make daily follow up calls for unexplained attendances. - Classroom teachers to make phone calls to families on the third day of non-attendance, regardless of the absence explanation. - Increase the focus on analysing attendance data during Wellbeing Team meetings. - Communicate more frequently with the families of chronic absentees or students at-risk of becoming chronic absentees. - Communicate frequently with families about the importance of daily attendance. - Increase engagement with students' private allied health teams, to set goals around increasing attendance for students with additional needs. - Regular recognition and celebration of students with 100% attendance. - Refer age-appropriate students to the Navigator program. - Referral to community based wellbeing professionals, when appropriate. - Convene an attendance SSG for students with attendance issues, to develop an attendance plan. - Develop and document clear and consistent staff roles and responsibilities for recording and monitoring attendance, following up on student absences and escalating attendance concerns.

<p>Outcomes</p>	<ul style="list-style-type: none"> - Increase in student attendance. - Increase in student confidence and engagement in their learning and general school activities. - Increased friendship connections for students and increased overall wellbeing. - Reduction in unexplained absences. - Reduction in Parent Choice absences. - Students can articulate the school's shared expectations towards attendance - Staff use consistent language to reinforce the school's attendance policy and expectations to students and parents
<p>Success Indicators</p>	<ul style="list-style-type: none"> - Decrease in the the percentage of students with 20+ days absence. - Decrease in the percentage of students with unexplained absence. - Decrease in the percentage of students with parent choice absence. - Increased confidence of staff members (both teachers and ES) to follow up absences. - Increased communication between school and home. - Attendance policy is displayed in classrooms, staffrooms, and online.