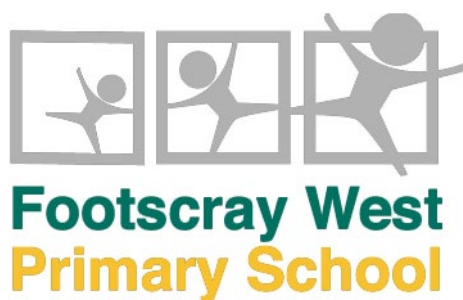


Annual Implementation Plan - 2025

Footscray West Primary School (3890)



Submitted for review by Brendan Millar (School Principal) on 03 March, 2025 at 07:16 PM
Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 05 March, 2025 at 12:38 PM

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.				
Maximise the learning growth of all students in literacy and numeracy.	Yes	Placeholder text – NAPLAN target to be confirmed	In 2025, improve the proportion of students in the strong or exceeding proficiency levels of NAPLAN for:- Year 3 Numeracy from 79% in 2023 and 80% in 2024, to a target of 82% or greater in 2025. Year 3 Reading from 84% in 2023 and 82% in 2024 to a target of 86% or greater in 2025. Year 3 Writing from 83% in 2023 and 76% in 2024, to a target of 83% or greater in 2025. Year 5 Numeracy from 86% in 2023 and 86% in 2024, to a target of 88% or greater in 2025. Year 5 Reading from 89% in 2023 and 86% in 2024, to a target of 90% or greater in 2025. Year 5 Writing from 82% in 2023 and 78% in 2024, to a target of 82% or greater in 2025.In 2025, reduce the number of Needs Additional Support students in NAPLAN for:-Year 3 Numeracy from 3% in 2024, to a target of 1% or less 2025. Year 3 Reading from 9% in 2024 to a target of 4% or less in 2025. Year 5 Numeracy from 1% in 2024, to a target of 0% in 2025. Year 5 Reading from 4% in 2024, to a target of 2% or less in 2025.				
		By 2027, increase the percentage of positive responses on the School Staff Survey for: <table><tr><td>Factor</td><td>2022</td><td>Target</td></tr><tr><td>Moderate Assessment Tasks Together</td><td>80%</td><td>85%</td></tr></table>	Factor	2022	Target	Moderate Assessment Tasks Together	80%
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		<table><tr><td>Teacher Collaboration</td><td>64%</td><td>69%</td></tr><tr><td>Understanding formative assessment</td><td>77%</td><td>82%</td></tr><tr><td>Use a pedagogical model</td><td>80%</td><td>85%</td></tr></table>	Teacher Collaboration	64%	69%	Understanding formative assessment	77%	82%	Use a pedagogical model	80%	85%							
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Strengthen the wellbeing of all students.	Yes	<table><tr><td colspan="3">By 2027, increase the percentage of positive responses on the Attitudes to School Survey for:</td></tr><tr><td>Factor</td><td>2022</td><td>Target</td></tr><tr><td>Sense of Confidence</td><td>77%</td><td>82%</td></tr><tr><td>Sense of Connectedness</td><td>78%</td><td>83%</td></tr><tr><td>Resilience</td><td>72%</td><td>76%</td></tr></table>	By 2027, increase the percentage of positive responses on the Attitudes to School Survey for:			Factor	2022	Target	Sense of Confidence	77%	82%	Sense of Connectedness	78%	83%	Resilience	72%	76%	In 2025, increase the following Attitudes to School Survey results:- Sense of Confidence from 78% in 2023 and 73% in 2024, to a target of 79% or greater in 2025.Sense of Connectedness from 74% in 2023 and 70% in 2024, to a target of 76% or greater in 2025.Resilience from 67% in 2023 and 71% in 2024, to a target of 74% or greater in 2025.
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		<p>Understand how to analyse data 63% 70%</p> <p>Using student feedback to improve practice 57% 65%</p>	
		By 2027, decrease the percentage of students with 20+ days absence from 42% to 20%.	In 2025, decrease the percentage of students with 20+ days absence from 26% in 2023 and 30% in 2024, to a target of 25% or greater in 2025.

Goal 1	Maximise the learning growth of all students in literacy and numeracy.
12-month target 1.1	<p>In 2025, improve the proportion of students in the strong or exceeding proficiency levels of NAPLAN for:- Year 3 Numeracy from 79% in 2023 and 80% in 2024, to a target of 82% or greater in 2025. Year 3 Reading from 84% in 2023 and 82% in 2024 to a target of 86% or greater in 2025. Year 3 Writing from 83% in 2023 and 76% in 2024, to a target of 83% or greater in 2025. Year 5 Numeracy from 86% in 2023 and 86% in 2024, to a target of 88% or greater in 2025. Year 5 Reading from 89% in 2023 and 86% in 2024, to a target of 90% or greater in 2025. Year 5 Writing from 82% in 2023 and 78% in 2024, to a target of 82% or greater in 2025.</p> <p>In 2025, reduce the number of Needs Additional Support students in NAPLAN for:- Year 3 Numeracy from 3% in 2024, to a target of 1% or less 2025. Year 3 Reading from 9% in 2024 to a target of 4% or less in 2025. Year 5 Numeracy from 1% in 2024, to a target of 0% in 2025. Year 5 Reading from 4% in 2024, to a target of 2% or less in 2025.</p>
12-month target 1.2	<p>In 2025, increase the following School Staff Survey results:- Moderate Assessment Tasks Together from 91% in 2023 and 85% in 2024, to a target of 87% or greater in 2025. Teacher Collaboration from 77% in 2023 and 76% in 2024, to a target of 78% or greater in 2025. Understanding formative assessment from 97% in 2023 and 78% in 2024, to a target of 82% or greater in 2025. Use a pedagogical model from 91% in 2023 and 88% in 2024, to a target of 88% or greater in 2025.</p>

12-month target 1.3	In 2025, increase the following Attitudes to School Survey results:- Differentiated learning challenge from 84% in 2023 and 79% in 2024, to a target of 84% or greater in 2025. Perseverance from 73% in 2023 and 68% in 2024, to a target of 73% or greater in 2025. Motivation and Interest from 74% in 2023 and 66% in 2024, to a target of 78% or greater in 2025.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.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 1.b Teaching and learning	Develop, document and embed an agreed Instructional Model for literacy and numeracy.	Yes
KIS 1.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>In the 2024 end-of-year review for the implementation of the VTLM 2.0, we indicated 'partial' for each of the following areas:</p> <ul style="list-style-type: none"> - Having a documented whole-school curriculum plan that includes a planned approach to learning support and extension, and where explicit teaching as a core component. - Having planned feedback and regular assessment included in the lesson/unit plans used by your teachers. <p>KIS 1.b will be a focus in 2025 as we move towards a formally documented and embedded agreed Instructional Model for both literacy and numeracy. While we currently have explicit teaching as a core component of our approach, we are lacking with the documentation of a planned approach to learning support and extension within this model. We also need to review our assessment schedule to include planned feedback and assessment at the lesson/unit level, so we can be more effective in differentiating.</p> <p>Our 2024 Staff Opinion Survey data indicated a decline in the School Staff Survey factor 'Use a pedagogical model', from 91% in 2023, to 88% in 2024. Although still above our four-year target of 85%, the drop from 2023 to 2024 is a concern, and so a greater focus on consistency, documentation and agreed implementation of these models is important for 2025.</p> <p>Across the past two years (the first years of the current SSP), we have been in what we believe to be an 'implementation dip' with regards to the early adoption of systematic synthetic phonics. While we now have</p>	

	<p>consistency in practice with explicit teaching as the core across our early years classrooms, we have not finalised the documentation to ensure that consistency is maintained as we progress through our SSP.</p> <p>KIS 1.a is supported by our implementation of VTLM 2.0 in 2025. With a focus in the 'Planning' and 'Explicit Teaching' elements of teaching, this work will 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. Our School Staff Survey data indicates this continues to be a required focus for 2025, as our focus for Moderate Assessment Tasks Together and Understanding formative assessment both dropping from 2023 to 2024.</p>	
Goal 2	Strengthen the wellbeing of all students.	
12-month target 2.1	<p>In 2025, increase the following Attitudes to School Survey results:- Sense of Confidence from 78% in 2023 and 73% in 2024, to a target of 79% or greater in 2025. Sense of Connectedness from 74% in 2023 and 70% in 2024, to a target of 76% or greater in 2025. Resilience from 67% in 2023 and 71% in 2024, to a target of 74% or greater in 2025.</p>	
12-month target 2.2	<p>In 2025, increase the following School Staff Survey results:- Understand how to analyse data from 83% in 2023 and 63% in 2024, to a target of 70% or greater in 2025. Using student feedback to improve practice from 83% in 2023 and 68% in 2024, to a target of 70% or greater in 2025.</p>	
12-month target 2.3	<p>In 2025, decrease the percentage of students with 20+ days absence from 26% in 2023 and 30% in 2024, to a target of 25% or greater in 2025.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.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.	No
KIS 2.b Leadership	Embed a whole-school approach to inclusion, wellbeing and engagement.	Yes

KIS 2.c Leadership	Strengthen targeted intervention practices and protocols that promote attendance.	No
KIS 2.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.	<p>In the 2024 end-of-year review for the implementation of the VTLM 2.0, we indicated 'partial' for having a documented whole-school approach to building positive relationships, cultural responsiveness and student behaviour. We commenced bringing in the Berry Street Education Model in 2024, and delivery of training will conclude in mid-2025. This timeline will then lend itself to documenting our whole-school approach to building positive relationships, cultural responsiveness and student behaviour in the second half of 2025.</p> <p>Our Attitudes to School Survey data indicated a drop in positive endorsement for both the Sense of Confidence and Sense of Connectedness factors from 2023 to 2024. We hypothesise that this is the result of a vacuum in our whole-school wellbeing approach during the gap in time between being able to access Tribes training and commencing with the Berry Street Educational Model. The 'pulling together' of these components of our program into a consistently implemented approach will be critical as we head into the second half of our current SSP.</p>	