

Footscray West Primary School (3890) 2026 ANNUAL IMPLEMENTATION PLAN

SCHOOL STRATEGIC PLAN GOALS

Goal 1: Maximise the learning growth of all students in literacy and numeracy.

Goal 2: Strengthen the wellbeing of all students.

KEY IMPROVEMENT STRATEGIES

KIS 1.a Leadership	KIS 1.b Teaching and learning	KIS 2.a Support and resources	KIS 2.b 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.	Develop, document and embed an agreed Instructional Model for literacy and numeracy.	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.	Embed a whole-school approach to inclusion, wellbeing and engagement.
Actions	Actions	Actions	Actions
1. Implement a rigorous and evidence-based Numeracy program, supported by effective teaching practices that align with VTLM 2.0.2. Increase staff knowledge of, and capacity to, implement and analyse effective assessment tools and the data collected from them.	1. Refine the whole-school instructional models for Literacy and Numeracy to align with the VTLM 2.0. 2. Strengthen staff capacity to utilise evidence-based instructional practices from the VTLM 2.0 Elements of Teaching.	1. Provide professional learning to teaching and education support staff about effective strategies for tier 1, 2 and 3 support.2. Implement Multi-Tiered Systems of Support (MTSS) structures which support the learning and wellbeing needs of all students.	1. Document and implement a consistent whole-school approach to behaviour management.
Tasks	Tasks	Tasks	Tasks
<p>Introduce the Explicit Mathematics Program (EMP) from Years Prep to Four, supported by resourcing, professional learning and observations.</p> <p>Assign dedicated meetings to focus on developing teaching staff's data literacy, including the ability to analyse and interpret data to drive improved student outcomes.</p> <p>Introduce new assessment tools (DIBELS, Cubed, EMP) to provide early screening, strengthen existing data sets and provide insight into early intervention and opportunities for challenge.</p> <p>Provide professional learning on responsive teaching protocols, to increase teachers' ability to check for understanding and to provide a more timely response to real-time observations.</p> <p>Building on our current Multi-Tiered Systems of Support structures (with the inclusion of small group teaching) to maximise the learning growth of all students in literacy and numeracy.</p>	<p>Assign staff to one of three School Improvement Teams (Numeracy, Literacy, Wellbeing), which will meet regularly to develop, trial, refine and document the school's instructional approaches.</p> <p>Engage Brendan Lee as a consultant to lead professional learning with staff, with a focus on instructional practices in Numeracy.</p> <p>Literacy leader and Literacy SIT team explore writing best practice, then develop, trial and document an agreed approach.</p> <p>Provision of additional time in the timetable for Instructional Leaders, Leading Teacher and Assistant Principals to conduct fidelity observations in their teams.</p> <p>Introduction of short-cycle teaching sprints (Simon Breakspear's model) to implement the VTLM 2.0 elements of teaching.</p>	<p>Refinement and ongoing implementation of MTSS structures which were trialled in 2025, to support tier 2 and 3 strategies in literacy and numeracy.</p> <p>Introduction of Personal Adjustment Plans for students with diagnosed and imputed additional needs, where a mandated IEP/SSG is not in place.</p> <p>Allocation of an additional staff member to be mentored by the Disability Inclusion Coordinator, to increase the Wellbeing Team's capacity to implement tier 2 and tier 3 strategies.</p>	<p>Collaboratively develop a suite of behaviour documents aligned with the Berry Street Education Model and our school values, including expected positive behaviours, a list of minor and major behaviours, a response to behaviour flow chart and scripts for consistent responses.</p> <p>Ongoing embedding of the Berry Street Education Model, including professional learning check-ins and classroom observations for consistency and fidelity.</p>