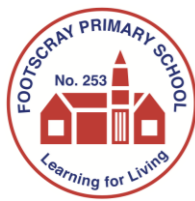


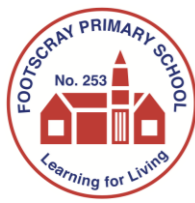
Footscray Primary School Annual Implementation Plan 2024

| Goal 1 - DET Priority to focus on student learning - with an increased focus on numeracy - and student wellbeing | |
|--|--|
| KIS 1a - Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | |
| Action - Strengthen staff capacity to enact the FPS Learning Model so that all students engage in regular productive struggle in Numeracy and Writing | |
| Outcomes | Activities |
| <ul style="list-style-type: none"> ● Students will experience regular opportunities for productive struggle through rich core tasks, extending and enabling prompts in Numeracy and Writing ● Students will report higher levels of engagement in their learning ● Teachers will plan for each stage of the FPS Learning Model with a particular focus on explore and summarise ● Teachers will feel increased confidence in using a range of pedagogical practices in maths and writing at each stage of the FPS Learning Model, across English and Italian classrooms ● Teachers will identify learning needs and align pedagogy to engage all students in productive struggle in the big ideas in number ● Leaders/lead group will evaluate the impact of the FPS learning model through regular observations of learning, planners, and formative/summative assessment data ● Leaders/lead group will identify and showcase examples of effective pedagogical practices in both English and Italian | <ul style="list-style-type: none"> ● Establish Lead Groups and schedule time in backward plan for collaboration ● Create annual action plan for FPS Learning Model Lead Group ● Develop bilingual maths scope and sequence ● Develop writing curriculum for Italian, incorporating into existing scope, continua and grids where appropriate ● Refine and modify start-up to cover a two year cycle for Bilingual Foundation to Year 6 ● Capture short clips of effective teaching practice in Numeracy and Writing and link to FPS learning model webpage ● Professional learning on Big Ideas in Number and associated pedagogies and assessment ● Professional learning to include examples of pedagogical approaches to the Explore and Summarise phases of the FPS Learning Model |
| Success Indicators | Targets |
| <ul style="list-style-type: none"> ● AtoSS - Stimulated learning, differentiated learning challenge, sense of confidence, motivation and interest, effective teaching time ● SSS - Use pedagogical model, understand curriculum ● FPS Learning Model webpage - links to practice examples ● Lead group and SIT meeting minutes - evidence of observations, examples of practice in English and Italian | <ul style="list-style-type: none"> ● Increase positive endorsement in the Attitudes to School Survey from 79% to 88% for stimulated learning. |



Footscray Primary School Annual Implementation Plan 2024

| | |
|---|--|
| Goal 1 - DET Priority to focus on student learning - with an increased focus on numeracy - and student wellbeing | |
| KIS 1b - Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | |
| Action - Build staff capability to consistently enact whole school Tier 1 proactive wellbeing strategies. | |
| Outcomes | Activities |
| <ul style="list-style-type: none"> ● Students will identify appropriate behaviours in different settings ● Students will understand minor and major behaviours and the associated responses ● Students will report higher levels of teacher concern and effective classroom behaviour ● Teachers will explicitly plan and teach Resilience, Rights and Respectful Relationships (RRRR) in line with the FPS RRRR scope ● Teachers will use the FPS expected behaviour resources to explicitly teach the weekly SWPBS focus behaviour ● Teachers will identify, respond to and document minor and major behaviours in line with the FPS behaviour response continuum ● Leaders/lead groups will document and communicate the expected behaviours and minor and major responses to staff and families ● Leaders/lead group will monitor effectiveness of Tier 1 strategies through regular analysis of behaviour reports on Compass ● Parents/carers will be aware of the weekly behaviour focus and RRRR focus and be able to use a shared language between home and school ● All staff will positively reinforce school-wide expected behaviours and respectfully interact with students, colleagues and families | <ul style="list-style-type: none"> ● Create annual action plan for Social Emotional Lead Group ● Professional production of bilingual SWPBS visual displays/signage ● Connect Leaders, MHWL and Inclusion Leader to provide classroom observations and personalised coaching for ES and Teachers ● Leaders/lead groups design and deliver family sessions on SWPBS and RRRR ● MHWL and Inclusion Leader to finalise and communicate Multi-tiered systems of support ● MHWL and Inclusion Leader to finalise and communicate clear behaviour response continuum ● SEL Lead Group to partner with SWPBS Sub-Committee and SWPBS Student Leaders |
| Success Indicators | Targets |
| <ul style="list-style-type: none"> ● AtoSS - Managing bullying, teacher concern, effective classroom behaviour, ● RRRR and SEL scope and sequence, focus lessons ● Incident data from Compass Pulse ● Evidence of SWPBS and RRRR implementation in collaborative planners ● Bilingual documentation for SWPBS - Matrices, behaviour response continuum, student engagement policy | <ul style="list-style-type: none"> ● Increase positive endorsement in the Attitudes to School Survey from 73% to 88% for motivation and interest. |



Footscray Primary School Annual Implementation Plan 2024

| Goal 2: Improve learning growth for all students | |
|--|---|
| KIS 2b - Build teacher capabilities to know and deliver the curriculum that engages and challenges all students | |
| Actions - Build staff capacity to analyse student data to design and enact differentiated learning experiences. Implement and monitor Tier 2 and 3 supports in Literacy, Numeracy, and Social and Emotional Learning. | |
| Outcomes | Activities |
| <ul style="list-style-type: none"> ● Students in need of intervention will be identified and supported ● Teachers will design, document and enact reasonable adjustments to meet individual functional needs ● Teachers will understand how to analyse data to inform planning and practice ● Teachers will use collaborative inquiry cycles to design and evaluate short, targeted learning sequences ● Teachers will use student learning evidence to evaluate and enhance their professional impact ● Teachers will communicate learning progress twice termly for students working more than 12 months below the expected level in literacy and/or numeracy ● Education support staff will deliver intervention for students at risk in reading ● Education support staff will engage in regular professional learning ● PLT leaders will facilitate a culture of collective responsibility for the learning progress of all students in their cohort and the professional learning needs of all members of their PLT ● PLT leaders will share leadership practices to improve their collective capacity to lead collaborative inquiry cycles ● Connect leaders will monitor the progress of students working below the expected level in their cohort and all build capacity of the PLT ● Leaders will monitor whole school and cohort data to identify and track learning progress of those working below the expected level | <ul style="list-style-type: none"> ● Create annual action plan for PLT Leader group related to Collaborative Inquiry Cycles ● Identify all students working below the expected level in reading, writing and mathematics ● Document eligibility criteria and partnership guidelines for classroom teachers and tutors before, during, and after tutor learning cycles ● Document eligibility criteria and partnership guidelines for classroom teachers and education support staff before, during, and after reading intervention cycles ● Using multi-tiered systems of support, personalise intervention plans for all students working 12 months or more below the expected level in reading, writing, and mathematics ● Develop and plan reading intervention program and conduct professional learning for education support staff to implement ● Design and deliver family information sessions on Disability Inclusion and Multi-tiered systems of supports ● Increase ES working hours to create dedicated time for ES professional learning ● SIT schedule to provide regular opportunity to review student data |
| Success Indicators | Targets |
| <ul style="list-style-type: none"> ● AtoSS - Stimulated learning, Differentiated learning challenge, sense of confidence, motivation and interest, effective teaching time ● SSS - How to analyse data, time to share pedagogical content knowledge, use data for curriculum planning, discuss problems of practice, ● Reading intervention program outline and ES professional learning schedule ● Student achievement data; TLI, Multi-tiered systems of support, Collaborative Inquiry Cycles, IEPs | <ul style="list-style-type: none"> ● Increase percentage of Year 3 students achieving in the Exceeding category of NAPLAN in Writing. ● Increase percentage of Year 5 students achieving in the Exceeding category of NAPLAN in Numeracy. ● Decrease percentage of Year 3 students achieving in the Developing and Needs Assistance categories of NAPLAN in Numeracy. ● Decrease percentage of Year 5 students achieving in the Developing and Needs Assistance categories of NAPLAN in Writing. ● Increase positive endorsement in the Attitudes to School Survey from 79% to 90% for self-regulation and goal setting. ● Increase positive endorsement in the School Staff Survey from 59% to 80% for how to analyse data. ● Increase positive endorsement in the School Staff Survey from 77% to 80% for instructional leadership. |



Footscray Primary School Annual Implementation Plan 2024

| Goal 3: Empower students to be active agents in their learning | |
|---|--|
| KIS 3a: Build staff capability to know and engage students as learners | |
| Action - Design and implement a whole school approach to student-centred assessment and reporting. | |
| Outcomes | Activities |
| <ul style="list-style-type: none"> ● Students will share their learning story using evidence to justify where they were, where they are and where they are going next ● Students will be active participants in the learning and assessment process ● Students will collaborate in reading conferences to co-construct and monitor their reading goals and action plans ● Teachers will build learner agency through supporting students to capture their reflections on new learning ● Teachers will have an increased understanding of the teacher's and student's role within the Summarise phase of the FPS Learning Model ● Teachers will facilitate student capability to reflect on and drive their own learning through the Summarise phase of the FPS Learning Model ● Teachers will use the learning continua to guide co-construction of goal setting ● Lead group will build PLT capacity to plan for and facilitate student-centred assessment and reporting ● Parents/carers will be aware of their child/ren's knowledge, understanding, skills and dispositions in all areas of learning | <ul style="list-style-type: none"> ● Create annual action plan for Learning Stories Lead Group ● Design developmentally appropriate prompts to guide the sharing of learning stories in English and Italian ● Develop Learning Stories guide for families and teachers; learning portfolios, semester snapshots, and student-led conferences ● Design and communicate process for Student-led conferences ● Revisit and refine existing FPS Conferencing Model to apply to bilingual context and support co-constructed goal setting and action planning ● Schedule professional learning sessions in Term 2 and 3 focussed on conferencing model, goal setting and action planning in Reading |
| Success Indicators | Targets |
| <ul style="list-style-type: none"> ● AtoSS - Self-regulation and goal setting, student voice and agency, motivation and interest, stimulated learning ● SSS - Academic emphasis, promote student ownership of learning, ● PoS - Student voice and agency, teacher communication ● Learning portfolios, minutes from Lead Group meetings, student forum feedback | <ul style="list-style-type: none"> ● Increase positive endorsement in the Attitudes to School Survey from 61% to 80% for student voice and agency. ● Increase positive endorsement in the Attitudes to School Survey from 84% to 90% for differentiated learning challenge. ● Decrease the percentage of students with 20+ absence days from 26% to 10%. |



Footscray Primary School Annual Implementation Plan 2024

| | |
|--|--|
| Goal 3: Empower students to be active agents in their learning | |
| KIS 3b: Build a culture of curiosity, inquiry and creativity | |
| Action - Document whole school approach to strengthening the connection between curriculum and capabilities through a culture of inquiry. | |
| Outcomes | Activities |
| <ul style="list-style-type: none"> ● Students will apply their new learning to multiple contexts through and beyond their Units of Inquiry ● Students will make connections between curriculum areas through the capabilities ● Teachers will develop rich and engaging pedagogical practices that support curiosity, inquiry and creativity ● Teachers will deepen their understanding of inquiry pedagogies and the role of teacher and student in leading the learning ● Leaders will provide time each term to plan for upcoming unit of inquiry and will incorporate inquiry pedagogies and thinking tools into professional learning ● Leaders will develop an inquiry scope and sequence connecting curriculum content and capabilities | <ul style="list-style-type: none"> ● Design and publish revised curriculum map based on 'me, us, my community, my world' ● Develop shared bank of resources, protocols, thinking routines and tools to facilitate progress through the SOLO taxonomy ● Schedule termly tune-in session in the backward plan ● Investigate, source, create content and tools which are accessible and comprehensible for students in Italian. |
| Success Indicators | Targets |
| <ul style="list-style-type: none"> ● AtoSS - student voice and agency, motivation and interest, engagement ● SSS - guaranteed and viable curriculum ● Inquiry scope and sequence, curriculum map ● Collaborative planners will show evidence of thinking tools, connected curriculum content/capabilities | <ul style="list-style-type: none"> ● Increase positive endorsement in the School Staff Survey from 71% to 80% for guaranteed and viable curriculum. |



Footscray Primary School Annual Implementation Plan 2024

| Goal 4: Enhance student pathways in learning | |
|---|--|
| KIS 4a: Identify and develop learning pathways for students | |
| Action - Improve connections and processes to enhance transitions across all stages of schooling. | |
| Outcomes | Activities |
| <ul style="list-style-type: none"> ● Students will report higher levels of connectedness ● New students will feel welcome, included and safe at school ● Teachers will enact formal processes for welcoming and farewelling students ● Teachers will have clarity around school wide transition events and processes ● Transition coordinators will strengthen knowledge sharing and teaching practices between educational settings ● Leaders will facilitate opportunities to connect with local early childhood and secondary settings ● Leaders will establish productive partnerships to extend bilingual learning pathways | <ul style="list-style-type: none"> ● Develop planning guides and templates for all transition events and processes ● Gauge interest from local early childhood settings to partner with FPS and Coasit to deliver an Italian language program ● Hold pre-school Italian bilingual storytimes at FPS ● Visit local early childhood centres to run Italian storytimes ● Connect with language leaders and educators at local secondary schools to commence discussion of language pathways for FPS bilingual graduates ● Document transition rituals/processes/events for K-F, between years, 6-7, incoming and exiting students ● Design and implement an induction program for non-Foundation students new to bilingual |
| Success Indicators | Targets |
| <ul style="list-style-type: none"> ● AtoSS - Sense of inclusion, sense of connectedness, sense of inclusion, school stage transitions ● Transition guides ● Transition data; anecdotal, observational, student forums, | <ul style="list-style-type: none"> ● Increase positive endorsement in the Attitudes to School Survey from 91% to 92% for sense of inclusion. ● Increase positive endorsement in the Attitudes to School Survey from 78% to 85% for sense of connectedness. ● Increase positive endorsement in the Parent Opinion Survey from 87% to 90% for successful transitions. ● Increase positive endorsement in the Attitudes to School Survey from 78% to 85% for sense of confidence. |