# 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 |
|---|---|
| • Students will experience regular opportunities for productive struggle through rich core tasks, extending and enabling prompts in Numeracy and Writing<br>• Students will report higher levels of engagement in their learning<br>• Teachers will plan for each stage of the FPS Learning Model with a particular focus on explore and summarise<br>• 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<br>• Teachers will identify learning needs and align pedagogy to engage all students in productive struggle in the big ideas in number<br>• Leaders/lead group will evaluate the impact of the FPS learning model through regular observations of learning, planners, and formative/summative assessment data<br>• Leaders/lead group will identify and showcase examples of effective pedagogical practices in both English and Italian | • Establish Lead Groups and schedule time in backward plan for collaboration<br>• Create annual action plan for FPS Learning Model Lead Group<br>• Develop bilingual maths scope and sequence<br>• Develop writing curriculum for Italian, incorporating into existing scope, continua and grids where appropriate<br>• Refine and modify start-up to cover a two year cycle for Bilingual Foundation to Year 6<br>• Capture short clips of effective teaching practice in Numeracy and Writing and link to FPS learning model webpage<br>• Professional learning on Big Ideas in Number and associated pedagogies and assessment<br>• Professional learning to include examples of pedagogical approaches to the Explore and Summarise phases of the FPS Learning Model |
| **Success Indicators** | **Targets** |
| • AtoSS - Stimulated learning, differentiated learning challenge, sense of confidence, motivation and interest, effective teaching time<br>• SSS - Use pedagogical model, understand curriculum<br>• FPS Learning Model webpage - links to practice examples<br>• Lead group and SIT meeting minutes - evidence of observations, examples of practice in English and Italian | • Increase positive endorsement in the Attitudes to School Survey from 79% to 88% for stimulated learning. |

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| **Goal 1 -** DET Priority to focus on student learning - with an increased focus on numeracy - and student wellbeing | |
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| **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** |
| • Students will identify appropriate behaviours in different settings<br>• Students will understand minor and major behaviours and the associated responses<br>• Students will report higher levels of teacher concern and effective classroom behaviour<br>• Teachers will explicitly plan and teach Resilience, Rights and Respectful Relationships (RRRR) in line with the FPS RRRR scope<br>• Teachers will use the FPS expected behaviour resources to explicitly teach the weekly SWPBS focus behaviour<br>• Teachers will identify, respond to and document minor and major behaviours in line with the FPS behaviour response continuum<br>• Leaders/lead groups will document and communicate the expected behaviours and minor and major responses to staff and families<br>• Leaders/lead group will monitor effectiveness of Tier 1 strategies through regular analysis of behaviour reports on Compass<br>• 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<br>• All staff will positively reinforce school-wide expected behaviours and respectfully interact with students, colleagues and families | • Create annual action plan for Social Emotional Lead Group<br>• Professional production of bilingual SWPBS visual displays/signage<br>• Connect Leaders, MHWL and Inclusion Leader to provide classroom observations and personalised coaching for ES and Teachers<br>• Leaders/lead groups design and deliver family sessions on SWPBS and RRRR<br>• MHWL and Inclusion Leader to finalise and communicate Multi-tiered systems of support<br>• MHWL and Inclusion Leader to finalise and communicate clear behaviour response continuum<br>• SEL Lead Group to partner with SWPBS Sub-Committee and SWPBS Student Leaders |
| **Success Indicators** | **Targets** |
| • AtoSS - Managing bullying, teacher concern, effective classroom behaviour,<br>• RRRR and SEL scope and sequence, focus lessons<br>• Incident data from Compass Pulse<br>• Evidence of SWPBS and RRRR implementation in collaborative planners<br>• Bilingual documentation for SWPBS - Matrices, behaviour response continuum, student engagement policy | • Increase positive endorsement in the Attitudes to School Survey from 73% to 88% for motivation and interest. |

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| **Goal 2:** Improve learning growth for all students | |
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| **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.<br>Implement and monitor Tier 2 and 3 supports in Literacy, Numeracy, and Social and Emotional Learning. | |
| **Outcomes** | **Activities** |
| • Students in need of intervention will be identified and supported<br>• Teachers will design, document and enact reasonable adjustments to meet individual functional needs<br>• Teachers will understand how to analyse data to inform planning and practice<br>• Teachers will use collaborative inquiry cycles to design and evaluate short, targeted learning sequences<br>• Teachers will use student learning evidence to evaluate and enhance their professional impact<br>• Teachers will communicate learning progress twice termly for students working more than 12 months below the expected level in literacy and/or numeracy<br>• Education support staff will deliver intervention for students at risk in reading<br>• Education support staff will engage in regular professional learning<br>• 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<br>• PLT leaders will share leadership practices to improve their collective capacity to lead collaborative inquiry cycles<br>• Connect leaders will monitor the progress of students working below the expected level in their cohort and all build capacity of the PLT<br>• Leaders will monitor whole school and cohort data to identify and track learning progress of those working below the expected level | • Create annual action plan for PLT Leader group related to Collaborative Inquiry Cycles<br>• Identify all students working below the expected level in reading, writing and mathematics<br>• Document eligibility criteria and partnership guidelines for classroom teachers and tutors before, during, and after tutor learning cycles<br>• Document eligibility criteria and partnership guidelines for classroom teachers and education support staff before, during, and after reading intervention cycles<br>• 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<br>• Develop and plan reading intervention program and conduct professional learning for education support staff to implement<br>• Design and deliver family information sessions on Disability Inclusion and Multi-tiered systems of supports<br>• Increase ES working hours to create dedicated time for ES professional learning<br>• SIT schedule to provide regular opportunity to review student data |
| **Success Indicators** | **Targets** |
| • AtoSS - Stimulated learning, Differentiated learning challenge, sense of confidence, motivation and interest, effective teaching time<br>• SSS - How to analyse data, time to share pedagogical content knowledge, use data for curriculum planning, discuss problems of practice,<br>• Reading intervention program outline and ES professional learning schedule<br>• Student achievement data; TLI, Multi-tiered systems of support, Collaborative Inquiry Cycles, IEPs | • Increase percentage of Year 3 students achieving in the Exceeding category of NAPLAN in Writing.<br>• Increase percentage of Year 5 students achieving in the Exceeding category of NAPLAN in Numeracy.<br>• Decrease percentage of Year 3 students achieving in the Developing and Needs Assistance categories of NAPLAN in Numeracy.<br>• Decrease percentage of Year 5 students achieving in the Developing and Needs Assistance categories of NAPLAN in Writing.<br>• Increase positive endorsement in the Attitudes to School Survey from 79% to 90% for self-regulation and goal setting.<br>• Increase positive endorsement in the School Staff Survey from 59% to 80% for how to analyse data.<br>• Increase positive endorsement in the School Staff Survey from 77% to 80% for instructional leadership. |

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| **Goal 3:** Empower students to be active agents in their learning | |
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| **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** |
| ● Students will share their learning story using evidence to justify where they were, where they are and where they are going next<br>● Students will be active participants in the learning and assessment process<br>● Students will collaborate in reading conferences to co-construct and monitor their reading goals and action plans<br>● Teachers will build learner agency through supporting students to capture their reflections on new learning<br>● Teachers will have an increased understanding of the teacher's and student's role within the Summarise phase of the FPS Learning Model<br>● Teachers will facilitate student capability to reflect on and drive their own learning through the Summarise phase of the FPS Learning Model<br>● Teachers will use the learning continua to guide co-construction of goal setting<br>● Lead group will build PLT capacity to plan for and facilitate student-centred assessment and reporting<br>● Parents/carers will be aware of their child/ren's knowledge, understanding, skills and dispositions in all areas of learning | ● Create annual action plan for Learning Stories Lead Group<br>● Design developmentally appropriate prompts to guide the sharing of learning stories in English and Italian<br>● Develop Learning Stories guide for families and teachers; learning portfolios, semester snapshots, and student-led conferences<br>● Design and communicate process for Student-led conferences<br>● Revisit and refine existing FPS Conferring Model to apply to bilingual context and support co-constructed goal setting and action planning<br>● Schedule professional learning sessions in Term 2 and 3 focussed on conferring model, goal setting and action planning in Reading |
| **Success Indicators** | **Targets** |
| ● AtoSS - Self-regulation and goal setting, student voice and agency, motivation and interest, stimulated learning<br>● SSS - Academic emphasis, promote student ownership of learning,<br>● PoS - Student voice and agency, teacher communication<br>● Learning portfolios, minutes from Lead Group meetings, student forum feedback | ● Increase positive endorsement in the Attitudes to School Survey from 61% to 80% for student voice and agency.<br>● Increase positive endorsement in the Attitudes to School Survey from 84% to 90% for differentiated learning challenge.<br>● Decrease the percentage of students with 20+ absence days from 26% to 10%. |

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| **Goal 3:** Empower students to be active agents in their learning | |
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| **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** |
| • Students will apply their new learning to multiple contexts through and beyond their Units of Inquiry<br>• Students will make connections between curriculum areas through the capabilities<br>• Teachers will develop rich and engaging pedagogical practices that support curiosity, inquiry and creativity<br>• Teachers will deepen their understanding of inquiry pedagogies and the role of teacher and student in leading the learning<br>• Leaders will provide time each term to plan for upcoming unit of inquiry and will incorporate inquiry pedagogies and thinking tools into professional learning<br>• Leaders will develop an inquiry scope and sequence connecting curriculum content and capabilities | • Design and publish revised curriculum map based on 'me, us, my community, my world'<br>• Develop shared bank of resources, protocols, thinking routines and tools to facilitate progress through the SOLO taxonomy<br>• Schedule termly tune-in session in the backward plan<br>• Investigate, source, create content and tools which are accessible and comprehensible for students in Italian. |
| **Success Indicators** | **Targets** |
| • AtoSS - student voice and agency, motivation and interest, engagement<br>• SSS - guaranteed and viable curriculum<br>• Inquiry scope and sequence, curriculum map<br>• Collaborative planners will show evidence of thinking tools, connected curriculum content/capabilities | • Increase positive endorsement in the School Staff Survey from 71% to 80% for guaranteed and viable curriculum. |

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| **Goal 4:** Enhance student pathways in learning | |
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| **KIS 4a:** Identify and develop learning pathways for students | |
| **Action -** Improve connections and processes to enhance transitions across all stages of schooling. | |
| **Outcomes** | **Activities** |
| • Students will report higher levels of connectedness<br>• New students will feel welcome, included and safe at school<br>• Teachers will enact formal processes for welcoming and farewelling students<br>• Teachers will have clarity around school wide transition events and processes<br>• Transition coordinators will strengthen knowledge sharing and teaching practices between educational settings<br>• Leaders will facilitate opportunities to connect with local early childhood and secondary settings<br>• Leaders will establish productive partnerships to extend bilingual learning pathways | • Develop planning guides and templates for all transition events and processes<br>• Gauge interest from local early childhood settings to partner with FPS and Coasit to deliver an Italian language program<br>• Hold pre-school Italian bilingual storytimes at FPS<br>• Visit local early childhood centres to run Italian storytimes<br>• Connect with language leaders and educators at local secondary schools to commence discussion of language pathways for FPS bilingual graduates<br>• Document transition rituals/processes/events for K-F, between years, 6-7, incoming and exiting students<br>• Design and implement an induction program for non-Foundation students new to bilingual |
| **Success Indicators** | **Targets** |
| • AtoSS - Sense of inclusion, sense of connectedness, sense of inclusion, school stage transitions<br>• Transition guides<br>• Transition data; anecdotal, observational, student forums, | • Increase positive endorsement in the Attitudes to School Survey from 91% to 92% for sense of inclusion.<br>• Increase positive endorsement in the Attitudes to School Survey from 78% to 85% for sense of connectedness.<br>• Increase positive endorsement in the Parent Opinion Survey from 87% to 90% for successful transitions.<br>• Increase positive endorsement in the Attitudes to School Survey from 78% to 85% for sense of confidence. |