Annual Implementation Plan - 2024

Frankston High School (7850)

Victoria State Government | Department of Education

Define actions, outcomes, success indicators and activities

Goal 2	Improve student learning outcomes.
12-month target 2.1 target	By the end of 2024, increase the percentage of students working above level against the Victorian Curriculum in all learning areas to 20% at Years 7 to 10.
12-month target 2.2 target	By the end of 2024, increase the percentage of students in Strong or Exceeding at Year 9 Reading to 80%. By the end of 2024, increase the percentage of students in Strong or Exceeding at Year 9 Numeracy to 78%.
12-month target 2.3 target	By the end of 2024, increase results on the following VCE indicators: - Median All study score to be at 32 (32 in 2023) - Study scores above 40 to 10 per cent - VCE Studies scores (adjusted) to match or exceed predicted achievement.
12-month target 2.4 target	By the end of 2024, increase the percentage of students making at least one Victorian Curriculum Level of learning growth in each school year in all English language modes and Mathematics Strands to 85%.
12-month target 2.5 target	By the end of 2024, increase the percentage of Year 9 students with Medium or High Relative Growth (Years 7 to 9): - Reading to 83% - Numeracy to 78%
KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Address assessment issues through a school-wide review of assessment practices including – •　　　　Policy and schedule •　　　　Feedback •　　　　Reporting •　　　　Data literacy, triangulation of data •　　　　Alignment of teacher judgements with Victorian Curriculum (VC) standards and with NAPLAN.
Actions	* To implement a continuous reporting model * To strengthen systematic analysis of student point of need to provide appropriate supports

Outcomes	Students will: * interact with reports and feedback to reflect and improve on learning behaviours and academic growth * engage with support and extension programs (e.g. TLI, MYLNS, VHAP) relevant to their points of need Teachers will: * give meaningful and growth-oriented feedback that students can enact * collaborate with tutors and other program leaders (e.g. TLI, MYLNS, VHAP, Corrective Reading) Leaders will: * lead professional development for staff to cultivate ability to give meaningful feedback and assist students in responding to it * select the most appropriate students to access point of need programs (e.g. TLI, MYLNS, Corrective Reading)
Success Indicators	Early indicators * Reportable Learning Tasks (e.g. CATs, SACs and exams) are common across all classes of the subject as evidenced on Compass Learning Tasks * Assessment and Reporting Handbook being consistently implemented, including agreed feedback format and two-week turnaround adhered to * Students are enrolled in appropriate support and extension programs based on available data Late indicators * Embedded procedure for students to respond to and implement feedback * Evidence demonstrates learning growth for students involved in support and extension programs * Students enrolled in appropriate support and extension programs demonstrate learning growth

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Lead professional learning for teachers to support the implementation of the Assessment and Reporting Handbook with fidelity	☑ Assistant principal ☑ KLA leader ☑ Leading teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Support students and parents/carers to engage with Learning Tasks and reports through development of supporting resources and scaffolds for student reflection	☑ Assistant principal ☑ Leading teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Establish a team to analyse student learning data termly to determine the most appropriate candidates for support programs (TLI, MYLNS, Corrective Reading) and to work closely with teachers and tutors to monitor their learning growth in these programs	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Literacy improvement teacher ☑ Numeracy improvement teacher	☐ PLP Priority	from: Term 1 to: Term 4	$298,950.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used

KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Review pedagogy through revision of the Teaching and Learning Model. Use PLCs to build teacher capacity.
Actions	* Support teachers in implementing the Teaching and Learning Model with a particular focus on embedding The First 10 in all classrooms * Continue to embed an instructional coaching model
Outcomes	Students • Students are experiencing consistency across classes. • Higher engagement and increased readiness to learn. • Enhanced student outcomes through increased exposure to high quality teaching

Teachers
•   Embedding the first 10 within their classroom practice
•   Improvement in the ability to implement high-impact instructional strategies.
•   Reduced disruptions leading to Increased teaching time and spending less time dealing with low-level off-task behaviour
Leaders
•   Improved student learning outcomes with increased levels of job satisfaction among staff
•   Increased trust and ownership of whole school initiatives
•   Greater willingness to share expertise through classroom visits

Success Indicators	Early Indicators * Learning walks will indicate a consistent adoption of the First 10 across the school. * Instructional coaching expressions of interest * Decrease in Compass Chronicles/OCR minor behavior Late Indicators * Increased engagement across the whole school * Improved learning outcomes * The First 10 becomes embedded in everyday practice (80% of staff/80% of the time)

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide professional learning to upskill staff on embedding The First 10 across the school through staff and professional learning days	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Establish protocols to be able to conduct learning walks that capture evidence of the Teaching and Learning Model in action	☑ Assistant principal ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Promote and embed instructional coaching as a viable and valuable form of professional learning for staff and spotlight high-impact instructional strategies	☑ Assistant principal ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 2.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop guaranteed, viable and shared curriculum aligned with VC and compliant with DET expectations.
Actions	* Optimise structures that enable the collaborative development and consistent implementation of UbDs that incorporate the Teaching and Learning Model
Outcomes	Students: * Will experience greater consistency in the delivery of curriculum and assessment * Will experience learning growth (and support and extension as necessary) through a curriculum targeted to their point of need * Will be able to articulate learning goals of a unit or lesson * Will have diverse learning experiences related to each stage of the T&L Model in each unit Teachers * Will routinely collaborate in PLC and Learning Area teams to create, update and review UbDs in the new format * Will collaboratively review evidence of student learning and use this to reflect on their practice and refine curriculum and pedagogy * Will understand the Victorian Curriculum and VCAA study designs for their Learning Area(s) and understand what student learning looks like at each Achievement Standard * Will intentionally utilise high-impact teaching strategies to deliver curriculum Leaders * Will create structures and processes that enable teacher collaboration * Will have the capacity to empower and support teachers and teams to develop, update and review UbDs on an ongoing basis * Will ensure UbDs are aligned with the Victorian Curriculum and VCAA study designs * Will ensure the consistent implementation of UbDs

Success Indicators	Early indicators * PLC and Learning Area meeting agendas and minutes will reflect a focus on collaborative planning and curriculum development * UbDs will reflect alignment with the Victorian Curriculum/VCAA study design and incorporate the T&L Model * Learning walks show a greater understanding of the learning goals of a unit/lesson Late indicators * Each PLC team has created UbDs in the new format that are centrally stored * Learning walks reflect consistent implementation of UbDs between classes of the same subject

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Update whole-school curriculum map that responds to outcomes of the Middle School Elective Program review (2023), and develop curriculum documentation for new or revised subjects to be implemented in 2025	☑ Assistant principal ☑ KLA leader ☑ Leadership team ☑ Team leader(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Develop systems and structures to enable subject-based teams to collaborative effectively to engage in an ongoing cycle of planning, implementation and evaluation through PLCs	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ PLC leaders ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Goal 3	To ensure that the wellbeing needs of all students are met.
12-month target 3.1 target	By the end of 2024, increase the percentage of student positive endorsement on the Attitudes to School Survey data in the area of Teacher Concern to 48%. By the end of 2024, increase the percentage of student positive endorsement on the Attitudes to School Survey data in the area of Advocate at School to 67%. By the end of 2024, increase the percentage of student positive endorsement on the Attitudes to School Survey data in the area of

	Sense of Connectedness to 63%. By the end of 2024, increase the percentage of student positive endorsement on the Attitudes to School Survey data in the area of Respect for Diversity to 54%.
12-month target 3.2 target	By the end of 2024, increase the percentage of parent positive endorsement in the area of Motivation and Support to 75%.
12-month target 3.3 target	By the end of 2024, increase the percentage of student participation in the Attitudes to School Survey at 7-10 to 85%.
KIS 3.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	Fully implement the recommendations from the Wellbeing Review (June 2022)
Actions	I. To research, consult and develop a Whole School Wellbeing and Pastoral Care approach. II. To implement, embed and review the whole-school approach to behaviour management framework. III. Use student voice and agency to enhance student wellbeing, engagement and learning.
Outcomes	Students will: 1. Have increased respect for self and others. 2. Be able to identify and demonstrate the expected student behaviours 3. Have greater voice and agency at school Teachers will: 1. Provide a safe and inclusive environment for all students 2. Implement consistent classroom management strategies 3. Feel they have a voice in the development of the whole-school pastoral care and wellbeing approach. Leaders will: 1. Leaders will support staff by providing PL on the Key Improvement Strategies 2. Provide and support students with greater agency in cohort activities 3. Directly support students' wellbeing through a tiered system of support

Success Indicators	Early Indicators: 1. Evidence of consultation with staff and students 2. Increased engagement with "The First 10" in lessons. 3. Students will notice consistent routines and behaviours Late Indicators: 1. Increased positive endorsement in all AToSS factors sense of connectedness, teacher concern, advocate at concern, student voice and agency and respect for diversity 2. Increase in the % of students with 10 or fewer days absence. 3. Increase use of the house points via Compass to recognise positive engagement

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement, monitor and embed the Whole-school approach to Behaviour Management.	☑ Assistant principal ☑ Leadership team ☑ Teacher(s) ☑ Year level co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 4	$65,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Research and develop a whole-school approach to pastoral care incorporating Frankston High School's approach to wellbeing.	☑ Assistant principal ☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$95,000.00 ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which

					may include DET funded or free items
Review, develop and implement a Respectful Relationships curriculum for all students in years 7 - 8 and investigate opportunities for delivery at Year 9 and 10.	☑ Assistant principal ☑ Leadership team ☑ Teacher(s) ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$80,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Student voice and agency will be actively pursued and involved in the development of the Whole-School approach to pastoral care and the development of a Teacher Toolkit linking to the Teaching & Learning Model.	☑ Assistant principal ☑ Leadership team ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00