Annual Implementation Plan - 2025
Define actions, outcomes, success indicators and activities

Fairhills High School (7823)

Submitted for review by Ian Van Schie (School Principal) on 02 February, 2025 at 12:54 PM
Endorsed by John Roberts (Senior Education Improvement Leader) on 04 February, 2025 at 05:56 PM

Define actions, outcomes, success indicators and activities

Goal 1	Improve learning growth for all students
12-month target 1.1	Reading from 62% in 2023 to 65% in 2025 Writing from 49% in 2024 to 59% in 2025 Numeracy from 51% in 2023 to 54% in 2025 By 2026, reduce the number of Year 9 students requiring additional support in reading and numeracy compared to 2024.
12-month target 1.2	By 2025, improve the VCE English mean scores to 28.8 from 28.3 in 2024 By 2025, improve the VCE subject average mean score to 27.5 from 26.4 in 2024.
12-month target 1.3	By 2025, improve the percentages of students achieving over 37 in: VCE English to 8% from 6% in 2024 VCE Further Maths to 8% from 5% in 2024
12-month target 1.4	By 2025, the positive response percentages increase on the Attitudes to School Survey: High expectations for success to 75% from 72% in 2024 Differentiated learning challenge to 65% from 62% in 2024
12-month target 1.5	By 2025, increase the positive response percentages on the School Staff Survey: Instructional leadership to 60% from 51% in 2024 Guaranteed and viable curriculum to 60% from 53% in 2024 Academic emphasis to 35% from 29% in 2024 Collective efficacy to 54% from 51% in 2024 Understand how to analyse data to 40% from 32% in 2024 Use evidence to inform teaching to 66% from 64% in 2024
KIS 1.a Building practice excellence	Increase staff capability to deliver a data-informed effective pedagogy

Actions	Utilise Maestro dashboards in all aspects of Learning and Wellbeing Provide ongoing professional development on writing skills Ongoing classroom observations and structured feedback Use PLC structures to build the capacity of teachers Provide ongoing coaching sessions with a focus on pedagogical practice
Outcomes	Leaders will: facilitate regular data analysis sessions where teachers collaborate to examine student performance and identify areas for differentiated instruction using the LEARN model. provide professional development focused on research-based writing strategies and support teachers in adapting these strategies in their lessons ensure through observations and feedback that data-driven decisions are effectively shaping teaching practices across all classrooms. Staff will: regularly engage in collaborative data analysis sessions to examine student performance to tailor teaching strategies accordingly. actively apply research-based writing strategies to enhance student learning Staff incorporate feedback from observations and peer discussions to continuously refine their instructional practices Students will: demonstrate improved performance, engagement, and progress in areas identified through data analysis and differentiated instruction, actively participate in lessons where instruction is tailored to their needs, demonstrating greater ownership of their learning through personalised approaches. exhibit measurable improvements in writing, with the integration of evidence-based strategies Community will: demonstrate an understanding of how data analysis and differentiated instruction improves student learning actively support their child's writing development by reinforcing the strategies and skills implemented in school.
Success Indicators	Improvement in NAPLAN writing scores Students are more likely to feel engaged when their learning is responsive to their needs, resulting in greater motivation and a sense of progress. AtoSS data will demonstrate this. Decrease of red posts and classroom removals

	Classroom staff will feel more confident in their ability to meet students' needs. Observations and feedback will demonstrate this Teachers will collaborate more effectively and share evidence-based insights on what works best for students. The staff survey will demonstrate this.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Support teachers in analysing student data to effectively differentiate instruction for all learners using the LEARN model.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ School improvement team ☑ Teaching and learning coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$134,411.31 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Support teachers in designing LEARN model lessons that integrate evidence-based writing strategies across all content areas to enhance students' writing skills.	☑ Assistant principal ☑ Literacy leader ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 3	$50,000.00 ☑ Equity funding will be used
Strengthen VCE teachers' ability to deliver regular and effective exam skills and preparation lessons.	☑ Assistant principal ☑ School improvement team ☑ Senior secondary leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Goal 2	Empower students to be actively and positively engaged in their own learning growth
12-month target 2.1	By 2025, the percentage of positive responses in the Attitudes to School Survey, to increase for: Student voice and agency to 48% from 45% in 2024

	Stimulated learning to 62% from 59% in 2024 Motivation and interest to 57% from 53% in 2024 Advocate at school to 72% from 69% in 2024 Self-regulation and goal setting to 60% from 58% in 2024
12-month target 2.2	By 2025, decrease the student absence days per FTE to less than 20 days from 23.9 days in 2022.
12-month target 2.3	By 2025, the percentage of positive responses in the School Staff Survey, to increase for: Understand how to analyse data to 40% from 32% in 2024 Use student feedback to improve practice to 67% from 64% in 2024 Promote student ownership of learning goals to 54% from 50% in 2024
KIS 2.b Curriculum planning and assessment	Effectively use feedback to improve student outcomes
Actions	Support teachers with ongoing professional development on assessment with a focus on high-quality rubrics. Provide teachers with reliable and valid data they can utilise in their curriculum and pedagogy. Allocate additional time and resources to the Inclusion Team to ensure there is ongoing classroom observations and structured feedback
Outcomes	Leaders will: create a evidence-based lesson observation and feedback process, ensuring teachers receive timely and actionable advice facilitate professional development to support teachers in effectively using rubrics Provide professional development and resources to enhance teachers' ability to deliver high-impact adjustments Staff will: apply the actionable feedback received from observations, enhancing their instructional strategies and creating more effective learning environments. work collaboratively to share insights and strategies for implementing high-impact adjustments, creating a culture of continuous improvement. effectively use rubrics to assess student work, ensuring consistency and fairness across all subjects

	Students will: show improved engagement and learning progress, reflecting the impact of tailored teaching practices benefit from clear, well-structured rubrics that help them understand expectations for assessments apply the feedback they receive from rubrics, enhancing their ability to improve and achieve higher learning growth Community will: parents and the wider community gain a better understanding of how rubrics are used in the classroom to assess student work support the school's inclusive practices, recognising the positive impact of high-impact adjustments on all students, including those with additional learning needs.
Success Indicators	Minutes of PLCs sessions that demonstrate effective collaboration Completed observation checklists, detailed feedback reports Copies of rubrics used in assessments, annotated student work Improvement in teacher judgements Student assessment completion rates Improvement in student learning growth e.g. PAT results

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Enhance staff capacity to deliver Tier 1–3 high-impact adjustments through lesson observations and a structured feedback process.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ School improvement team ☑ Teaching and learning coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$180,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used

Support teachers in delivering effective feedback to students by developing high-quality rubrics for assessment tasks in Years 7–10.	☑ Assessment & reporting coordinator ☑ Assistant principal ☑ KLA leader ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Equity funding will be used

Goal 3	Improve the wellbeing and connectedness of all students
12-month target 3.1	By 2025, the percentage of positive responses in the Attitudes to School Survey to increase for: Advocate at school to 72% from 69% in 2024 Sense of connectedness to 50% from 44% in 2024 Managing bullying to 54% from 49% in 2024 Effective classroom behaviour to 59% from 56% in 2024 Teacher concern to 46% from 43% in 2024
12-month target 3.2	By 2025, the percentage of positive responses in the School Staff Survey to increase for: Staff trust in students and parents to 36% from 32% in 2024 Staff trust in colleagues to 81% from 78% in 2024
12-month target 3.3	By 2025, improve the retention and transition data on school-base measures: Year 7-10 real retention data to 75% from 57.3% in 202 Year 12 positive destination data to above 95% from 92.4% in 2021
KIS 3.b Setting expectations and promoting inclusion	Support the needs of all students to progress their learning in a positive environment
Actions	Provide additional time and resources to the student management team so attendance is a priority focus Berry Street model training for all staff beginning at end of Term 2 Provide additional time and resources to the Wellbeing team so Respectful Relationships is embedded in all aspects of school life

Outcomes	Leaders will: provide access to resources, tools, and external experts to strengthen staff confidence and competence in addressing the diverse needs of students experiencing trauma. ensure the consistent implementation of established school-wide processes for attendance monitoring, supporting all staff to uphold these practices across year levels. facilitate collaboration opportunities to establish a clear Respectful Relationship implementation timeline with measurable milestones to monitor progress Staff will: be more capable and confident to address the needs of students experiencing trauma. demonstrate consistent adherence to established attendance processes actively engage in collaboration sessions to co-create a detailed Respectful Relationships implementation timeline, Students will: demonstrate improved emotional regulation and engagement consistently attend school, showing a clear understanding of attendance expectations and the importance of regular participation for strong growth exhibit positive interpersonal skills, including empathy and respect, while valuing and embracing the differences in others. Community will: actively support the school's efforts to address the diverse needs of students. consistently encourage and support regular school attendance as they understand that attendance equals success. model and promote the values of Respectful Relationships, creating consistent and supportive environments.
Success Indicators	Decrease of red posts and classroom removals Staff will be better equipped to manage the varying needs of their students and therefore will experience less stress. Reduction in staff absences. Majority of students have 10 or less days absent per year (95%) Improvement in student growth e.g. VCE scores Students will feel safe, valued, and connected, contributing to better emotional and mental wellbeing. AtoSS will demonstrate this Proactive and appropriate support allows students to overcome challenges more effectively. AtoSS will demonstrate this

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Build staff capacity to implement trauma-informed practices through ongoing professional development.	☑ Assistant principal ☑ School improvement team ☑ Team leader(s) ☑ Wellbeing team	☐ PLP Priority	from: Term 2 to: Term 4	$51,257.26 ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Ensure the attendance process is consistently implemented across all year levels to a high standard, enhancing student engagement and learning.	☑ Assistant principal ☑ Education support ☑ School improvement team ☑ Team leader(s)	☑ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Equity funding will be used
Begin implementing a schoolwide three-year Respectful Relationships program.	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ School improvement team ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$45,000.00 ☑ Equity funding will be used ☑ Schools Mental Health Menu items will be used, which may include DE-funded or free items