2024 Annual Implementation Plan

for improving student outcomes

Fairhills High School (7823)

FAIRHILLS
HIGH SCHOOL
KNOX

Submitted for review by Ian Van Schie (School Principal) on 30 January, 2024 at 01:30 PM
Endorsed by John Roberts (Senior Education Improvement Leader) on 21 February, 2024 at 12:34 PM
Endorsed by Nicole Blanchard (School Council President) on 26 February, 2024 at 08:37 AM

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Teaching and learning	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	
Considerations for 2024	
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**Priorities goal** In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
Target 1.1	Support for the priorities
Key Improvement Strategy 1.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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b 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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

Select annual goals and KIS

| Four-year strategic goals | Is this selected for focus this year? | Four-year strategic targets | 12-month target

The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
| --- | --- | --- | --- |
| **Priorities goal**
In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy. | Yes | Support for the priorities | 1.1 Student Learning OutcomesPercentage of Year 8 students in EOY PAT-R testing achieving a band of 140+, increase from 12.73% in 2023 to 18% in 2024Percentage of Year 8 students in EOY PAT-M testing achieving a band of 135+, increase from 26% in 2023 to 28% in 2024Pivot responses from 4.73 school average in 2023 to 5.0 in 2024.Pivot Instruction responses from 4.72 school average in 2023 to 5.2 in 2024.Pivot Classroom environment responses from 4.70 school average in 2023 to 5.2 in 2024.Improve the VCE English mean scores from 27.4 in 2023 to 28 in 2024. Improve the percentages of students achieving over 37 in: VCE English from 0% in 2023 to 4% in 2024VCE General Maths from 18% in 2023 to 20% in 20241.2 School Staff SurveyAcademic emphasis from 26% in 2023 to 31% in 2024 Collective efficacy from 42% in 2023 to 49% in 2024Use evidence to inform teaching from 50% in 2023 to 60% in 20241.3 Attitudes to School SurveySense of connectedness from 48% in 2023 to 50% in 2024Stimulated learning from 59% in 2023 to 63% in 2024Differentiated learning challenge from 60% in 2023 to 64% in 2024Effective teaching time from 66% in |

		2023 to 69% in 20241.4 Parent Opinion SurveyTeacher communication from 61% in 2023 to 65% in 2024Stimulated learning environment from 78% in 2023 to 80% in 2024Effective teaching from 71% in 2023 to 75% in 2024

Goal 1	**Priorities goal** **In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.**
12-month target 1.1-month target	1.1 Student Learning Outcomes Percentage of Year 8 students in EOY PAT-R testing achieving a band of 140+, increase from 12.73% in 2023 to 18% in 2024 Percentage of Year 8 students in EOY PAT-M testing achieving a band of 135+, increase from 26% in 2023 to 28% in 2024 Pivot responses from 4.73 school average in 2023 to 5.0 in 2024. Pivot Instruction responses from 4.72 school average in 2023 to 5.2 in 2024. Pivot Classroom environment responses from 4.70 school average in 2023 to 5.2 in 2024. Improve the VCE English mean scores from 27.4 in 2023 to 28 in 2024. Improve the percentages of students achieving over 37 in: VCE English from 0% in 2023 to 4% in 2024 VCE General Maths from 18% in 2023 to 20% in 2024 1.2 School Staff Survey Academic emphasis from 26% in 2023 to 31% in 2024 Collective efficacy from 42% in 2023 to 49% in 2024 Use evidence to inform teaching from 50% in 2023 to 60% in 2024 1.3 Attitudes to School Survey Sense of connectedness from 48% in 2023 to 50% in 2024 Stimulated learning from 59% in 2023 to 63% in 2024 Differentiated learning challenge from 60% in 2023 to 64% in 2024 Effective teaching time from 66% in 2023 to 69% in 2024 1.4 Parent Opinion Survey Teacher communication from 61% in 2023 to 65% in 2024

	Stimulated learning environment from 78% in 2023 to 80% in 2024 Effective teaching from 71% in 2023 to 75% in 2024	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.		

Define actions, outcomes, success indicators and activities

Goal 1	**Priorities goal** In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	**1.1 Student Learning Outcomes** Percentage of Year 8 students in EOY PAT-R testing achieving a band of 140+, increase from 12.73% in 2023 to 18% in 2024 Percentage of Year 8 students in EOY PAT-M testing achieving a band of 135+, increase from 26% in 2023 to 28% in 2024 Pivot responses from 4.73 school average in 2023 to 5.0 in 2024. Pivot Instruction responses from 4.72 school average in 2023 to 5.2 in 2024. Pivot Classroom environment responses from 4.70 school average in 2023 to 5.2 in 2024. Improve the VCE English mean scores from 27.4 in 2023 to 28 in 2024. Improve the percentages of students achieving over 37 in: VCE English from 0% in 2023 to 4% in 2024 VCE General Maths from 18% in 2023 to 20% in 2024 **1.2 School Staff Survey** Academic emphasis from 26% in 2023 to 31% in 2024 Collective efficacy from 42% in 2023 to 49% in 2024 Use evidence to inform teaching from 50% in 2023 to 60% in 2024 **1.3 Attitudes to School Survey** Sense of connectedness from 48% in 2023 to 50% in 2024 Stimulated learning from 59% in 2023 to 63% in 2024 Differentiated learning challenge from 60% in 2023 to 64% in 2024 Effective teaching time from 66% in 2023 to 69% in 2024 **1.4 Parent Opinion Survey** Teacher communication from 61% in 2023 to 65% in 2024 Stimulated learning environment from 78% in 2023 to 80% in 2024 Effective teaching from 71% in 2023 to 75% in 2024
KIS 1.a The strategic direction and deployment of resources to	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Actions	Build the capacity of our teachers to embed the FHS instructional model (LEARN model) in all learning environments.
Outcomes	Leaders will: Monitor teacher's lesson plans to ensure the LEARN model is being effectively used in all learning environments Provide resources, including ongoing professional development on the LEARN model Regularly check-in and support teachers within classrooms Teachers will: Plan using the LEARN model template Explicitly and intentionally use the LEARN model in all learning environments Reflect on feedback and data e.g. Pivot, to improve their instructional practice Students will: Be able to refer to the visible LEARN model in every learning environment Identify the stage of the LEARN model they are in Explain what they are learning and how they can achieve success Provide regular feedback to improve teacher practice Community will: Understand the purpose of the LEARN model Be provided with learning growth data linked to the LEARN model
Success Indicators	Lesson plan audits and lesson observations will demonstrate more consistent and effective implementation of the LEARN model Term pivot data with a focus on instruction response will show steady improvement for individuals and the school average e.g. This teacher encourages me to think instead of just telling me the answers. Improvement in the staff opinion survey with particular focus on collective efficacy and using data to inform practice Data walls will measure tangible changes in learning growth AtoSS data will show an improvement in stimulated learning and differentiated learning challenge

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Through coaching and PLCs, support teachers to notice, analyse and reflect on LEARN model instructional strategies.	☑ Assistant principal ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$80,000.00 ☑ Equity funding will be used ☑ Other funding will be used
Support teachers to create lesson plans that interpret and reflect the objectives of the LEARN model.	☑ Assistant principal ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 3	$75,000.00 ☑ Equity funding will be used ☑ Other funding will be used
Provide support to teachers to implement the LEARN model that includes targeted learning walks, observations of classroom practice and co-teaching.	☑ Assistant principal ☑ School improvement team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$80,000.00 ☑ Equity funding will be used ☑ Other funding will be used
KIS 1.b 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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Actions	Implement evidence-based inclusion strategies in all learning environments with fidelity.				
Outcomes	Leaders will: Utilise reliable and valid data to identify whole school areas of need Deliver sustained professional learning on case management and data walls to staff Lead whole school celebrations and successes to recognise positive behaviour achievements Teachers will: Use common and positive language from the behaviour matrix Explicitly teach behaviour related to the behaviour matrix Utilise data effectively to support diverse learning styles and individual needs Focus on the growth and achievement of every student Students will: Be supported at their point of need Be actively engaged, collaborative and enthusiastic learners Have multiple opportunities to learn Community will: Receive regular positive communication from the school and teachers Be supported at all times Be proud to be a member of the FHS community				
Success Indicators	By Term 2 teachers will frequent the data walls during collaboration sessions Learning observations will demonstrate more consistent and effective use of IEPs by teachers and Integration Aides Term pivot data with a focus on Classroom Environment responses will show steady improvement for individuals and the school average e.g. This teacher explains things in a way I can explain. At risk data very high percentage of students will decrease and most significantly in the Year 7-10 data. Data walls will measure tangible changes in learning growth e.g. PAT, an increase in attendance and a decrease in red cards and suspensions Teacher absences will decrease AtoSS data will show an improvement in sense of connectedness, stimulated learning and differentiated learning				
Activities		**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**

Using the DET whole-school reflection resource, benchmark and review the school's inclusive practices for diverse learners.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☑ Other funding will be used
Support teachers to explicitly deliver and implement all components of FHS SWPBS behaviour matrix.	☑ Assistant principal ☑ School improvement team ☑ Teacher(s) ☑ Year level co-ordinator(s)	☑ PLP Priority	from: Term 1 to: Term 4	$35,330.07 ☑ Disability Inclusion Tier 2 Funding will be used
Through case management and learning walks, build the capacity of staff to deliver and implement Tier 2 & 3 strategies and adjustments.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Leadership partners (DSSI) ☑ School leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$60,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Build data walls so staff can readily access key information to improve instruction.	☑ Leadership partners (DSSI) ☑ School improvement team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 2	$30,000.00 ☑ Disability Inclusion Tier 2 Funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$291,656.84	$291,656.84	$0.00
Disability Inclusion Tier 2 Funding	$179,567.07	$179,567.07	$0.00
Schools Mental Health Fund and Menu	$44,107.99	$44,107.99	$0.00
Total	$515,331.90	$515,331.90	$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Through coaching and PLCs, support teachers to notice, analyse and reflect on LEARN model instructional strategies.	$80,000.00
Support teachers to create lesson plans that interpret and reflect the objectives of the LEARN model.	$75,000.00
Provide support to teachers to implement the LEARN model that includes targeted learning walks, observations of classroom practice and co-teaching.	$80,000.00
Support teachers to explicitly deliver and implement all components of FHS SWPBS behaviour matrix.	$35,330.07
Through case management and learning walks, build the capacity of staff to deliver and implement Tier 2 & 3 strategies and adjustments.	$60,000.00
Build data walls so staff can readily access key information to improve instruction.	$30,000.00

Totals		$360,330.07	

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Through coaching and PLCs, support teachers to notice, analyse and reflect on LEARN model instructional strategies.	from: Term 1 to: Term 4	$80,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Support teachers to create lesson plans that interpret and reflect the objectives of the LEARN model.	from: Term 1 to: Term 3	$75,000.00	☑ School-based staffing ☑ CRT ☑ Support services
Provide support to teachers to implement the LEARN model that includes targeted learning walks, observations of classroom practice and co-teaching.	from: Term 1 to: Term 4	$80,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Assets
Totals		$235,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category

Support teachers to explicitly deliver and implement all components of FHS SWPBS behaviour matrix.	from: Term 1 to: Term 4	$20,000.00	☑ Equipment, adaptive technology, devices, or materials to support learning • Inclusive recreation equipment and resources • Sensory resources
Through case management and learning walks, build the capacity of staff to deliver and implement Tier 2 & 3 strategies and adjustments.	from: Term 1 to: Term 4	$60,000.00	☑ Professional learning for school-based staff • Whole school • Middle school leaders • Principal class ☑ Education workforces and/or assigning existing school staff to inclusive education duties • Special education teacher ☑ Equipment, adaptive technology, devices, or materials to support learning • Inclusive recreation equipment and resources ☑ CRT • Other Observations
Build data walls so staff can readily access key information to improve instruction.	from: Term 1 to: Term 2	$30,000.00	
Totals		$110,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Vivi	$20,000.00
Additional Wellbeing support	$34,000.00
Inclusive furniture and resources	$50,000.00
Additional Teaching and Aide supports in Year 7 & 8 English & Maths class	$45,000.00
Tier 2 wellbeing seminars	$11,233.91
Totals	$160,233.91

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Vivi	from: Term 1 to: Term 4		

Additional Wellbeing support	from: Term 1 to: Term 4		
Inclusive furniture and resources	from: Term 1 to: Term 3	$20,010.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Assets
Additional Teaching and Aide supports in Year 7 & 8 English & Maths class	from: Term 1 to: Term 4	$25,422.93	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Tier 2 wellbeing seminars	from: Term 1 to: Term 4	$11,223.91	☑ Teaching and learning programs and resources
Totals		**$56,656.84**	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Vivi	from: Term 1 to: Term 4	$20,000.00	☑ Equipment, adaptive technology, devices, or materials to support learning • Communication equipment/software
Additional Wellbeing support	from: Term 1 to: Term 4		

Inclusive furniture and resources	from: Term 1 to: Term 3	$30,000.00	☑ Equipment, adaptive technology, devices, or materials to support learning • Inclusive recreation equipment and resources
Additional Teaching and Aide supports in Year 7 & 8 English & Maths class	from: Term 1 to: Term 4	$19,567.07	
Tier 2 wellbeing seminars	from: Term 1 to: Term 4		
Totals		$69,567.07	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Vivi	from: Term 1 to: Term 4		

Additional Wellbeing support	from:
	Term 1
	to:
	Term 4
		$34,000.00	☑ Employ staff to support Tier 1 activities
			
			This activity will use Mental Health Menu staffing
			    o Employ Mental Health Staff in school (eduPay or non-teaching staff)
			       Mental health nurse

Inclusive furniture and resources	from: Term 1		

	to: Term 3		
Additional Teaching and Aide supports in Year 7 & 8 English & Maths class	from: Term 1 to: Term 4		
Tier 2 wellbeing seminars	from: Term 1 to: Term 4	$10,107.99	☑ Trauma Informed Care in Schools (TIC)(Orygen) **This activity will use Mental Health Menu programs** ○ Activity-based non-consumables (equipment hire, etc)
Totals		$44,107.99	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Through coaching and PLCs, support teachers to notice, analyse and reflect on LEARN model instructional strategies.	☑ Assistant principal ☑ School improvement team	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Leadership partners ☑ External consultants Growth Coaching PD ☑ Pedagogical Model	☑ On-site
Support teachers to create lesson plans that interpret and reflect the objectives of the LEARN model.	☑ Assistant principal ☑ School improvement team	from: Term 1 to: Term 3	☑ Preparation ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Leadership partners ☑ Internal staff ☑ Learning specialist ☑ Pedagogical Model	☑ On-site
Provide support to teachers to implement the LEARN model that includes targeted learning walks, observations of classroom practice and co-teaching.	☑ Assistant principal ☑ School improvement team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Curriculum development ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Literacy expertise ☑ Leadership partners ☑ Internal staff ☑ Literacy leaders ☑ Pedagogical Model	☑ On-site
Using the DET whole-school reflection resource, benchmark and review the school's inclusive practices for diverse learners.	☑ Assistant principal	from: Term 1 to: Term 1	☑ Formalised PLC/PLTs ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ Leadership partners ☑ Departmental resources EIL - DL	☑ On-site

	☑ Disability inclusion coordinator ☑ Teacher(s)					
Support teachers to explicitly deliver and implement all components of FHS SWPBS behaviour matrix.	☑ Assistant principal ☑ School improvement team ☑ Teacher(s) ☑ Year level co-ordinator(s)	from: Term 1 to: Term 4	☑ Preparation ☑ Curriculum development ☑ Demonstration lessons	☑ Communities of practice ☑ PLC/PLT meeting	☑ Internal staff ☑ Departmental resources EIL-DL	☑ On-site
Through case management and learning walks, build the capacity of staff to deliver and implement Tier 2 & 3 strategies and adjustments.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Leadership partners (DSSI) ☑ School leadership team	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs ☑ Student voice, including input and feedback	☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions ☑ Communities of practice	☑ Leadership partners ☑ Internal staff ☑ Departmental resources EIL-DL	☑ On-site

Build data walls so staff can readily access key information to improve instruction.	☑ Leadership partners (DSSI) ☑ School improvement team ☑ Teacher(s)	from: Term 1 to: Term 2	☑ Design of formative assessments ☑ Individualised reflection ☑ Student voice, including input and feedback	☑ Communities of practice ☑ PLC/PLT meeting	☑ Leadership partners ☑ Internal staff ☑ Departmental resources EIL-DL	☑ On-site