

Annual Implementation Plan - 2025

Define actions, outcomes, success indicators and activities

Blackburn English Language School (8747)



Awaiting for review by School Principal

Awaiting endorsement by Senior Education Improvement Leader

Awaiting endorsement by School Council President

Define actions, outcomes, success indicators and activities

Goal 2	Every student achieves success in their acquisition of English.
12-month target 2.1 target	By the end of the 2025 school year the percentage of students achieving two or more levels based on the EAL reporting resources will increase from 65% (Average of Speaking and Listening, Reading and Viewing and Writing strands for primary and secondary levels across the school in term 2, 2024) to at least 70%.
12-month target 2.2 target	By the end of the 2025 school year the percentage of positive endorsement for the Understand how to use data factor in the Teaching and Learning - Evaluation module on the School Staff Survey will increase from 73% (2024) to 75%.
12-month target 2.3 target	By the end of the 2025 school year the percentage of positive endorsement for the time to share pedagogical content knowledge factor in the Teaching and Learning - Planning module on the School Staff Survey will increase from 51% (2024) to 55%.
12-month target 2.4 target	By the end of the 2025 school year the percentage of positive endorsement for the Teacher collaboration factor in the School Climate module on the School Staff Survey will increase from 67% (2024) to 70%.
12-month target 2.5 target	By the end of the 2025 school year the percentage of positive endorsement for the Discuss problems of practice factor in the Teaching and Learning -Practice Improvement module on the School Staff Survey will increase from 86% (2024) to 88%.
KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build a whole school approach to teachers' understanding and application of EAL pedagogy and practices.
Actions	1. Develop familiarisation of the revised Victorian F-10 EAL Curriculum and its application in a new arrivals setting. 2. Establish a common understanding of VTLM 2.0 incorporating HITS and HIWS with alignment and ETLP and Positive Behaviour Framework to increase student engagement across learning areas.

	3. Establish a shared understanding of best practice for teaching reading to EAL new arrival learners.
Outcomes	EAL Curriculum: Teachers will understand the revised Victorian F-10 EAL Curriculum and its application in our curriculum documentation and EAL pedagogy. The school will have a long-term implementation plan for the school's approach to language instruction (HLW). Student Engagement: Teachers will have an increased confidence implementing HIWS relating to building relationships and student capability (HIWS 1,2,5,6,7) and the connection to HITS. Teachers will build a shared understanding of plurilingual strategies to improve student sense of confidence, language learner identity, learning and engagement. Students will have increased engagement through key learning areas such as the arts, PE and application of active classroom strategies across all subjects. Teachers will review Rights, Resilience and Respectful Relationships in our Health curriculum. Reading: Teachers will develop a shared understanding of best practice for teaching reading to new arrival learners. Leaders will work collaboratively with teachers to establish an approach to A level literacy informed by the revised EAL curriculum.
Success Indicators	PL Plan for the year Staff survey data on teachers' understanding of the curriculum to 80% (Teaching and Learning – Planning section on survey currently 78%). Updated units of work reflecting some of the changes in the EAL curriculum. Statement about BELS approach to teaching language. Implementation plan for functional language approach and T&L cycle. Professional learning meeting schedules, agendas and meeting minutes. Student survey data (ATOSS and wellbeing check-ins) Documented art curriculum in secondary and performing arts in primary. Updated Health curriculum reflecting RRRR.

	Documented primary and secondary PE curriculum. Professional learning on reading approaches including phonological awareness and phonics.
Goal 3	To empower students to have greater voice and agency in their learning.
12-month target 3.1 target	By the end of the 2025 school year the percentage of positive endorsement for the Student Voice and Agency Year 7 to 9 factor in the Social Engagement domain on the Attitudes to School Survey from 66% (2024) to 70%.
12-month target 3.2 target	By the end of the 2025 school year the percentage of positive endorsement for the Sense of Confidence factor in the Learner Characteristics and Disposition domain on the Attitudes to School Survey from 40% (2024) to 50%.
12-month target 3.3 target	By the end of the 2025 school year the percentage of positive endorsement for the Promote student ownership of learning goals factor in the Teaching and Learning – Implementation module on the School Staff Survey from 76% (2024) to 80%.
12-month target 3.4 target	By the end of the 2025 school year the percentage of positive endorsement for the Use student feedback to improve practice in the Teaching and Learning – Evaluation module on the School Staff Survey from 78% (2024) to 80%.
KIS 3.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	To develop and implement a defined process for students to set meaningful learning goals.
Actions	1. Establish best practice for setting learning goals 2. Embed best feedback practices 3. Establish a shared understanding of best practice for conferencing
Outcomes	Learning goals Teachers will set and communicate clear lesson goals to help students understand the learning intention and success

	criteria. Students will have input into whole class learning goals. Students will actively engage with the learning goals to plan their own learning. Feedback Teachers will use feedback to gather information about students' understanding, to assist students to advance their own learning. Teachers will structure feedback to support further learning. Conferencing Teachers will support student to improve their learning through regular 1:1 conferencing. Teachers will help students set achievable goals and then support them to progressively work towards achieving them. Teachers will enable student voice in learning conferences (parent / teacher interviews).
Success Indicators	Documented students' progression using SAD data Documented Primary work programs, espically literacy for F-2 Documented Primary and Secondary units of work Student survey data (ATOSS and wellbeing check-in) Professional learning: Learning goals, Feedback and Conferencing. Professional Learning Communities Review of practices in learning conferences (parent / teacher interviews).
Goal 4	To improve student wellbeing.
12-month target 4.1 target	2025 ATOSS survey data to show growth in the Perseverance factor in the Learner characteristics and disposition domain to from 73% to 75%.
12-month target 4.2 target	2025 ATOSS survey data to show growth in the percentage of positive endorsement for the School stage transitions (Yr7 and New Students) factor for students in the Year 7 to 9 group in the Social engagement domain from 69% to 75%.
12-month target 4.3 target	2025 Parent Opinion Survey data to show growth in the percentage of positive endorsement for the Not Experiencing Bullying factor in the Safety module from 82% to 85%.
KIS 4.a Activation of student voice and agency, including in	To embed a consistent whole-school approach to a positive climate for learning.

leadership and learning, to strengthen students' participation and engagement in school	
Actions	1) Implement an agreed approach to supporting Student Wellbeing & Engagement relevant to each campus • Build common understanding and practice of Tier 1-2 • Embed processes for Tier 3 • Strengthen teacher capacity to develop IEPs that incorporate targeted, achievable SMART goals. 2) Establish an understanding of the Disability Inclusion profile and process for our setting and student cohort. 3) Develop a Wellbeing check in for middle and lower primary (P-3) and develop an expanded student survey at the school level for years 4-10 to include engagement and wellbeing (to complement Term 2 ATOSS data).
Outcomes	Students will know what is expected of them and show the school values in their learning and social behaviours. Students will take part in wellbeing check ins and seek help when they need it. Teachers will use an agreed and nuanced approach towards supporting students in Tiers 1-3 Teachers will understand when and why to refer students to the wellbeing team. Teachers will have a common understanding of disability inclusion including the functional needs domains and levels of adjustments for our school settings. Students' disability needs will be identified and addressed using our support processes and resources
Success Indicators	ATOSS Survey Wellbeing Check-In Survey Data Wellbeing Referrals Overview IEP quality and progress Teacher-led IEPs Evidence of HIWS in teacher planning

	Evidence of DI adjustments in teacher planning Prepare for MHWL role and its integration into the Wellbeing Team structure.
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