2025 Annual Implementation Plan

for improving student outcomes

Thornbury High School (8797)

Submitted for review by Lars Andersson (School Principal) on 06 February, 2025 at 10:41 AM
Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 06 February, 2025 at 11:20 AM

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Embedding

	FISO 2.0 outcomes	Self-evaluation level
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Embedding

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

	FISO 2.0 Dimensions	Self-evaluation level
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving

	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 data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Excelling

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

Future planning	Overall tracking well in the last year of the previous School Strategic Plan. Many targets have been achieved, while some others have changed due to the new NAPLAN format. However, some areas yet to be concluded. The focus on developing consistency in teaching and learning through the implementation of our instructional model only started in 2024, so that will continue into the new SSP. The gradually improving VCE study score mean has coincided with the SSP and the improved structures in Senior School in particular.
Documents that support this plan	

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.
Optimise the learning growth of every student in all areas of the curriculum.	Yes	By 2028, increase the percentage of equity-funded and First Nations students achieving high growth in Numeracy in NAPLAN from xx% to xx%. *To be determined in 2025 when there are sufficient data to calculate benchmarks*	12-month target to be determined in 2025 when the growth data becomes available
		NAPLAN benchmark learning growth target *To be determined in 2025 when there are sufficient data to calculate benchmarks*	12-month target to be determined in 2025 when the growth data becomes available
		By 2028, increase the percentage of VCE study scores of 40 or more from 8.3% (2023) to at least an average of 10%, calculated using an average of 2024 to 2027 study scores.	By the end of 2025, increase the percentage of VCE study scores of 40 or more from 8.3% (2023) to at least an average of 9%.
		By 2027, increase the mean of all VCE subjects' adjusted study scores from 0.48 (2021-2023 average) to be at or above 1.0 (2024-2027 average).	By the end of 2025, increase the mean of all VCE subjects' adjusted study scores from 0.48 (2021-2023 average) to be at or above 0.65.
Strengthen the agency and resilience of all students.	Yes	By 2028, increase the percentage of Year 7 to 10 student positive endorsement to the Attitudes to School Survey factors of:	By the end of 2025, increase the percentage of Year 7 to 10 student positive endorsement to the Attitudes to School Survey factors of:Self-

- Self-regulation and goal setting from 57% in 2023 to 62% - Perseverance from 56% in 2023 to 61%.	regulation and goal setting from 59% in 2024 to 62%Perseverance from 59% in 2024 to 61%.
By 2028, improve student attendance rates: - Decrease the percentage of Year 7 to 12 students with 20 or more days absent from 35% in 2023 to 30% - Increase the Year 7 to 12 student attendance rate from 88% in 2023 to 93%. - Decrease the percentage of equity-funded Year 7 to 12 students with 20 or more days absent from 47% in 2023 to 42%	The percentage of Year 7 to 12 students with 20 or more days absent to be 35%.Year 7 to 12 student attendance rate in 2025 to be maintained at 88%.Percentage of equity-funded Year 7 to 12 students with 20 or more days absent in 2025 to be maintained at 47%.

Goal 1	**Optimise the learning growth of every student in all areas of the curriculum.**	
12-month target 1.1	12-month target to be determined in 2025 when the growth data becomes available	
12-month target 1.2	12-month target to be determined in 2025 when the growth data becomes available	
12-month target 1.3	By the end of 2025, increase the percentage of VCE study scores of 40 or more from 8.3% (2023) to at least an average of 9%.	
12-month target 1.4	By the end of 2025, increase the mean of all VCE subjects' adjusted study scores from 0.48 (2021-2023 average) to be at or above 0.65.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Embed the THS teaching and learning model for excellence.	Yes

KIS 1.b Teaching and learning	Collaboratively improve teacher practice through staff learning and professional learning communities.	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.	The self-evaluation and the school review focus groups demonstrated a previous lack of consistency in teaching and learning, also identified in the 2023 Staff survey. Learning walks and classroom observations suggested that classroom teaching practice was greatly varied, with a need to develop a shared understanding of - and commitment to - best practice in classroom teaching. Focus groups and staff survey results also suggested an opportunity to strengthen further our use of PLCs by linking the inquiry more explicitly to evidence of student learning.	

Goal 2	Strengthen the agency and resilience of all students.	
12-month target 2.1	By the end of 2025, increase the percentage of Year 7 to 10 student positive endorsement to the Attitudes to School Survey factors of: Self-regulation and goal setting from 59% in 2024 to 62% Perseverance from 59% in 2024 to 61%.	
12-month target 2.2	The percentage of Year 7 to 12 students with 20 or more days absent to be 35%. Year 7 to 12 student attendance rate in 2025 to be maintained at 88%. Percentage of equity-funded Year 7 to 12 students with 20 or more days absent in 2025 to be maintained at 47%.	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Build school capacity to activate student agency in learning within the THS teaching and learning model.	No
KIS 2.b Engagement	Continue implementation of the whole school tiered intervention model.	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.	In 2024, we have begun upskilling staff through shared professional learning in relation to the DIP reforms; however, we recognise that this needs to be sustained over time to make sure that our teachers feel confident making adjustments routinely to support students with their learning. The focus on making sure that students are thriving in class at THS should improve our attendance data as students feel more included in the classroom learning at THS in 2025. With further support for our sub-schools both in administration and in learning support, we have more opportunities to connect with families and students who are struggling to get to school, and who are struggling at school.

Define actions, outcomes, success indicators and activities

Goal 1	Optimise the learning growth of every student in all areas of the curriculum.
12-month target 1.1	12-month target to be determined in 2025 when the growth data becomes available
12-month target 1.2	12-month target to be determined in 2025 when the growth data becomes available
12-month target 1.3	By the end of 2025, increase the percentage of VCE study scores of 40 or more from 8.3% (2023) to at least an average of 9%.
12-month target 1.4	By the end of 2025, increase the mean of all VCE subjects' adjusted study scores from 0.48 (2021-2023 average) to be at or above 0.65.
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the THS teaching and learning model for excellence.
Actions	Staff professional learning program on the understanding and implementation of the THS Learning Model. PL is reinforced through KLA meetings. Connecting DI adjustments to the elements of the THS Learning Model.
Outcomes	Teachers routinely ENGAGE students in the learning in class using the THS Learning Model. Teachers understand the elements of the THS Learning Model. Students know and understand what to expect in a lesson at THS (Learning Model elements). Students know the LI and SC of each lesson and reflect on their learning in relation to the SC. Leaders use the THS Learning Model to plan and deliver sessions for teams. Leaders supporting staff to implement the elements of the THS Learning Model.

	Parents/guardians are aware of the THS Learning Model.

Success Indicators	Staff survey results in relation to instructional leadership and use of a pedagogical model. Learning Walks observations confirming the use of the ENGAGE element of the Learning Model. Visibility of the THS LM in the school. LT Teams slides reflect the THS LM. Meeting agendas to reflect the LM. ATOSS results in relation to teaching practice.

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Professional Learning for teachers	☑ Assistant principal ☑ Leading teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00
KLA meetings to include a focus on implementation of the THS Learning Model	☑ KLA leader	☐ PLP Priority	from: Term 1 to: Term 4	$100.00
Connecting DI adjustments to the THS Learning Model	☑ Disability inclusion coordinator ☑ Leadership team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$100.00
KIS 1.b Documented teaching and learning program based on	Collaboratively improve teacher practice through staff learning and professional learning communities.			

the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

Actions	Shared learning in LT Teams
Outcomes	Teachers reflect on the learning of their students in regular PLC meetings (LT Teams). Teachers develop their expertise in teaching through shared learning in PLC meetings (LT Teams). Students routinely have opportunities to demonstrate their learning in class. Leaders continue refining the process and structure for effective PLCs (LT Teams), Leaders supporting staff to engage effectively with PLCs (LT Teams)
Success Indicators	Staff survey results in relation to instructional leadership Staff survey results in relation to staff collaboration

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
LT Teams focus on developing teacher capacity to implement particular elements of the THS Learning Model.	☑ Assistant principal ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$100.00

Goal 2	Strengthen the agency and resilience of all students.
12-month target 2.1	By the end of 2025, increase the percentage of Year 7 to 10 student positive endorsement to the Attitudes to School Survey factors of: Self-regulation and goal setting from 59% in 2024 to 62% Perseverance from 59% in 2024 to 61%.

12-month target 2.2	The percentage of Year 7 to 12 students with 20 or more days absent to be 35%. Year 7 to 12 student attendance rate in 2025 to be maintained at 88%. Percentage of equity-funded Year 7 to 12 students with 20 or more days absent in 2025 to be maintained at 47%.
KIS 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Continue implementation of the whole school tiered intervention model.
Actions	Sub-schools continue to monitor and follow up on attendance, with the support of attendance officers to sub-schools. Development of a strategic, cohesive whole-school communication about importance of attendance (Every day matters). This includes support strategies for parents to get their children to school. We need to communicate to them that students being at school supports their wellbeing. In every major event (ie. info nights) we are explicit to parents about their roles to support students' attendance at school. We use the current research, school-based evidence etc to convey WHY this matters so much. Complete a data analysis of students with 20 or more days absence against other priority cohort groupings (ie. Tier 2 or Tier 3 identified students; First Nations students; Out of Home Care students). Identifying our students, based on 2024 data analysis, to identify and prioritise for start of 2025. Rewarding students for excellent attendance, promoting this at a wider school level. Promoting the connection between high attendance and achievement. Acknowledge parents (eg a letter from principal) who are supporting high student attendance.
Outcomes	Students understand the value of attending school on a daily basis. Students are able to persist when encountering challenges in their learning or wellbeing. Teachers support and encourage all students to attend school. Teachers support students to develop resilience and persistence when encountering challenges. Leaders develop and maintain structures and resources to build student resilience and commitment to learning.

Success Indicators	Reduction of 20 or more days absence from 41% (2024) to 35%. Year 7 to 12 student attendance rate in 2025 to be maintained at 2023 level at 88% (85.6% December 2024 YtD data). Percentage of equity-funded Year 7 to 12 students with 20 or more days absent in 2025 to be reduced to 47% from 57% (2024).

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Employment of Student Engagement Coordinators to continue to focus on students with 20 or more days absence, and resourcing of classrooms, library and inclusion.	☑ Assistant principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$224,940.20 ☑ Equity funding will be used
Employment of Learning Support Leaders, tutors and inclusion staff, as well as resourcing of Inclusion department and wellbeing	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$269,927.89 ☑ Disability Inclusion Tier 2 Funding will be used
Employment and resourcing in Student Wellbeing	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$112,132.40 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Employment of Mental Health Practitioner and funding of their supervision	☑ Principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1	$95,737.70

			to: Term 4	☑ Other 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	$224,940.20	$224,940.20	$0.00
Disability Inclusion Tier 2 Funding	$269,927.89	$269,927.89	$0.00
Schools Mental Health Fund and Menu	$112,132.40	$112,132.40	$0.00
Total	**$607,000.49**	**$607,000.49**	**$0.00**

Activities and milestones – Total Budget

Activities and milestones	Budget
Employment of Student Engagement Coordinators to continue to focus on students with 20 or more days absence, and resourcing of classrooms, library and inclusion.	$224,940.20
Employment of Learning Support Leaders, tutors and inclusion staff, as well as resourcing of Inclusion department and wellbeing	$269,927.89
Employment and resourcing in Student Wellbeing	$112,132.40
Totals	**$607,000.49**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Employment of Student Engagement Coordinators to continue to focus on students with 20 or more days absence, and resourcing of classrooms, library and inclusion.	from: Term 1 to: Term 4	$224,940.20	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Support services ☑ Assets
Totals		$224,940.20	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Employment of Learning Support Leaders, tutors and inclusion staff, as well as resourcing of Inclusion department and wellbeing	from: Term 1 to: Term 4	$269,927.89	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Disability inclusion coordinator
Totals		$269,927.89	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Employment and resourcing in Student Wellbeing	from: Term 1	$112,132.40	☑ Employ allied health professional to provide Tier 2 tailored support for students

| | to:
Term 4 | | **This activity will use Mental Health Menu programs**
    o   Employ Mental Health Staff in school (eduPay or non-teaching staff)
        Mental health practitioner |
| **Totals** | | $112,132.40 | |

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	$0.00

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category

Totals		$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Professional Learning for teachers	☑ Assistant principal ☑ Leading teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Pedagogical Model	☑ On-site