

Annual Implementation Plan - 2024

Select annual goals and KIS

Roxburgh Rise Primary School (5493)



Submitted for review by Dianne Clare (School Principal) on 10 February, 2024 at 03:29 PM

Endorsed by Jason Coningsby (Senior Education Improvement Leader) on 16 February, 2024 at 06:50 PM

Endorsed by Gretchen Gultekin (School Council President) on 20 February, 2024 at 09:32 AM

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>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.</p>	Yes	Support for the priorities	Learning Key Improvement Strategy See Literacy and Numeracy targets below
To improve student learning outcomes for every student in literacy and numeracy.	Yes	<p>By 2025 increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands for the domains of:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Reading from 25 per cent (2021) to 37 percent • Writing from 44 per cent (2021) to 56 percent • Numeracy from 16 per cent (2021) to 28 per cent <p>Year 5</p> <ul style="list-style-type: none"> • Reading from 9 per cent (2021) to 21 per cent • Writing from 5 per cent (2021) to 17 per cent • Numeracy from 20 per cent (2021) to 32 per cent 	Increase percentage of students in strong or exceeding (Proficiency Scales) Year 3 In reading from 41 per cent (2023) to 44 per cent. In writing from 52 per cent (2023) to 55 per cent. In Numeracy from 42 per cent (2023) to 45 per cent. Year 5 In reading from 54 per cent (2023) to 57 per cent. In writing from 62 per cent (2023) to 65 per cent. In Numeracy 43 from per cent (2023) to 46 per cent.
		<p>By 2025 increase the percentage of EAL students in Years 3 and 5 achieving in the top 2 NAPLAN bands for the domains of:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Reading from 20 per cent (2021) to 32 per cent 	Increase percentage of EAL students in strong or exceeding Year 3 In reading from 41 per cent (2023) to 44 per cent. In writing from 47 per cent (2023) to 50 per cent. In Numeracy 40 from per cent (2023) to 43 per cent. Year 5 In

		<ul style="list-style-type: none"> • Writing from 46 per cent (2021) to 58 per cent • Numeracy from 11 per cent (2021) to 23 per cent <p>Year 5</p> <ul style="list-style-type: none"> • Reading from 14 per cent (2021) to 26 per cent • Writing from 0 per cent (2021) to 12 per cent • Numeracy from 29 per cent (2021) to 42 per cent 	reading from 53 per cent (2023) to 56 per cent. In writing from 58 per cent (2023) to 61 per cent. In Numeracy 40 from per cent (2023) to 43 per cent.
		<p>By 2025 the percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN to be:</p> <p>Year 5</p> <ul style="list-style-type: none"> • Reading from 22 per cent (2021) to 34 per cent • Writing from 9 per cent (2021) to 21 per cent • Numeracy from 33 per cent (2021) to 45 per cent 	Benchmark growth data is no longer accessible.
		<p>By 2025 increase the percentage of EAL students assessed as 'above' benchmark growth in NAPLAN to be:</p> <p>Year 5</p> <ul style="list-style-type: none"> • Reading from 0 per cent (2021) to 12 per cent • Writing from 0 per cent (2021) to 12 per cent • Numeracy from 50 per cent (2021) to 58 per cent 	Benchmark growth data is no longer accessible.
		<p>By 2025, the percentage of Year F-6 students assessed as being at or above age expected level on Victorian Curriculum Levels F-10 will increase:</p> <p>English</p> <ul style="list-style-type: none"> • Reading from 64 per cent in 2021 to 76 per cent • Speaking and Listening from 77 per cent in 2021 to 89 per cent • Writing from 56 per cent in 2021 68 per cent <p>Mathematics</p> <ul style="list-style-type: none"> • Number and Algebra from 65 per cent in 2021 to 75 per cent • Measurement and Geometry 64 per cent in 2021 to 75 per cent 	F-6 English - At or above age expected VC level. Reading from 65% in 2023 to 70% in 2024. Speaking and Listening from 75% in 2023 to 80% in 2024. Writing from 54% in 2023 to 60% in 2024. F-6 Mathematics - At or above age expected VC level. Number and Algebra from 69% in 2023 to 75 per cent in 2024. Measurement and Geometry 69% in 2023 to 75% in 2024. Statistics and Probability 71% in 2023 to 75% in 2024.

		<ul style="list-style-type: none"> • Statistics and Probability 62 per cent in 2021 to 75 per cent 	
		<p>By 2025, improve the percentage of positive endorsement in the following factors of the School Staff Survey:</p> <ul style="list-style-type: none"> • Teacher collaboration (School Climate) from 55 per cent (2021) to 75 per cent • Collective Efficacy (School Climate) from 54 per cent (2021) to 74 per cent • Believe peer feedback improves practice (Teaching & Learning Practice Improvement) from 61 per cent to 81 per cent • Professional Learning through peer observation (Teaching & Learning Practice Improvement) from 33 per cent (2021) to 73 per cent 	<p>Teacher collaboration (School Climate) from 49 per cent (2023) to 55 per cent. Collective Efficacy (School Climate) from 43 per cent (2023) to 49 per cent. Believe peer feedback improves practice (Teaching & Learning Practice Improvement) from 50 per cent (2023) to 56 per cent. Professional Learning through peer observation (Teaching & Learning Practice Improvement) from 34 per cent (2023) to 40 per cent.</p>
To improve student engagement and agency in learning.	Yes	<p>By 2025 increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors of:</p> <ul style="list-style-type: none"> • student voice and agency from 65 per cent (2021) to 75 per cent • stimulated learning from 71 per cent (2021) to 81 per cent • effective classroom behaviour from 73 per cent (2021) to 83 per cent 	<p>Student voice and agency from 70 per cent (2023) to 73 per cent. Stimulated learning from 75 per cent (2023) to 78 per cent. Effective classroom behaviour from 74 per cent (2023) to 77 per cent.</p>
		<p>By 2025 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> • student agency and voice from 74 per cent (2021) to 79 per cent • confidence and resilience skills from 81 per cent (2021) 86 per cent • student motivation and support from 74 per cent (2021) 79 per cent • stimulating learning environment from 72 per cent (2021) 77 per cent 	<p>Student agency and voice from 69 per cent (2023) to 72 per cent. Confidence and resilience skills from 70 per cent (2023) to 73 per cent. Student motivation and support from 66 per cent (2023) to 69 per cent. Stimulating learning environment from 61 per cent (2023) to 64 per cent.</p>
		<p>By 2025, improve the percentage of positive endorsement on SSS teaching & learning -modules for the components of:</p>	<p>Use student feedback to improve practice (Teaching & Learning-Evaluation) from 48 per</p>

		<ul style="list-style-type: none"> • Use student feedback to improve practice (Teaching & Learning-Evaluation) from 42 per cent (2021) to 54 per cent • Promote student ownership of learning (Teaching & Learning-Implementation) from 48 per cent (2021) to 60 per cent • Plan differentiated learning activities (Teaching & Learning-Planning) from 79 per cent (2021) to 91 per cent 	cent (2023) to 51 per cent.Promote student ownership of learning (Teaching & Learning-Implementation) from 45 per cent (2023) to 48 per cent.Plan differentiated learning activities (Teaching & Learning-Planning) from 68 per cent (2023) to 71 per cent.
To develop confident and resilient learners.	Yes	By 2025 increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors of: <ul style="list-style-type: none"> • Sense of confidence from 80 per cent (2021) to 90 per cent • High levels of psychological distress reduce from 31 per cent (2021) to 10 per cent • Low Resilience reduced from 28 per cent (2021) to 10 per cent 	Sense of confidence from 77 per cent (2023) to 80 per cent.High levels of psychological distress reduce (This has been taken out of the SASS).Low Resilience reduce from 26 per cent (2023) to 23 per cent.
		By 2025 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of: <ul style="list-style-type: none"> • Teacher communication from 80 per cent (2021) to 86 per cent • Parent participation and involvement from 75 per cent (2021) to 80 per cent 	Teacher communication from 62 per cent (2023) to 65 per cent.Parent participation and involvement from 74 per cent (2023) to 77 per cent.
		By 2025 reduce the percentage of students with 20 or more absent days from 27 per cent to 25 per cent.	Reduce the percentage of students with 20 or more absences from 48 per cent (2023) to 42 per cent.

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	Learning Key Improvement Strategy See Literacy and Numeracy targets below

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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2024.	
Goal 2	To improve student learning outcomes for every student in literacy and numeracy.	
12-month target 2.1-month target	Increase percentage of students in strong or exceeding (Proficiency Scales) Year 3 In reading from 41 per cent (2023) to 44 per cent. In writing from 52 per cent (2023) to 55 per cent. In Numeracy from 42 per cent (2023) to 45 per cent. Year 5 In reading from 54 per cent (2023) to 57 per cent. In writing from 62 per cent (2023) to 65 per cent. In Numeracy 43 from per cent (2023) to 46 per cent.	
12-month target 2.2-month target	Increase percentage of EAL students in strong or exceeding Year 3 In reading from 41 per cent (2023) to 44 per cent. In writing from 47 per cent (2023) to 50 per cent.	

	<p>In Numeracy 40 from per cent (2023) to 43 per cent.</p> <p>Year 5 In reading from 53 per cent (2023) to 56 per cent. In writing from 58 per cent (2023) to 61 per cent. In Numeracy 40 from per cent (2023) to 43 per cent.</p>
12-month target 2.3-month target	Benchmark growth data is no longer accessible.
12-month target 2.4-month target	Benchmark growth data is no longer accessible.
12-month target 2.5-month target	<p>F-6 English - At or above age expected VC level. Reading from 65% in 2023 to 70% in 2024. Speaking and Listening from 75% in 2023 to 80% in 2024. Writing from 54% in 2023 to 60% in 2024.</p> <p>F-6 Mathematics - At or above age expected VC level. Number and Algebra from 69% in 2023 to 75 per cent in 2024. Measurement and Geometry 69% in 2023 to 75% in 2024. Statistics and Probability 71% in 2023 to 75% in 2024.</p>
12-month target 2.6-month target	<p>Teacher collaboration (School Climate) from 49 per cent (2023) to 55 per cent.</p> <p>Collective Efficacy (School Climate) from 43 per cent (2023) to 49 per cent.</p> <p>Believe peer feedback improves practice (Teaching & Learning Practice Improvement) from 50 per cent (2023) to 56 per cent.</p> <p>Professional Learning through peer observation (Teaching & Learning Practice Improvement) from 34 per cent (2023) to 40 per cent.</p>
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	<p>Deepen the capacity of all teaching staff to embed pedagogy and evidence-based practice, to improve student learning outcomes.</p> <p>Yes</p>

KIS 2.b Excellence in teaching and learning	Strengthen the model of PLCs to build teacher practice and capabilities to improve student learning outcomes.	No
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.	Our school data is on the incline albeit slowly. Therefore we want to continue to strengthen consistency of evidence-based practices using data across all domains to ensure that this improvement continues across all learning areas.	
Goal 3	To improve student engagement and agency in learning.	
12-month target 3.1-month target	Student voice and agency from 70 per cent (2023) to 73 per cent. Stimulated learning from 75 per cent (2023) to 78 per cent. Effective classroom behaviour from 74 per cent (2023) to 77 per cent.	
12-month target 3.2-month target	Student agency and voice from 69 per cent (2023) to 72 per cent Confidence and resilience skills from 70 per cent (2023) to 73 per cent. Student motivation and support from 66 per cent (2023) to 69 per cent. Stimulating learning environment from 61 per cent (2023) to 64 per cent.	
12-month target 3.3-month target	Use student feedback to improve practice (Teaching & Learning-Evaluation) from 48 per cent (2023) to 51 per cent. Promote student ownership of learning (Teaching & Learning-Implementation) from 45 per cent (2023) to 48 per cent. Plan differentiated learning activities (Teaching & Learning-Planning) from 68 per cent (2023) to 71 per cent.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Positive climate for learning	Develop a consistent whole school understanding and approach to student agency in learning	Yes
KIS 3.b Positive climate for learning	Develop student capability to set goals, monitor and reflect on their learning progress	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 selection of these KIS will enable us to build teacher knowledge and to establish a consistent and clear understanding of what student agency in learning looks like. Developing a greater understanding of the use of feedback and reflection strategies to support students to set and monitor learning goals, will build teacher and student capabilities to move learning forward.	
Goal 4	To develop confident and resilient learners.	
12-month target 4.1-month target	Sense of confidence from 77 per cent (2023) to 80 per cent. High levels of psychological distress reduce (This has been taken out of the SASS). Low Resilience reduce from 26 per cent (2023) to 23 per cent.	
12-month target 4.2-month target	Teacher communication from 62 per cent (2023) to 65 per cent. Parent participation and involvement from 74 per cent (2023) to 77 per cent.	
12-month target 4.3-month target	Reduce the percentage of students with 20 or more absences from 48 per cent (2023) to 42 per cent.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Positive climate for learning	Strengthen and embed processes for supporting students' resilience and wellbeing	Yes
KIS 4.b Community engagement in learning	Strengthen partnerships and engagement with parents, carers and families	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.	<p>4.a As we are part of the Mental Health in Primary Schools Initiative, we will be implementing strategies and programs to support individual students, help teachers better identify and support at-risk students, and build relationships and referral pathways to local mental health services.</p> <p>4.b The parent opinion survey indicated that there is a continued need to strengthen our partnership and engagement with parents, carers and families as this data declined since returning to onsite learning.</p>	

