

# Annual Implementation Plan - 2025

## Select annual goals and KIS

Mount Egerton Primary School (1918)



Submitted for review by Janet Tuaine (School Principal) on 27 November, 2024 at 12:06 PM

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## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Maximise the learning growth of every student in literacy and numeracy	Yes	<p>By 2027, the average percentage of Year 3 students assessed as strong or exceeding in NAPLAN will be greater than the 2023 similar schools percentage:</p> <ul style="list-style-type: none"> <li>• Reading at or above 70% (average over 2023-27 SSP)</li> <li>• Writing at or above 73% (average over 2023-27 SSP)</li> <li>• Numeracy at or above 70% (average over 2023-27 SSP)</li> </ul> <p>*The panel agreed that due to the small numbers at each level it was prudent to use the average.</p>	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
		<p>By 2027, the average percentage of Year 5 students assessed as strong or exceeding in NAPLAN will be greater than the 2023 similar schools percentage:</p> <ul style="list-style-type: none"> <li>• Reading at or above 75% (average over 2023-27 SSP)</li> <li>• Writing at or above 65% (average over 2023-27 SSP)</li> <li>• Numeracy at or above 70% (average over 2023-27 SSP)</li> </ul> <p>*The panel agreed that due to the small numbers at each level it was prudent to use the average.</p>	The percentage of year 3 students in exceeding and strong proficiency levels of NAPLAN over three years (2023, 2024, 2025)-65% in Reading-65% in Writing-90% in Mathematics

		<p>By 2027, the percentage of F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 as being at or above age expected levels will in:</p> <ul style="list-style-type: none"> <li>• Reading increase from 75% in 2022 to 83%</li> <li>• Writing increase from 63% in 2022 to 70%</li> <li>• Number and Algebra increase from 69% in 2022 to 75%.</li> </ul>	<p>The percentage of students being at or above expected levels in: Reading will increase from 64% (2024) to 77% Writing will increase from 71% (2024) to 75% Number and Algebra will increase from 73% (2024) to 78%</p>
		<p>By 2027, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AToSS) measures will increase:</p> <ul style="list-style-type: none"> <li>• In the effective teaching practice for cognitive engagement domain - overall from 57% in 2022 to 70%</li> </ul> <p>And the factor</p> <ul style="list-style-type: none"> <li>• Stimulated learning from 80% in 2022 to 84%</li> </ul>	<p>The percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AToSS): In the effective teaching practice for cognitive engagement domain - to be maintained at 100% in 2025 In stimulated learning be maintained at 100% in 2025</p>
		<p>By 2026, the percentage of parents reporting positive endorsement to the Parent Opinion Survey measure in student cognitive engagement module:</p> <ul style="list-style-type: none"> <li>• Stimulating learning environment to be maintained at 90% or above</li> </ul>	<p>The percentage of parents reporting positive endorsement to the Parent Opinion Survey measure in student cognitive engagement module: Stimulating learning environment to be maintained at 90% or above</p>
Empower students in their wellbeing	Yes	<p>By 2027, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AToSS) measures will increase:</p> <p>In the Learner Characteristics and Disposition domain</p> <ul style="list-style-type: none"> <li>• Sense of confidence from 67% in 2022 to 80%</li> </ul> <p>In the Social Engagement domain</p> <ul style="list-style-type: none"> <li>• Sense of connectedness from 47% in 2022 to 80%.</li> </ul>	<p>The percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AToSS) measures will increase: In the Learner Characteristics and Disposition domain - Sense of confidence maintain above 95% (100% 2024) In the Social</p>

			Engagement domain-Sense of connectedness maintain above 95% (97% 2024)
		By 2027 the percentage of students (P-6) with 20 or more days absent will decrease from 31% in 2022 to 26%.	The percentage of students (P-6) with 20 or more days absent will decrease from 53% in 2024 to 33%.

<b>Goal 2</b>	<b>Maximise the learning growth of every student in literacy and numeracy</b>
<b>12-month target 2.1</b>	The percentage of year 3 students in exceeding and strong proficiency levels of NAPLAN over three years (2023, 2024, 2025) -65% in Reading -65% in Writing -90% in Mathematics
<b>12-month target 2.2</b>	The percentage of year 5 students in exceeding and strong proficiency levels of NAPLAN over two years (2023 & 2025 - no year 5 students 2024) - -65% in Reading -65% in Writing -75% in Mathematics
<b>12-month target 2.3</b>	The percentage of students being at or above expected levels in: Reading will increase from 64% (2024) to 77% Writing will increase from 71% (2024) to 75% Number and Algebra will increase from 73% (2024) to 78%
<b>12-month target 2.4</b>	The percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AToSS): In the effective teaching practice for cognitive engagement domain - to be maintained at 100% in 2025 In stimulated learning be maintained at 100% in 2025

<b>12-month target 2.5</b>	<p>The percentage of parents reporting positive endorsement to the Parent Opinion Survey measure in student cognitive engagement module:</p> <p>Stimulating learning environment to be maintained at 90% or above</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Leadership	Develop and embed a culture of professional learning communities	Yes
<b>KIS 2.b</b> Leadership	Further develop, document and embed whole school collaborative approaches to curriculum planning and instructional practices.	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>PLC structures were developed in 2024, it is important for these structures to be refined and embedded to support teacher collaboration, strengthen teaching practice and hence maximise student outcomes.</p> <p>As a school, we reviewed our math instructional model. The review, research, and development of this model was over 12 months based on evidence and data gathered from the two PMSS program. This model will be used in 2025 to embed a collaborative approach to mathematical instructional practice. We also review our literacy instructional model to ensure both our literacy and numeracy instructional models align with the revised Victorian Teaching Learning Model (VTLM 2.0) and include the necessary elements based on the evidence about the way students learn and the most effective teaching practices and approaches to achieve strong learning outcomes for students. We have also reviewed and developed a new curriculum planning document to be used across the school based on VTLM 2.0 and ensuring we are planning for and instructing the new approach to reading.</p>	
<b>Goal 3</b>	<b>Empower students in their wellbeing</b>	
<b>12-month target 3.1</b>	<p>The percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AToSS) measures will increase:</p> <p>In the Learner Characteristics and Disposition domain</p> <p>-Sense of confidence maintain above 95% (100% 2024)</p> <p>In the Social Engagement domain</p> <p>-Sense of connectedness maintain above 95% (97% 2024)</p>	

<b>12-month target 3.2</b>	The percentage of students (P-6) with 20 or more days absent will decrease from 53% in 2024 to 33%.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Engagement	Embed a whole school approach to inclusion, wellbeing and engagement. (explore further examples of student agency in learning)	Yes
<b>KIS 3.b</b> Teaching and learning	Build teacher capacity to provide tiered responses to student wellbeing needs.	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.	Put into practice our 2025 Wellbeing action plan. Address priorities and goals for tiers 1, 2 & 3 (whole school, groups of students and individual students) Support and build teacher capacity to provide tiered responses to student wellbeing needs using both the Berry Street model and the Be You program - national mental health and wellbeing initiatives.	