Annual Implementation Plan - 2024

Select annual goals and KIS

Grey Street Primary School (Traralgon) (3584)

Grey Street
Primary School Traralgon

Submitted for review by Dean Gray (School Principal) on 08 March, 2024 at 09:17 AM
Endorsed by Kevin Mealing (Senior Education Improvement Leader) on 08 March, 2024 at 10:52 AM
Awaiting endorsement by School Council President

Department
of Education

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.	No	Support for the priorities	
To optimise student learning growth	Yes	1.1 By 2027, increase the percentage of students Exceeding on the NAPLAN proficiency scale • in Year 3 Reading from 29% (2023) to xx% • in Year 5 Reading from 14% (2023) to xx% • in Year 3 Writing from 11% (2023) to xx% • in Year 5 Writing from 8% (2023) to xx% • in Year 3 Numeracy from 11% (2023) to xx% • in Year 5 Numeracy from 1% (2023) to xx% (Targets to be confirmed)	Increase percentage of student Exceeding on NAPLAN proficiency scales:Reading - Year 3 to 31%, Year 5 to 16%Writing - Year 3 to 13%, Year 5 to 10%Numeracy - Year 3 to 13%, Year 5 to 3%
		By 2027, increase the percentage students (Prep to Year 6) in Semester 2 at above the age expected level by teacher judgements against the Victorian Curriculum in: • Reading and Viewing from 31% (2022) to 39% • Writing from 17% (2022) to 25% • Number and Algebra from 23% (2022) to 31%	Increase student in Semester to above expected level by teacher judgement from:Reading and Viewing to 31%Writing to 19%Number & Algebra to 25%

		By 2027, increase the percentage of positive responses to the SSS factor Teacher collaboration from 41% (2023) to 60%	Increase percentage of positive response to SSS factor Teacher Collaboration to 49%
		By 2027, increase the percentage of positive responses to the AtoSS factor Self-regulation and goal setting from 83% (2023) to 91%	Maintain percentage of positive response to AToS factor Self Regulation and Goal Setting at at least 83%
To improve student engagement wellbeing and inclusion	Yes	By 2027, increase the percentage of positive responses to the AtoSS factor Stimulated learning from 85% (2023) to 93%	Increase percentage of positive response for Stimulated Learning 87%
		By 2027, increase the percentage of positive responses to the AtoSS factors • Respect for diversity from 84% (2023) to 92% • Managing bullying from 79% (2023) to 87%	Increase percentage of positive responses for Respect to Diversity to 86% and Managing Bullying to 81%
		By 2027, increase the percentage of positive responses to the AtoSS factors • Student voice and agency from 74% (2023) to 83% • Sense of connectedness from 78% (2023) to 86%	Maintain percentage of positive responses for Student Voice & Agency at 74% and Sense of Connectedness at 78%

Goal 2	**To optimise student learning growth**
12-month target 2.1-month target	Increase percentage of student Exceeding on NAPLAN proficiency scales: Reading - Year 3 to 31%, Year 5 to 16% Writing - Year 3 to 13%, Year 5 to 10% Numeracy - Year 3 to 13%, Year 5 to 3%
12-month target 2.2-month target	Increase student in Semester to above expected level by teacher judgement from: Reading and Viewing to 31% Writing to 19% Number & Algebra to 25%

12-month target 2.3-month target	Increase percentage of positive response to SSS factor Teacher Collaboration to 49%	
12-month target 2.4-month target	Maintain percentage of positive response to AToS factor Self Regulation and Goal Setting at at least 83%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Embed a culture of distributed leadership and accountability	Yes
KIS 2.b Leadership	Reinvigorate a PLC approach to build collective efficacy	No
KIS 2.c Teaching and learning	Build clarity and consistency around agreed instructional practice in every classroom	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.	During the school review in Term 4, 2023, one of the terms of reference was "To what extent are the school's leadership structures, procedures and practices enablers for quality learning and wellbeing?" Fieldwork findings found that processes for implementing change, embedding practices and upholding expectations required strenghtening. Staff consultation following the school review indicated KIS 2.a to be a priority in the school.	
Goal 3	**To improve student engagement wellbeing and inclusion**	
12-month target 3.1-month target	Increase percentage of positive response for Stimulated Learning 87%	
12-month target 3.2-month target	Increase percentage of positive responses for Respect to Diversity to 86% and Managing Bullying to 81%	
12-month target 3.3-month target	Maintain percentage of positive responses for Student Voice & Agency at 74% and Sense of Connectedness at 78%	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 3.a Support and resources	Build staff capability to maximise inclusion and respect for diversity	Yes
KIS 3.b Engagement	Build student capacity to set challenging learning goals and monitor their own growth	No
KIS 3.c Teaching and learning	Embed evidence based practices to strengthen student engagement	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.	During the school review in Term 4 2023, one of the terms of reference was "How does the school build inclusive practice to cater for diversity?". Fieldwork findings found that behaviour management practicies were inconsistent across the school and the school was yet to implement a tiered response to behaviour management to build staff understanding of trauma informed practices. Staff consultation following the school review indicated KIS 3.a to be of most urgency in the school.	