Annual Implementation Plan - 2024

Select annual goals and KIS

Sunbury Primary School (1002)

Submitted for review by Amanda Busuttil (School Principal) on 18 December, 2023 at 10:12 PM
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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	
Maximise the learning growth for every student in literacy and numeracy.	Yes	By 2027, increase the percentage of students achieving at and above Benchmark growth in NAPLAN* for: • Reading from 88% (2021) to 92% • Writing from 78% (2021) to 86% • Numeracy from 78% (2021) to 82% *NAPLAN targets to be confirmed.	By 2024, increase the percentage of students achieving at and above Benchmark growth in NAPLAN* for:Reading from 88% (2021) to 89%Writing from 78% (2021) to 80%Numeracy from 78% (2021) to 79%
		By 2027, increase the percentage of Year 3 students in the top 2 bands in NAPLAN* for: • Reading from 55% (2022) to 60% • Writing from 46% (2022) to 50% • Numeracy from 33% (2022) to 38% *NAPLAN targets to be confirmed.	By 2024, increase the percentage of Year 3 students achieving exceeding or strong proficiency in NAPLAN for:Reading from 75% (2023) to 77%Writing from 86% (2023) to 88%Numeracy from 63% (2023) to 66%
		By 2027, increase the percentage of Year 5 students in the top 2 bands in NAPLAN* for: • Reading from 33% (2022) to 42%	By 2024, increase the percentage of Year 5 students achieving exceeding or strong proficiency in NAPLAN for:Reading from 78%

		• Writing from 24% (2022) to 30% • Numeracy from 19% (2022) to 24% *NAPLAN targets to be confirmed.	(2023) to 80%Writing from 65% (2023) to 68%Numeracy from 69% (2023) to 73%
		By 2027, increase the percentage of Year 4-6 students achieving one level of growth according to Teacher Judgement (Semester 2, 2022) for: • Reading & viewing from 85% (2022) to 90% • Writing from 78% (2022) to 85% • Number & algebra from 80% (2022) to 90%	By 2024, increase the percentage of Year 4-6 students achieving one level of growth according to Teacher Judgement (Semester 2, 2022) for:Reading & viewing from 85% (2022) to 87%Writing from 78% (2022) to 80%Number & algebra from 80% (2022) to 82%
		By 2027, decrease the percentage of Year 1-3 students achieving less than one year's growth according to Teacher Judgement (Semester 2, 2022) for: • Reading & viewing from 22% (2022) to 16% • Writing from 28% (2022) to 20% • Number & algebra from 25% (2022) to 18%	By 2024, decrease the percentage of Year 1-3 students achieving less than one year's growth according to Teacher Judgement (Semester 2, 2022) for:Reading & viewing from 22% (2022) to 20%Writing from 28% (2022) to 24%Number & algebra from 25% (2022) to 21%
		By 2027, increase the percentage of positive responses in the School Staff Survey factor for Collaborate to scaffold student learning from 77% (2022) to 87%. By 2027, maintain the percentage of positive responses in the School Staff Survey factor for Plan differentiated learning activities at 86% (2022).	By 2024, increase the percentage of positive responses in the School Staff Survey factor for collaborate to plan student learning from 75% (2023) to 82%.By 2024, increase the percentage of positive responses in the School Staff Survey factor for Plan differentiated learning activities from 47% (2023) to 65%.
Empower students to have agency over their own learning.	No	By 2027, increase the percentage of positive responses on the Attitude to School Survey (AtoSS) factors as listed: • Differentiated learning challenge from 83% (2022) to 88% • Stimulated learning from 79% (2022) to 86% • Student voice and agency from 63% (2022) to 75%	

		By 2027, increase the percentage of positive responses on the School Staff Survey (SSS) factors as listed: • Promoting student ownership of learning from 82% (2022) to 85% • Use student feedback to improve practice from 68% (2022) to 76% • Understand formative assessment from 64% (2022) to 71%	
		By 2027, increase the percentage of positive responses on the Parent Opinion Survey (POS) factors as listed: • Student agency and voice from 60% (2022) to 65% • Stimulating learning environment from 64% (2022) to 70%	
Improve student wellbeing outcomes.	Yes	By 2027, reduce the average absence from 22 days (2022) to 14 days.	By 2024, reduce the average absence from 19 days (2023) to 17 days.
		By 2027, increase the percentage of positive responses on the Parent Opinion Survey (POS) factors as listed: • Confidence and Resiliency skills from 66% (2022) to 70% • Student connectedness from 83% (2022) to 85% • Respect for Diversity from 64% (2022) to 75%	By 2024, increase the percentage of positive responses on the Parent Opinion Survey (POS) factors as listed:Confidence and Resiliency skills from 84% (2023) to 85%Student connectedness from 87% (2023) to 88%Respect for Diversity from 76% (2023) to 78%
		By 2027, increase the percentage of positive responses on the Attitude to School Survey (AtoSS) factors as listed: • Low Resilience from 43% (2022) to 30% • School connectedness from 81% (2022) to 85% • Emotional awareness and regulation from 72% (2022) to 80% • Respect for Diversity from 78% (2022) to 85% • Sense of inclusion from 85% (2022) to 90%	By 2024, increase the percentage of positive responses on the Attitude to School Survey (AtoSS) factors as listed:Low Resilience from 29% (2023) to 25%School connectedness from 69% (2023) to 75%Emotional awareness and regulation from 61% (2023) to 68%Respect for Diversity from 67% (2023) to 75%Sense of inclusion from 85% (2023) to 87%

Goal 2	Maximise the learning growth for every student in literacy and numeracy.
12-month target 2.1-month target	By 2024, increase the percentage of students achieving at and above Benchmark growth in NAPLAN* for: Reading from 88% (2021) to 89% Writing from 78% (2021) to 80% Numeracy from 78% (2021) to 79%
12-month target 2.2-month target	By 2024, increase the percentage of Year 3 students achieving exceeding or strong proficiency in NAPLAN for: Reading from 75% (2023) to 77% Writing from 86% (2023) to 88% Numeracy from 63% (2023) to 66%
12-month target 2.3-month target	By 2024, increase the percentage of Year 5 students achieving exceeding or strong proficiency in NAPLAN for: Reading from 78% (2023) to 80% Writing from 65% (2023) to 68% Numeracy from 69% (2023) to 73%
12-month target 2.4-month target	By 2024, increase the percentage of Year 4-6 students achieving one level of growth according to Teacher Judgement (Semester 2, 2022) for: Reading & viewing from 85% (2022) to 87% Writing from 78% (2022) to 80% Number & algebra from 80% (2022) to 82%
12-month target 2.5-month target	By 2024, decrease the percentage of Year 1-3 students achieving less than one year's growth according to Teacher Judgement (Semester 2, 2022) for: Reading & viewing from 22% (2022) to 20% Writing from 28% (2022) to 24% Number & algebra from 25% (2022) to 21%
12-month target 2.6-month target	By 2024, increase the percentage of positive responses in the School Staff Survey factor for collaborate to plan student learning from 75% (2023) to 82%. By 2024, increase the percentage of positive responses in the School Staff Survey factor for Plan differentiated learning activities from 47% (2023) to 65%.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Embed the school's Instructional Model across all areas of the curriculum.	Yes
KIS 2.b Teaching and learning	Further develop, document and embed whole school collaborative approaches to curriculum planning and instructional approaches that reflect the needs of students.	Yes
KIS 2.c Assessment	Strengthen teacher capacity to analyse and use learning and wellbeing data to inform differentiated learning.	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.	ASSESSMENT AND DIFFERENTIATION As part of our 2023 School Review, the Panel determined during the Validation Day Learning Walks that the level of differentiation evidenced in the classrooms was limited. Where different groups did exist within the classroom, the difference seemed to be more a rotation of activities rather than true differentiation. Throughout the scope of our last SSP and Review, differentiation did not feature strongly in planning documentation and teachers stated that differentiation was an area that they did not currently do well, particularly in extending students and suggested that more professional learning was needed in this area. PLCs at Sunbury Primary School have an embedded practice of establishing a focus group of students whose progress is closely tracked and monitored. Further development is needed in this area to ensure an equitable focus on is on all students. Teachers' understanding and confidence in order to successfully differentiate was acknowledged by both teachers and the leadership group during the School Review to be varied. There has also been a previous barrier to developing data literacy with inconsistency in data collection tools used throughout different teams. From the perspective of our students, information was shared with the Review Panel that generally students all do the same task and the degree of learning challenge was variable. There was no mention of different expected outcomes within a common task and students commented that they were not always stretched in the learning. Students had goals for literacy and numeracy and these were on display in some classrooms. Goals were also sent home to parents via an electronic platform. Parents who met with the panel found that these often were in educational language that they did not always understand and this limited how they could help their child at home. TEACHING AND LEARNING The panel found that Numeracy had a lower profile than Literacy and that only one of the four Numeracy targets were met.	

	Teachers also indicated that they were less confident teaching Numeracy than Literacy and hence there was a need to focus on Numeracy, whilst at the same time building on the improvements made in Literacy. It was also identified that differentiation was an area for improvement with an emphasis on challenging and extending students. Although there was a section of the planning proforma to include differentiation, this was used inconsistently and in some cases was a list of student activities with no reference to how these could be differentiated. In other cases, this section was left blank. The panel observed numeracy lessons to investigate the level of consistency in teaching and determine the level of use of the school's Instructional Model that was developed for literacy. The panel also met with teachers. The panel noted that numeracy had a lower profile than literacy in the current SSP. The panel found that there was inconsistency between classes. Not all teachers were using the elements of the Instructional Model (Mini-lesson/Throw/Catch/Independent work/Reflection). The level of sophistication in the reflection section was also variable although this may have been related to the year level observed. Teachers reported that they felt most comfortable with the mini-lesson element. Small group instruction occurred in all classes observed but this practice was also variable. It was not always clear to the observer how the groups were determined, and in some classes, students working independently struggled and made errors. There was limited observation of teachers checking on student understanding within the class other than the small group they worked with. Teachers stated that they had varying levels of confidence in numeracy teaching but that PLCs were important in improving their confidence. Teachers stated that they would like to be able to access peer observation as a means to reflect on and improve their own teaching practice. (This request also arose in the meeting with PLC leaders who wanted to observe each other's meetings and to visit another school.)
Goal 4	**Improve student wellbeing outcomes.**
12-month target 4.1-month target	By 2024, reduce the average absence from 19 days (2023) to 17 days.
12-month target 4.2-month target	By 2024, increase the percentage of positive responses on the Parent Opinion Survey (POS) factors as listed: Confidence and Resiliency skills from 84% (2023) to 85% Student connectedness from 87% (2023) to 88% Respect for Diversity from 76% (2023) to 78%
12-month target 4.3-month target	By 2024, increase the percentage of positive responses on the Attitude to School Survey (AtoSS) factors as listed: Low Resilience from 29% (2023) to 25%

	School connectedness from 69% (2023) to 75% Emotional awareness and regulation from 61% (2023) to 68% Respect for Diversity from 67% (2023) to 75% Sense of inclusion from 85% (2023) to 87%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Support and resources	Embed a whole-school approach to inclusion, diversity and wellbeing.	Yes
KIS 4.b Support and resources	Strengthen parent and community partnerships to increase student health and wellbeing.	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.	The school established a comprehensive wellbeing team during the SSP, including the employment of a psychologist for two days a week and a fulltime Inclusions Coordinator. The Wellbeing and Inclusions Team meet weekly and have clear roles and responsibilities. These included development of the Social and Emotional Learning program (SEL) and supporting teachers to implement this under a gradual release model, individual student case management, inclusion, assessments, providing support for wellbeing-based PLC inquiries and working with external agencies and allied health professionals. Wellbeing sessions were also included in the school's meeting schedule. The Wellbeing and Inclusions Team have also developed a formalised referral process which has replaced the informal process that relied on communication from teachers, notifications on the school's communication platform and anecdotal conversations. The Wellbeing and Inclusions Team also support teachers to make teaching adjustments to cater for student needs. The school believes that parents are supported and heard, however, some parents have communicated that they are not clear about how wellbeing operates in the school. An example shared by parents at our recent School Review in 2023 was that the school had a wellbeing dog but parents were unclear about how this fitted into the overall wellbeing program. Parents also shared that communication between parents and the wellbeing team was via the general office and this made it difficult to make direct contact with the wellbeing team. There was also some concern about the risk to confidentiality of communications made this way. However, all members of the school community indicated that student wellbeing was well catered for by the school.	