

Annual Implementation Plan - 2025

Select annual goals and KIS

Doncaster Primary School (0197)



Submitted for review by Julia Bay (School Principal) on 18 December, 2024 at 08:10 AM

Endorsed by Carolyn Elliot (Senior Education Improvement Leader) on 18 December, 2024 at 05:07 PM

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Strengthen student learning with a focus on Literacy and Numeracy	Yes	By 2027, increase the percentage of students achieving NAPLAN Proficiency Level of Exceeding as follows: <ul style="list-style-type: none"> • Year 5 Writing from 25% (2023) to 33% • Year 5 Numeracy from 27% (2023) to 36% • Year 5 EAL students Writing from 30% (2023) to 35% • Year 3 Writing from 23% (2023) to 30% 	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. By 2026, reduce the number of 'needs additional support' students in each of reading and numeracy in Year 3 and 5 compared to the number of 'needs additional support' students in 2024. By 2025, increase the percentage of students achieving NAPLAN Proficiency Level of Exceeding as follows: Year 5 Writing from 22% (2024) to 27% Year 5 Numeracy maintain at or above 32% Year 5 EAL students Writing from 17% (2024) to 25% Year 3 Writing from 22% (2024) to 26%
		By 2027, increase the percentage of positive endorsement in the Attitudes to School Survey (AtoSS) factors: <ul style="list-style-type: none"> • Differentiated learning challenge from 84% (2023) to 90% • Learning Confidence (sense of confidence) from 72% (2023) to 77% 	By 2025, increase the percentage of positive endorsement in the Attitudes to School Survey (AtoSS) factors: Differentiated learning challenge maintain at or above 90% Learning Confidence (sense of confidence) maintain at or above 77%
		By 2027, increase the percentage of positive endorsement in the School Staff Survey (SSS) factors:	By 2024, increase the percentage of positive endorsement in the School Staff Survey (SSS)

		<ul style="list-style-type: none"> • Understand how to analyse data from 73% (2022) to 78% • Discuss problems of practice from 77% (2022) to 82% 	<p>factors:Understand how to analyse data maintain at or above 78%.Discuss problems of practice maintain at or above 82%.</p>
		<p>By 2027, increase student growth in the PAT-R assessment as measured through achievement bands in a target cohort (2023 Year 3 students):</p> <ul style="list-style-type: none"> • 0% of students remain in the same achievement band from Year 3 to Year 6 across 2023-2027 (from 5% in Term 2, 2019- Term 4, 2022) • 20% of students have progressed one achievement band from Year 3 to Year 6 across 2023-2027 (from 25% in Term 2, 2019- Term 4, 2022) • 39% of students have progressed two achievement bands from Year 3 to Year 6 across 2023-2027 (from 36% in Term 2, 2019- Term 4, 2022) • 23% of students have progressed three achievement bands from Year 3 to Year 6 across 2023-2027 (from 18% in Term 2, 2019- Term 4, 2022) • 16% of students have progressed four achievement bands from Year 3 to Year 6 across 2023-2027 (from 14% in Term 2, 2019- Term 4, 2022) • 2% of students have progressed five achievement bands from Year 3 to Year 6 across 2023-2027 (maintain 2% in Term 2, 2019- Term 4, 2022) <p>By 2027, increase student growth in the PAT-M assessment as measured through achievement bands in a target cohort (2023 Year 3 students):</p> <ul style="list-style-type: none"> • 0% of students decrease one achievement band from Year 3 to Year 6 across 2023-2027 (from 9% in Term 2, 2019- Term 4, 2022) • 0% of students remain in the same achievement band from Year 3 to Year 6 across 2023-2027 (from 12% in Term 2, 2019- Term 4, 2022) 	<p>By 2027, increase student growth in the PAT-R assessment as measured through achievement bands in a target cohort (2023 Year 3 students): 0% of students remain in the same achievement band from Year 3 to Year 6 across 2023-2027 (from 5% in Term 2, 2019- Term 4, 2022) 20% of students have progressed one achievement band from Year 3 to Year 6 across 2023-2027 (from 25% in Term 2, 2019- Term 4, 2022) 39% of students have progressed two achievement bands from Year 3 to Year 6 across 2023-2027 (from 36% in Term 2, 2019- Term 4, 2022) 23% of students have progressed three achievement bands from Year 3 to Year 6 across 2023-2027 (from 18% in Term 2, 2019- Term 4, 2022) 16% of students have progressed four achievement bands from Year 3 to Year 6 across 2023-2027 (from 14% in Term 2, 2019- Term 4, 2022)2% of students have progressed five achievement bands from Year 3 to Year 6 across 2023-2027 (maintain 2% in Term 2, 2019- Term 4, 2022)By 2027, increase student growth in the PAT-M assessment as measured</p>

		<ul style="list-style-type: none"> • 41% of students have progressed one achievement band from Year 3 to Year 6 across 2023-2027 (from 36% in Term 2, 2019- Term 4, 2022) • 39% of students have progressed two achievement bands from Year 3 to Year 6 across 2023-2027 (from 36% in Term 2, 2019- Term 4, 2022) • 16% of students have progressed three achievement bands from Year 3 to Year 6 across 2023-2027 (from 7% in Term 2, 2019- Term 4, 2022) • 4% of students have progressed four or more achievement bands from Year 3 to Year 6 across 2023-2027 (from 0% in Term 2, 2019- Term 4, 2022) <p>Note that baseline is calculated using PAT growth results from Term 2 2019 to Term 4 2022 (3.5 years). Assessment of target should be calculated using results from Term 2 2023 to Term 4 2026 or equivalent time period.</p>	<p>through achievement bands in a target cohort (2023 Year 3 students): 0% of students decrease one achievement band from Year 3 to Year 6 across 2023-2027 (from 9% in Term 2, 2019- Term 4, 2022) 0% of students remain in the same achievement band from Year 3 to Year 6 across 2023-2027 (from 12% in Term 2, 2019- Term 4, 2022) 41% of students have progressed one achievement band from Year 3 to Year 6 across 2023-2027 (from 36% in Term 2, 2019- Term 4, 2022) 39% of students have progressed two achievement bands from Year 3 to Year 6 across 2023-2027 (from 36% in Term 2, 2019- Term 4, 2022) 16% of students have progressed three achievement bands from Year 3 to Year 6 across 2023-2027 (from 7% in Term 2, 2019- Term 4, 2022) 4% of students have progressed four or more achievement bands from Year 3 to Year 6 across 2023-2027 (from 0% in Term 2, 2019- Term 4, 2022) Note that baseline is calculated using PAT growth results from Term 2 2019 to Term 4 2022 (3.5 years). Assessment of target should be calculated using results from Term 2 2023 to Term 4 2026 or equivalent time period.</p>
		<p>By 2027, increase the proportion of students who are achieving at or above the expected level of growth in one</p>	<p>By 2027, increase the proportion of students who are achieving at or</p>

		year in Victorian Curriculum Writing from 83% (average of Year 1-6, Semester 1 2022 to Semester 1, 2023) to 87%.	above the expected level of growth in one year (semester one 2024 to semester one 2025) in Victorian Curriculum Writing maintain at or above 87%.
Maximise student engagement and inclusion.	Yes	By 2027, increase the percentage of positive endorsement in the Attitudes to School Survey (AtoSS) factors: <ul style="list-style-type: none"> • Sense of inclusion from 83% (2022) to 88% • Student voice and agency from 62% (2022) to 70% • Self-regulation and goal setting from 80% (2022) to 85% 	By 2025, increase the percentage of positive endorsement in the Attitudes to School Survey (AtoSS) factors:- Sense of Inclusion from 92% (2024) to 95% (2025)- Student Voice and Agency from 85% to 88%- Self Regulation and goal setting from 90% to 93%
		By 2027, increase the percentage of positive endorsement in the School Staff Survey (SSS) factors: <ul style="list-style-type: none"> • Promote student ownership of learning goals from 65% (2022) to 75% • Student feedback to improve practice from 62% (2022) to 71% 	By 2025, increase the percentage of positive endorsement in the School Staff Survey (SSS) factors:- Promote student ownership of learning goals from 78% to 80%- Students feedback to improve practice from 69% to 71%
		By 2027, increase the percentage of positive endorsement in the Parent Opinion Survey (POS) factors: <ul style="list-style-type: none"> • Student agency and voice from 87% (2022) to 91% • Student motivation and support from 85% (2022) to 89% 	By 2025, increase the percentage of positive endorsement in the Parent Opinion Survey (POS) factors:Student agency and voice maintain at or above 91%Student motivation and support maintain at or above 89%

Goal 1	Strengthen student learning with a focus on Literacy and Numeracy
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<p>12-month target 1.1</p>	<p>By 2026, reduce the number of 'needs additional support' students in each of reading and numeracy in Year 3 and 5 compared to the number of 'needs additional support' students in 2024.</p> <p>By 2025, increase the percentage of students achieving NAPLAN Proficiency Level of Exceeding as follows:</p> <p>Year 5 Writing from 22% (2024) to 27% Year 5 Numeracy maintain at or above 32% Year 5 EAL students Writing from 17% (2024) to 25% Year 3 Writing from 22% (2024) to 26%</p>
<p>12-month target 1.2</p>	<p>By 2025, increase the percentage of positive endorsement in the Attitudes to School Survey (AtoSS) factors:</p> <p>Differentiated learning challenge maintain at or above 90%</p> <p>Learning Confidence (sense of confidence) maintain at or above 77%</p>
<p>12-month target 1.3</p>	<p>By 2024, increase the percentage of positive endorsement in the School Staff Survey (SSS) factors:</p> <p>Understand how to analyse data maintain at or above 78%. Discuss problems of practice maintain at or above 82%.</p>
<p>12-month target 1.4</p>	<p>By 2027, increase student growth in the PAT-R assessment as measured through achievement bands in a target cohort (2023 Year 3 students):</p> <p>0% of students remain in the same achievement band from Year 3 to Year 6 across 2023-2027 (from 5% in Term 2, 2019- Term 4, 2022) 20% of students have progressed one achievement band from Year 3 to Year 6 across 2023-2027 (from 25% in Term 2, 2019- Term 4, 2022) 39% of students have progressed two achievement bands from Year 3 to Year 6 across 2023-2027 (from 36% in Term 2, 2019- Term 4, 2022) 23% of students have progressed three achievement bands from Year 3 to Year 6 across 2023-2027 (from 18% in Term 2, 2019- Term 4, 2022) 16% of students have progressed four achievement bands from Year 3 to Year 6 across 2023-2027 (from 14% in Term 2, 2019- Term 4, 2022) 2% of students have progressed five achievement bands from Year 3 to Year 6 across 2023-2027 (maintain 2% in Term 2, 2019- Term 4, 2022)</p>

	<p>By 2027, increase student growth in the PAT-M assessment as measured through achievement bands in a target cohort (2023 Year 3 students):</p> <p>0% of students decrease one achievement band from Year 3 to Year 6 across 2023-2027 (from 9% in Term 2, 2019- Term 4, 2022)</p> <p>0% of students remain in the same achievement band from Year 3 to Year 6 across 2023-2027 (from 12% in Term 2, 2019- Term 4, 2022)</p> <p>41% of students have progressed one achievement band from Year 3 to Year 6 across 2023-2027 (from 36% in Term 2, 2019- Term 4, 2022)</p> <p>39% of students have progressed two achievement bands from Year 3 to Year 6 across 2023-2027 (from 36% in Term 2, 2019- Term 4, 2022)</p> <p>16% of students have progressed three achievement bands from Year 3 to Year 6 across 2023-2027 (from 7% in Term 2, 2019- Term 4, 2022)</p> <p>4% of students have progressed four or more achievement bands from Year 3 to Year 6 across 2023-2027 (from 0% in Term 2, 2019- Term 4, 2022)</p> <p>Note that baseline is calculated using PAT growth results from Term 2 2019 to Term 4 2022 (3.5 years). Assessment of target should be calculated using results from Term 2 2023 to Term 4 2026 or equivalent time period.</p>	
12-month target 1.5	By 2027, increase the proportion of students who are achieving at or above the expected level of growth in one year (semester one 2024 to semester one 2025) in Victorian Curriculum Writing maintain at or above 87%.	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1.a Teaching and learning	Enhance staff capacity to differentiate effectively.	Yes
KIS 1.b Assessment	Further build staff expertise to utilise data and a range of assessment strategies to teach to the learner's point of need.	No
KIS 1.c Teaching and learning	Strengthen teaching and learning practices and track EAL progress using the EAL curriculum.	No

<p>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>	<p>While this year we have made great progress with this KIS this year, we would like to continue build on the work we have done this year in developing staff knowledge particularly with Mathematics and English curriculum 2.0.</p>	
<p>Goal 2</p>	<p>Maximise student engagement and inclusion.</p>	
<p>12-month target 2.1</p>	<p>By 2025, increase the percentage of positive endorsement in the Attitudes to School Survey (AtoSS) factors:</p> <ul style="list-style-type: none"> - Sense of Inclusion from 92% (2024) to 95% (2025) - Student Voice and Agency from 85% to 88% - Self Regulation and goal setting from 90% to 93% 	
<p>12-month target 2.2</p>	<p>By 2025, increase the percentage of positive endorsement in the School Staff Survey (SSS) factors:</p> <ul style="list-style-type: none"> - Promote student ownership of learning goals from 78% to 80% - Students feedback to improve practice from 69% to 71% 	
<p>12-month target 2.3</p>	<p>By 2025, increase the percentage of positive endorsement in the Parent Opinion Survey (POS) factors:</p> <p>Student agency and voice maintain at or above 91%</p> <p>Student motivation and support maintain at or above 89%</p>	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	
<p>KIS 2.a Engagement</p>	<p>Mobilise tiered support effectively to enhance students' wellbeing and inclusion.</p>	
<p>KIS 2.b</p>	<p>Build student capacity to set challenging learning goals and monitor their growth.</p>	

Teaching and learning		
KIS 2.c Teaching and learning	Further enhance staff capability to provide effective feedback to students.	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.	When we complete the Self Evaluation on Teaching and Learning on assessment we noticed we were low in specific feedback and linking feedback to learning goals.	